EXAMINING PRESERVICE TEACHERS CLASSROOM MANAGEMENT PREPARATION WITHIN AN ALTERNATIVE CERTIFICATION TEACHING PROGRAM

A Record of Study

by

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ABSTRACT

This sequential explanatory, mixed methods study of an alternative certification teaching program (ACTP) investigated classroom management preparation for six participants completing either a clinical or internship experience. Initially, this study explored state exit survey data on classroom management preparation for participants at an alternative certification teaching program and compared it to teachers from state university trained teaching programs. Subsequently, data were explored on six participant's classroom management preparation, within either a clinical or intern experience, which was captured throughout an 18-week interval using surveys and semi-structured protocols during individual coaching sessions. State survey results indicate that teachers at the alternative certification program rated themselves lower in classroom management preparation than university prepared teachers. Further, the principal's rated the teachers from the alternative certification teaching program lower on classroom management preparation than their university counterparts. Subsequent results indicate the alternative certification teachers who participated in the study responded positively to the additional classroom management preparation they received during the 18-week study period, especially during the classroom management coaching sessions. Five of six teachers in the study all show positive gains in confidence for classroom management preparation, but overall, the peaks and valleys were more pronounced for those participating in an internship. The clinical teachers reported feeling more supported by the cooperating teacher assigned to them than interns, who reported feeling isolated.

DEDICATION

This record of study is dedicated to my wife and kids. My wife has been a constant rock who has maintained faith in me throughout our 32 year courtship. She has inspired me constantly to always be a better educator and person, and for that I am eternally grateful. She is my best friend and will always be the love of my life. I also want to dedicate this work to my kids who continually encouraged me to finish. My daughter keeps me laughing, my oldest son keeps me grounded, and my youngest keeps me hopeful. Collectively, they all make me feel enormously loved as a father.

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Contributors

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CHAPTER 1

INTRODUCTION

The evolution of education has progressed from a single schoolhouse in local towns to an entity that reaches over 50 million students a year. As the demand rises, so does the arduous task of providing every classroom with an effective teacher. For a teacher to be considered effective, Texas Education Agency (TEA) stated, beginning with the 2016-2017 school year, teachers will hold a bachelor's degree, obtain full state certification, and demonstrate competency in a core academic subject area (TEA, 2015). Furthermore, studies have extensively highlighted the impact effective teachers have on academic achievement. Having an effective teacher is the single most accurate indicator of a student's academic success (Friend & Bursuck, 2002; DarlingHammond, 2010). More importantly, studies have also suggested a link between effective classroom management and effective teachers (Ialongo, Poduska, Werthamer, & Kellam, 2001; Curby, Brock, & Hamre, 2013; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). With the importance of classroom management on classroom instruction, teacher preparation programs will need to facilitate opportunities for pre-service teachers to develop strong classroom knowledge and skills.

National Context

Traditionally, universities have been the primary source in developing effective teachers in classroom management. Unfortunately, with an increasing trend of undergraduates choosing other career paths, and with an increased demand for teachers in high needs areas such as Math, Science, and Special Education, states have had to create alternative and abbreviated pathways to teacher certification in order to supply the current demand for effective teachers.

Notably, the National Center for Education Statistics reports that in 1971, there were 839,730 college graduates, and of those 176,307 or (21%) chose education as their major. In contrast, in 2016, 87,217 graduates were selecting an education major out of 1,920,718 or (4%) (National Center for Education Statistics, 2017). Compounding the issue of a reduced university teacher pool is a lower than average teacher retention rate (Dicke, Parker, Marsh, Kunter, Schmeck, & Leutner, 2014), so acquiring and maintaining a pool of effective teacher candidates proficient in classroom management is increasingly more difficult for districts.

Consequently, states have been continuing to explore alternative pathways to certifying and preparing new teachers. In 1983, New Jersey became the first state to offer a non-conventional path to the classroom (Walsh & Jacobs, 2007), and many states soon followed. These non-conventional pathways are registered as an Alternative Certification Teaching Program (ACTP), which usually involves obtaining a teaching certificate outside the traditional university educational program. In fact, 31% of all U.S. teacher preparation programs are alternative routes (U.S. Department of Education, 2013). Consequently, the pathways to teaching are becoming quicker and easier to complete, which allows the pool of teachers to become more substantial, but often inexperienced and underqualified in the areas of classroom management.

State Context

Texas followed New Jersey and other states in identifying alternative pathways to teacher certification by creating ATCP programs throughout the state. In 1985-1986, Houston Independent School District (HISD) and Dallas Independent School District (DISD) became the first to offer an alternative pathway to teacher certification in Texas (Alternative Certification, 2013). These alternative programs have increased throughout the last decades as a source for providing districts with a larger teacher pool. Moreover, in 2002, the state of Texas expanded the

number of ACTP programs by granting Education Career Alternatives Program the first statebased, for-profit approved alternative certification program in Texas (Education Career Alternatives Program, 2014).

The State Board of Education (SBEC) reports, alternate routes for educator preparation have produced the most substantial number of teachers since 2004-2005 (Routes to Teacher Certification, 2013). In 2017 there were 22,390 teachers certified in Texas. Of those 22,390, 58% or 13,050 were pre-service teachers prepared through an Alternative Certification Teaching Program. Currently, there are over 140 approved profit/non-profit educator preparation programs in Texas offering an alternative path to certification (TEA, 2019).

There are costs to the prolific programs being created for teacher certification throughout Texas, especially as we see the certification and preparation process reduced to a few months through online course offerings. In an attempt to fill the gap of a decrease in teachers, ACTP programs are meeting the demands for a larger teacher pool with as many candidates who are willing to participate as possible, but does this create an environment of choosing quantity over quality? Most of these programs emphasize expediency, designed to meet the shortages of teacher labor markets by offering quick entry into the profession (Grimmett & Young, 2012).

Although districts/schools develop induction programs (e.g., programs supported during the teacher's first year of teaching), one critical area of teaching which requires more robust preparation is the area of classroom management. Current evaluations and quality assessments of ATCP conclude that many programs, especially those in Texas, are ineffective at preparing highquality teachers for the complexities of student behavior **(**Walsh & Jacobs, 2007; Greenberg, Walsh, & McKee, 2015). Not only are principals reporting a lack of preparation in the areas of

classroom management, but ACTP teachers are also leaving the teaching profession before schools can establish a foundation for effective pedagogy.

According to TEA's Educator Reports, and shown in Table 1, the average attrition rate for the Alternative preparation route for years 2012 – 2017 was significantly higher than teachers earning certification from a traditional university teaching program.

Table 1. TEA Educator Attrition Rate

Year	2013	2014	2015	2016	2017
Alternative	10.1%	18.6%	24.9%	30.4%	35.8%
University	5.9%	9.8%	14.2%	18.8%	23.4%
Difference	4.2%	8.8%	10.7%	11.6%	12.4%
Total Attrition	16.0%	28.4%	39.1%	49.2%	59.2%

The cost of teacher attrition is staggering in dollars and cost with an estimated yearly cost of $329 million for teacher recruitment and training (Texas Center for Education Research, 2015). In addition to the cost of attrition, losing teachers with experiences and established school practices, due to classroom stress, leaves students without teachers with valuable experiences and strong established classroom management.

The impact of an abbreviated preparation program, especially in classroom management is affecting the quality of teachers produced by ACTP programs produce. If new teachers feel underprepared for the complexities of classroom management, they will be forced to exclusively rely on the school's induction programs, placing a considerable burden on school resources in preparing teachers for the first year of classroom management.

Additional research is needed in how ATCP's can effectively prepare pre-service teachers for the complexities of student behavior within a reduced amount of preparation time. The challenge of keeping novice teachers in the classroom will also have to be addressed. New teachers need to feel more confident in the classroom, which takes time, and if the teaching pool is continually changing, then providing schools with competent teachers becomes increasingly more difficult.

Situational Context

Woodpalace Community College (WCC) is one of the many ATCP programs in Texas offering alternative pathways to teacher certification in the local area. Each year, WCC College certifies teachers in Kindergarten through 12th for a variety of certification areas. Of the 43 different certifications offered at WCC, Generalist EC-4 and 4th-8th grade are the most popular certifications pursued. The WCC ATCP program serves primarily surrounding districts, which are within 20 miles of the campus. WCC's ACTP program routinely certifies approximately 90 pre-service teachers each year.

Program admittance requires an earned bachelor's degree with a GPA of at least 2.5, satisfactory interview and orientation session, and a passing score on a selected content certification exam. Once admitted to the ATCP program, participants required to complete 300hours of state-mandated coursework, which consists of classes offered face to face, hybrid, and online. Participants must also complete 30 hours of field experiences within local schools, with a minimum of 15 hours of field experience engagement. Participants will choose either a clinical track (one semester) or internship track (two semesters) to finalize their program requirements.

The clinical path consists of teaching with a cooperating mentor who guides the pre-service candidate during a school semester. Participants are not compensated during this time, so many choose the Internship route. Internships require pre- service teachers to participate in two semesters of instruction where the ATCP participant is the teacher of record. These routes include visits from program supervisors and collaboration from the school's mentor programs. Interns are compensated with a full salary and benefits.

WCC's ATCP program requires several areas of teacher instruction. These instructional units include all aspects of teacher pedagogy, including 108 hours of Pedagogy and Professional Responsibilities, 7 hours of Pedagogy and Professional Responsibilities Review, 48 hours of Creating Successful Classrooms or Generalist Prep, 48 hours of Components of Special Education, and the remaining hours completed through the clinical or internship experience. Throughout the 300 program hours, participants are exposed to opportunities to develop competency in classroom management, but with little consistency. These classroom management opportunities are sporadically introduced with different instructors who possess different philosophies of classroom management. Consequently, ACTP participants are exposed to a variety of different behavioral theories, and with little time to process each one, makes it difficult to understand and adopt the full measure of any particular program, intervention, and/or strategy.

Problem

Relevant History of the Problem

Like similar ACTP programs, Woodpalace Community College (WCC) primary goal is supplying school districts with effective teachers who are prepared for the challenges of student behavior. Unfortunately, during recent evaluations, WPC is seeing patterns of teachers feeling unprepared for implementing the required discipline management procedures outlined by the

school. In a recent data analysis of TEA's exit surveys for 2016- 2017, principals were asked to rate how well the educator preparation program prepared the pre-service teacher for discipline management on a scale of 4.0 being "well prepared", and being "not prepared at all". Principals rated WPC ACTP candidates lower compared to other ACTP certification programs specific to TEA's survey question four, which asks; "Does the first year teacher effectively implement discipline management procedures?". In comparison, principals rated alternative certification teaching programs candidates, as a group, higher on question four with a Likert average of 3.171 compared to WPC candidates at 3.076. Further, principals rated teachers from university teaching programs the highest at 3.282.

Similar to principals, teachers were also required to complete a self-survey with a different Likert scale which shows rates teacher preparedness with 1.0 being "very prepared" and 4.0 being "not at all prepared" and asks a similar question about classroom management, which reads; "To what extent were you prepared to effectively implement the discipline management procedures approved by campus?". Candidates from alternative certification programs collectively rated themselves a 1.395 compared to WCC candidates who rated themselves 1.342 and university teacher candidates rated themselves 1.280.

Significance of the Problem

If WCC ACTP teachers continue to enter the classroom being rated unprepared for classroom management, they will feel overwhelmed, stressed, and burn out quickly before they can develop teacher efficacy. Continuing to under-prepare ACTP teachers will only grow the more significant problems of classroom discipline and teacher burn out (i.e., attrition). These added pressures increase the responsibility of ACTP programs, specifically WCC to develop opportunities for pre-service teachers to develop teacher efficacy in classroom management,

which allow the teachers to build effective teacher-student relationships as well as provide the confidence they need to stay committed to the field of teaching. We need pre-service teachers prepared for day one of instruction, instead of placing the bulk of the responsibility of training teachers within the district's induction program. The negative effects of failing to prepare preservice teachers on comprehensive classroom management will eventually erode the pool of effective teachers, who will leave the profession from frustration before they ever get to develop confidence in classroom management. Consequently, with an increase in turnover and burnout, student achievement will inevitably decline.

Research Questions

This sequential explanatory research design will include analyzing existing quantitative data within the state's educator database on ACTP's classroom management preparation for firstyear teachers. Also, qualitative data (e.g., surveys, and coaching session notes) will be collected and analyzed on Woodpalace Community College's ACTP pre-service teacher's reflections on classroom management coursework, and the impact preparation has on their confidence using classroom management techniques and practices.

The following questions guide this Record of Study:

1. To what extent are first-year teachers who completed Woodpalace Community College (WCC) Alternative Certification Teaching Program (ACTP) confident in classroom management based on self-rating using Texas Education Agency's (TEA) required first-year exit survey?

2. How do principals compare first-year teachers who completed Woodpalace Community College (WCC) Alternative Certification Teaching Program (ACTP), to first-year university trained teachers in the areas of classroom management?

3. To what extent do WCC first-year teachers report their confidence level in classroom management after completing classroom management coursework before, during, and after their clinical or internship experience?

Personal Context

Researcher's Roles

My role during this process will uniquely serve a dual perspective as an outsider of WCC's behavioral coursework, as well as an insider serving as an active instructor within the WCC Pedagogy and Professional Responsibility coursework. Although I work within the ACTP program, I do not teach any of the classroom management courses currently being offered. As an outside observer, I will incorporate my experiences as a behavioral consultant to apply a critical lens in developing research methods to provide insight in how WCC prepares its ATCP participants in the areas of classroom management. My research role will include gathering Teacher and Principal survey data from Texas Education Agency (TEA), coursework survey data from WCC program participants, and coaching session notes on the experiences of WCC preservice teachers completing either a clinical or internship route.

Journey to the Problem

Twenty-five years ago, I sat at my desk at Brookestone Middle School completely engulfed and overwhelmed with a sense of utter panic, and I searched for an answer as to how to

manage my students whose behavioral needs completely surpassed my knowledge and skill level as a teacher. In fact, it only took me two months to realize I was unprepared and unskilled, and if something did not change quickly, my career as a teacher would soon be over. Ultimately, I realized how much their achievement impacted by my ability to support their learning by creating an environment conducive to learning. Given the fact I felt utterly unprepared, the district provided me a mentor who guided my progress in developing behavioral supports which fueled my desire to stay in the classroom and develop teacher efficacy towards classroom management. More importantly, I was able to identify my challenges as a first-year teacher and seek targeted supports from my mentor. Without the proper training, I would have been a part of the growing number of teachers who are leaving the classroom attributable to their lack of support and their feelings of being unprepared.

After my experiences as a teacher, I moved to district central staff positions (e.g., program specialist, behavioral specialist) where my knowledge of behavior expanded tremendously. After earning my Masters in Special Education, I worked with ACTP programs on preparing teachers for classroom behavior. After several years working with Alternative Certification Teacher Programs, I noticed the impact these inexperienced teachers had on students and realized the behavioral preparation they were getting was inadequate and limiting in scope. For the past 18 years I have worked within several different ACTP programs and currently work with WCC College in the Alternative Certification Teacher Program (ACTP), teaching Pedagogy and Professional Responsibilities.

As I enter my Record of Study, my experience with classrooms, schools, districts, and states, leads me to a desire in developing an effective classroom management training model for pre-service teachers participating in an ACTP program. Further, my Record of study will allow

me to investigate the behavioral preparation level pre-service teachers' experience who are working their way through an ACTP Program. During my spring 2017 Internship, I discovered what I had long suspected, that WCC is struggling with preparing pre-service teachers for the complexities of classroom management.

Significant Stakeholders

Throughout this process, significant stakeholders were identified.

ACTP Program Directors. Directors of ACTP programs need effective coursework delivered within a shorter instructional span vs. traditional university teaching programs, whose coursework contains a broader scope of pedagogy. More importantly, ACTP programs need a stronger emphasis on the quality of preparing pre-service teachers for the complexities of student behavior. Identifying strategic coursework and delivering it will dramatically improve the preparation level of program participants as well as improve the overall program effectiveness.

ACTP Program Participants. ACTP program participants enter the classroom much more quickly than their university-based peers. Most of the candidates are coming from a previous career or have lost their job, and are looking at teaching as a viable alternative.

Also, they are looking for programs which will prepare them for an environment which is currently foreign, exciting, but confusing to them. It is the primary responsibility of ACTP programs to ensure the classroom management coursework is sufficient in building confidence in pre-service teachers for day one of instruction. ROS studies are valuable in identifying gaps in programming as well as interventions and training which serve to prepare pre-service teachers for the difficulties of supporting student behavior.

School/District Hiring Committees. Hiring committees (i.e., principals, teachers, and district staff) are looking for teachers who meet the criteria for classified as an effective teacher. The

difficulty with ACTP program participants is their lack of experience in teaching and working with an array of student diversity. District hiring committees rely heavily on ACTP programs to provide them effective teachers for high needs areas.

Traditionally, to augment the transition for ACTP teachers, schools provide first-year induction programs, which typically includes assigning a mentor to support the ACTP teacher throughout the year. More importantly, schools need pre-service teachers to understand the practical reality of what a classroom experience entails and how to effectively support a variety of student needs.

Nomenclature

Alternative Certification Teaching Program - Alternative Certification Teaching Programs (ACTP) offer a nontraditional route to certification that allow candidates to teach while completing program requirements. These programs are located in universities, school districts, education service centers, community colleges, and private entities.

Classroom Management (i.e., Discipline Management) - Any action a teacher takes to create an environment that supports and facilitates the development of positive classroom behavior. Classroom Management promotes the establishment of classroom expectations, procedures, classroom organization and continuums for responding to positive and negative behavior. The ultimate goal for establishing a strong classroom management structure is to provide an environment in which instruction and learning can occur.

School Induction Programs - Systematic process embedded in a healthy school climate that meets new teacher's personal and professional needs to transition teachers from novice to professional teachers.

Highly Qualified Teacher (i.e., Effective Teacher) - Highly Qualified Teacher was modified in 2016-2017 to "effective teacher." Requirements for an "effective teacher" Obtained full Texas teacher certification, including appropriate special education certification for special education teachers. Also, has not had certification requirements waived on an emergency, temporary, or provisional basis. Holds a minimum of a bachelor's degree and has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches in a manner determined by Texas Education Agency (TEA) and in compliance with Section 9101(23) of Education Secondary Education Act (ESSA).

Teacher Retention Rate – Continued employment in the teaching profession

Teacher Attrition Rate – Loss of teacher employment

Pedagogy – Theory and Practice of teaching and influence on student achievement

TEA Principal Exit Surveys - Principals must respond to a survey to measure the performance of first-year teachers. The survey assesses relevant educator preparation programs' effectiveness in preparing those teachers to succeed in the classroom. Surveys are required for all first-year teachers who may be interns in an alternative certification program or newly certified first-year teachers.

TEA Teacher Exit Surveys – New Teachers under a standard certificate must respond to a survey at the end of their first year of teaching regarding the effectiveness of educator programs (EPPs) in preparing them for the classroom. The survey applies only to new teachers that completed an EPP in Texas and is authorized by Senate Bill 174, passed by the 81st Texas Legislature in 2009.

Closing Thoughts

Alternative pathways to teacher certification will only become increasingly more prevalent as the demand for teachers continue to rise due to the constant demands by schools and districts. As state's ACTP programs become more popular and the track to the classroom becomes more expedient, larger pools of teachers will experience feelings of being unprepared for the realities of the classroom. ACTP programs need to promote more opportunities to develop effective pedagogy, especially opportunities to build confidence in the critical area of classroom management. Teacher Certification advocates will need to promote higher standards for the over 140 teacher certification programs currently being offered in Texas. Further, evaluations and researchers will need to be active in identifying gaps in teacher development programs and provide ACTP program managers more effective strategies in preparing preservice teachers for the difficulties of student behavior. My current ROS will offer an opportunity to reflect on the current consensus principals and pre- service teachers have on preparation levels for classroom management. My ROS will further examine classroom management programming and offer possible solutions to the limited opportunities ACTP program participants have during a fast-track pathway to the classroom.

CHAPTER 2

LITERATURE REVIEW

Impact of Classroom Management

The positive impact classroom management has on the learning environment has been well documented. Teachers who manage their classrooms effectively maximize instructional time (Marzano, 2003), increase student engagement (Gest & Gest, 2005; Reinke, Lewis-Palmer, & Martin, 2007), build positive relationships (Malow-Iroff, O'Conner, & Bisland, 2004; Djigic & Stojiljkovic, 2011) see increases in positive student outcomes (Stronge, Ward, & Grant, 2011; Cheema & Kitsantas, 2013; Akalin & Sucuoglu, 2015; Fisher) and experience an increase in professional satisfaction (Malow-Iroff et al., 2004; Patterson, Collins, & Abbott, 2004). Consequently, classroom management has become a core teaching practice, a top U.S. educational policy priority (Marzano & Marzano, 2003; Henley, 2006), and a crucial skill for any teacher (Niemeyer, Johnson, Monroe, 2014). Also, studies report classroom management as one of the most critical indicators of teacher effectiveness (Cheng & Cheung, 2004; Reinke et al., 2008; Kane et al., 2010; Flower, McKenna, Muething, Bryant & Bryant, 2014).

Building First-Year Teachers Confidence in Classroom Management

Although several studies have documented the importance of preparing teachers in classroom management, first-year teachers frequently report their first year as a reality shock (Herbert & Worthy, 2001) and report feelings of being unprepared to cope with the stressors of classroom management (Dicke et al., 2014). Also, first-year teachers report having an inability to deal with the demands of classroom management and describe feelings of isolation and frustration (Caspersen & Raaen, 2014; Garland et al., 2013). As the year progresses, these stressors increase in intensity and frequency, making decision-making more difficult, so teachers

start to lose confidence, start lowering expectations for themselves and students, and over time become more and more negative towards students (Dicke et al., 2014). Behavioral problems in the classroom driven by inadequate classroom management can lead to a disruption in academic learning and achievement (Forness, 2005; McKenna & Ciullo, 2016). Unfortunately, studies have reported that teachers frequently attribute their lack of classroom management preparation for the failure of their teacher preparation program (Beran, 2005). According to the U.S. Department of Education, (2014), who compared the impact of top performing teacher preparation programs to the lowest ones, the impact on student gains in mathematics was considerably more significant than the effects of poverty.

Relevant Historical Background

University Teacher Certification

Historically, preparing pre-service teachers for the classroom has been the responsibility of university teacher preparation programs throughout the United States. Traditionally, college graduates earn an education degree, specializing in either general studies or a specific content area. At the end of their coursework, these education majors participate in clinical teaching mentored by a cooperating teacher and supervised by a contracted supervising faculty member. These clinical teaching experiences usually last one semester where the education major assumes teaching responsibilities gradually over the semester (Fernandez & Erbilgin, 2009; Kenny, 1998).

Alternative Teacher Certification

With the release of *A Nation at Risk* in 1983, a critical need was emerging in the areas of science and math, which suggested students were falling behind other nations, so preparing effective teachers in the areas of science and math were recommended as a solution to raising the

bar for science and math benchmarks in schools (National Commission on Excellence in Education, 1983).

To respond to the challenges highlighted in *A Nation at Risk*, New Jersey, 1983, became the first state to offer a provisional teacher program route to the classroom. Texas soon followed by offering Alternative Certification routes to the classroom with Houston ISD in 1985 and Dallas ISD in 1986 who created Alternative Certification Teaching Programs within their district (Alternative Certification, 2013). The State Board of Education (SBEC) reports, alternate routes for educator preparation have produced the most substantial number of teachers since 2004-2005 (Routes to Teacher Certification, 2013). In 2017 there were 22,390 teachers certified in Texas. Of those 22,390, 58% or 13,050 were pre-service teachers prepared through an Alternative Certification Teaching Program.

Currently, there are over 140 approved profit/non-profit educator preparation programs in Texas offering an alternative path to certification (TEA, 2019). This literature review will include research on the topic of Classroom Management preparation in Alternative Certification Teaching Programs (ACTP).

Action Research Traditions

Action Research

The development of Action Research is traced back to the 1940s with the work of Kurt Lewin whose focus on social issues facilitated the development of a "spiral process" to research. In essence, Lewin believed that there was no action without research and no research within action (Marrow, 1969). In light of the move to increase the role of the school in research, most researchers at the time where scientific positivist who viewed action research as too radical and the principles of action research remained untested until the late 1960s (Adelman, 1993).

Further, based on Lewin's principles of action research, Stephen Corey in the 1950s expanded the application of action research to education who believed the significance of conducting action research is determined by those most impacted by its findings (Corey, 1953). Although dormant in the late 1960s and early 1970s, the 1975 work of Lawrence Stenhouse, "An introduction to Curriculum Research and Development and the expansion of qualitative research in the 1980s impacted the increased popularity of teacher research (Lagemann, 2000). Other works such as Donald Schon's "The Reflective Practitioner: How Professionals Think in Action and Ann Berthoff's "The teacher as researcher, marked a more significant interest in teacher inquiry (Lagemann, 2000). Currently, most of the research on Action Research highlights the importance of research within a specific context to generate targeted solutions has its place in the world of research (Parkin, 2009).

Alignment with Action Research Traditions

Action Research is participatory and democratic which positions itself within a research paradigm (Cresswell, 2009). This mix-method study has drawn its initial quantitative data from statewide surveys as well as training surveys on classroom management preparation. Further, in keeping with the integrity of action research traditions, regularly scheduled coaching sessions were used to capture qualitative data to review and analyze the growth mindset of each study participant on classroom management. Studying the framework by which pre-service teachers experience and develop confidence in classroom management enhances the research process. Analyzing the context is essential in Action Research (Parkin, 2009) if we are to understand how pre-service teachers navigate their first experiences in developing confidence and solutions (Meyer, 2000) in classroom management decision-making.

Theoretical Framework

To better understand and analyze pre-service teacher's confidence levels during training and experiences with classroom management, Self-Efficacy and Teacher Efficacy served as foundations for interpretation.

Teacher Efficacy

Teacher Efficacy was initially founded on the work of Rotter, (1966), which assessed a teacher's internal locus of control (Goodard, Hoy, & Hoy, 2000) by measuring generalized expectancies for external and internal control of reinforcement. The researchers later used Rotter's theory of locus of control at the RAND Corporation in evaluating innovative educational programs funded by the Federal Elementary and Secondary Education Act (Armor, 1976; Berman et al., 1977) which influenced the theory of teacher efficacy (Putman, 2010). In the initial study, RAND researchers reviewed the effectiveness of reading instruction and determined a strong relationship between teacher efficacy and variations on reading achievement among minority students (Armor et al., 1976).

Teacher efficacy was also heavily influenced by Bandura, who conceptualized self-efficacy and argued that locus of control is primarily concerned with the belief that a given behavior will lead to specific outcomes, but personal efficacy (i.e., teacher efficacy) is about executing the behavior necessary to produce the desired result (Ashton & Webb, 1986; Gibson & Dembo, 1984; Cheung, 2008). So, in essence, an individual may believe a specific outcome is controllable and caused by individual action (i.e., self-efficacy), but may lack the confidence to accomplish the necessary action (i.e., personal teaching efficacy) (Bandura, 1977).

Self-Efficacy

According to Bandura's theory, (1977), people with high self-efficacy are more likely to view difficult tasks as motivating rather than dismissing them as too challenging (Yuksel, 2014). Also, what determines decision making and effort in teachers, is often related to expectations of self-efficacy, rather than skill level (Bibapile, 2012). Additionally, teachers with low selfefficacy often report feeling dissatisfied and report more discipline problems than their colleagues (Ekici, 2008). Furthermore, teachers with low self-efficacy seem to gravitate to control and punitive measures of classroom management (Morris & Usher, 2011; Putman, 2009). Conversely, teachers with high self-efficacy beliefs and perceptions are characterized as more supportive and patient, especially with students struggling with behavior in the classroom (Yuksel, 2014; Zee & Kooman, 2016). If setbacks do occur, people with high self-efficacy recover more quickly than those with low self-efficacy meaning that the probability of a teacher acting to resolve the situation is low if he or she lacks belief in his or her capability to manage classroom disturbances effectively (Arnold et al., 2011). Also, teachers with high self-efficacy experience fewer problems in the classroom, which reduces their emotional exhaustion and they are less likely to leave the profession (Schwarzer & Hallum, 2008; Parker et al., 2012; Dicke et al., 2014). Further, Zee and Kooman, 2016, in a recent meta-analysis reported that teachers' selfefficacy was found to associate with their effectiveness observed by colleagues and administrators strongly. More importantly, studies have found that student achievement and selfefficacy are related (Guo, Piasta, Justice & Kaderavek, 2010).

Development of Teacher Efficacy

Using the RAND evaluation studies and the foundation of Bandura’s Self-Efficacy theory, Gibson & Dembo, (1984) extended a more reliable measurement of teacher efficacy

(Tschannen-Moran, Hoy & Hoy, 1998). Gibson & Dembo (1984) found teacher efficacy may influence patterns of classroom behavior and impact achievement gains. Although there is limited research in the field of teacher self-efficacy for classroom management, what does exist implies that personal teaching efficacy affects the behaviors of teachers (Morris- Rothschild & Brassard, 2006). In fact several different studies reported that teachers with low teacher efficacy are overly critical of students for failing, show impatience during behavioral challenges (Gibson & Dembo, 1984), linked to too strict punishments and use controlling management styles (Ashton & Webb, 1986), coercive and use public embarrassment as a classroom management strategy (Woolfolk et al, 1990), less motivated to try harder to reach the learning needs of all students (Pendergast, Garvis, & Keogh, 2011), and show patterns of removing students from class (Ashton & Webb, 1986).

In contrast, teachers who exhibit a high teacher efficacy report eight key characteristics. These characteristics are; (1) positive interpersonal relationships with students (Cheung, 2008), (2) cope well and build trust with students, (3) foster positive academic outcomes (Ashton & Webb, 1986; Gibson & Dembo, 1984; Hoy & Woolfolk, 1990; Tschannen-Moran & Woolfolk Hoy, 2001; Vieluf, Kunter, & van de Vijver, 2013), (4) set classroom goals (Bandura, 2006), (5) are more resilient and enthusiastic (Tschannen- Moran, & Woolfolk Hoy, 2001; Caprara, Barbarnelli, Borgogni & Steca, 2003), (6) seek ways to improve effective methods of teaching through experiment and innovation (Allinder, 1994; Ashton & Webb, 1986), (7) stay longer in the teaching profession (Glickman & Tamashiro, 1980), and (8) seek help in dealing with classroom disruptions (Emmer & Hickman, 1990). Klassen et al. (2011) found that of the 218 teacher efficacy studies, only six of them examined the sources of teacher efficacy. So, what effectively drives the development of a teacher's efficacy is limited (Labone, 2004).

Although, scant research is available about the development of a teacher's efficacy, studies have reported that a teacher's efficacy is the most malleable in preservice teachers (Henson, 2003; Putman, 2010) so targeting opportunities for preservice teachers to develop a strong teacher efficacy must be considered. Also, researchers have highlighted the impact reflection activities and classroom management courses have in teacher education on a teacher's efficacy (Harlin, 2014; Tschannen-Moran, & Woolfolk Hoy, 2001) and found that classroom management courses significantly impact the influence of a preservice teacher's efficacy (Yuksel, 2014).

It is recommended that preservice teachers reflect on mastery experiences to work through uncomfortable and difficult experiences (Bull, Shambrook, James, & Brooks, 2005). Tripp & Rich (2012) recommend the use of reflection as an investigative process which includes a self-critical analysis of classroom decisions with the goal of improving the teaching process. Also, preservice teachers must evaluate and analyze their unique beliefs and how they impact student expectations and academic outcomes (Lastrapes, Tanase, & Patterson, 2014). A teacher's lens must not be ignored during periods of interpretation when investigating teacher efficacy (Burke-Spero & Woolfolk, 2003).

As preservice teachers engage in classroom experiences, greater confidence increases when given opportunities to reexamine their personal beliefs at periodic levels throughout the development stages of self- efficacy (Putman, 2010). Therefore, understanding how pre-service teachers work through the process of developing a strong self-efficacy was considered to be a critical component in this research study. Self-efficacy, which is initially fueled by early successes and greater confidence, was targeted throughout the training and coaching sessions. To

see the preservice teacher's self-efficacy, it was critical to identify preservice teacher's classroom management successes and confidence statements.

Social Emotional Learning

The historical focus of teacher certification standards in the United States has been on developing the cognitive components associated with teaching with little attention given to the social-emotional development of teachers or their understanding of these skills in students (Gomez, Allen, & Clinton, 2004). More recently, Onchwari (2010) reported that of the teachers surveyed, 66% acknowledged being either moderately or poorly prepared to deal with students' emotion (p. 395) Teachers who have established social-emotional learning competencies can encourage students to adopt these same positive social-emotional learning competencies such as solving conflicts, collaborating with peers, and establishing positive relationships (WebsterStraton and Reid, 2010; Ocak & Arda, 2011).

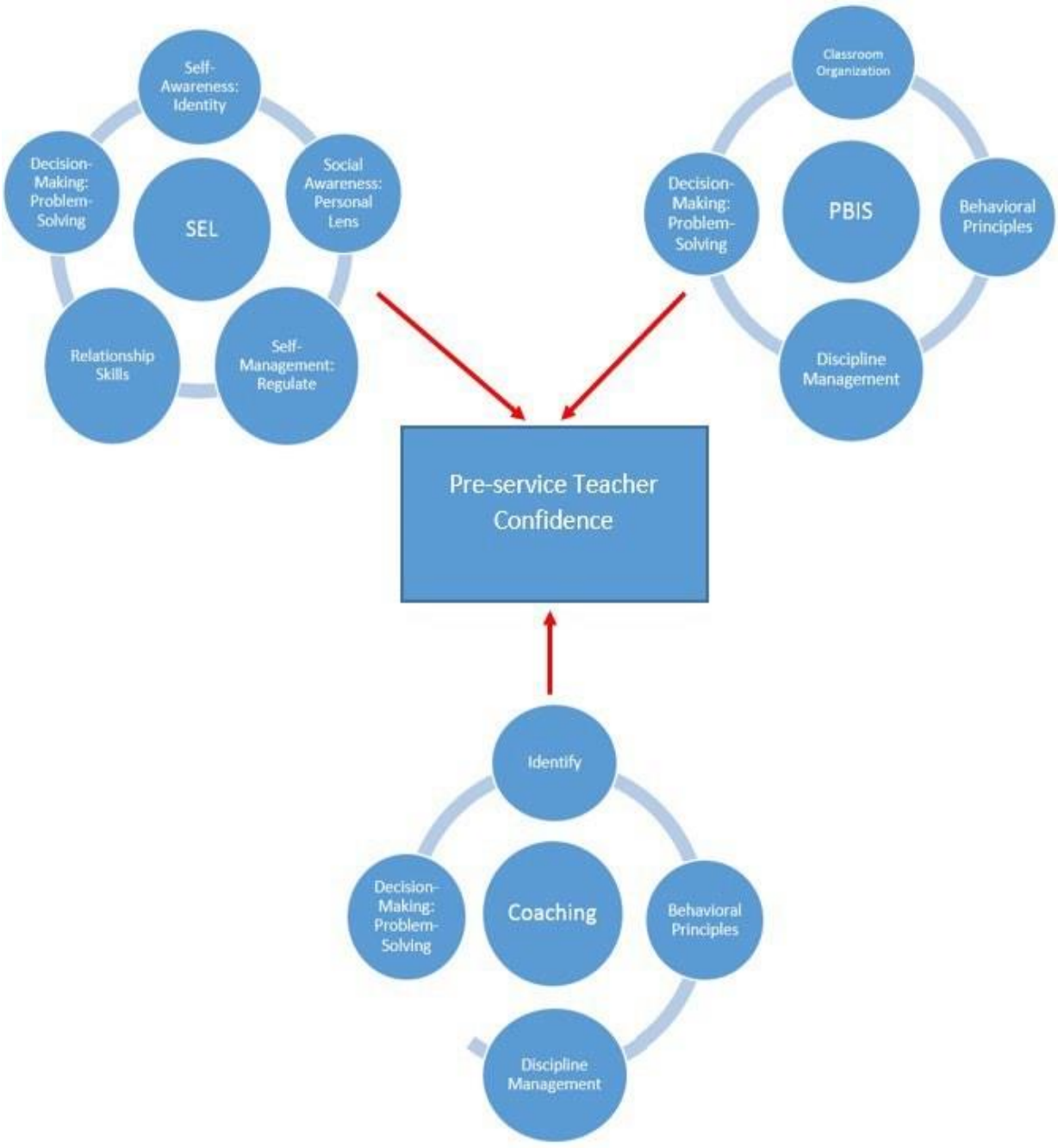
Research has shown that social and emotional constructs, including prosocial behavior and other indicators of behavioral and self-regulation are robust predictors of children's academic learning (Buckley, Storino, & Saarni, 2003; Larsson & Drugli, 2011; Wang, Haertel, & Walberg, 1993). Although issues of children's well-being and social-emotional competence are a low priority in teacher preparation programs (Onchwari, 2010), practitioners are beginning to recognize the important role of teachers in actively teaching, modeling, and practicing SEL competencies in the classroom (Hemmeter, Ostrosky, & Fox, 2006). More importantly, as highlighted by Jones and Bouffard (2012), children's SEL is directly influenced by teachers' social-emotional competence as well as their pedagogical skills. Therefore, teachers need to be trained in these social-emotional learning competencies in order to teach them to their students (Greenberg & Kusche, 2006; Jennings & Greenberg, 2009).

Social Emotional Learning has been adopted by a growing number of schools and districts across the United States (CASEL, 2017). CASEL, which is the Collaborative for Academic, Social, and Emotional Learning, has promoted the importance of social- emotional learning for the past two decades. The CASEL initiative has driven the need for teachers to be trained in the principles of SEL which include 5 essential competencies of; (1) Self-awareness, which teaches how to know your strengths and limitations with a well sense of confidence and growth mindset; (2) Social awareness, which explains how to understand the perspectives of others and empathize with them; (3) Self-management, which teaches how to effectively manage stress, control impulses, and motivate yourself to set goals; (4)Relationship Skills, which illustrates how to communicate clearly, listen well, cooperate with others, negotiate conflict constructively and seek help; and (5) Responsible decision- making, which teaches how to make constructive choices about personal behavior and social interactions based on ethical standards, safety, social norms, and behavioral management approaches (CASEL, 2019)

Conceptual Framework

Below is a conceptual framework, which includes the training and coaching components used throughout the study to observe changes on pre-service teachers confidence (i.e., teacher efficacy) level during their clinical or internship experience.

Figure 1. Building Preservice Teacher Confidence in Classroom Management



Most Significant Research and Practice Studies

There have been extensive studies on classroom management and teacher preparation, but research on classroom management preparation levels of pre-service teachers completing an Alternative Certification Teaching Program (ACTP) has been limited to post 1985 since this was the year Alternative Certification Teacher Programs were created**.**

First Year Frustrations

There are some common themes when reviewing the literature about a teacher's first year and although there are exceptions, most first-year teachers would describe their first year as frustrating, anxious, isolated, filled with self-doubt, and often described it as a "survival" year (Oliver & Reschly, 2011; Brunsting, Sreckovic, & Lane, 2014; Freeman, Simonsen, Brierre, & MacSuga-Gage, 2014). When reviewing teacher surveys, first-year frustrations have been attributed to a lack of preparation in classroom management (Ladd, 2000; Monroe, Blackwell & Pepper, 2010). Inexperienced teachers are vulnerable during their first year and perceive student behavior as frequently their most pressing challenge (Evertson & Weinstein, 2006). This inexperience and feelings of being unprepared will lead first-year teachers to revert to reactive management strategies (Clunies-Ross, Little, & Kienhuis, 2008; Dobler et al, 2009; Monroe, 2010) which are ineffective and leave the student and teacher feeling overly stressed (Evertson & Weinstein, 2006; Geving, 2007) and exhausted, and these three reasons are frequently reported as the primary reasons teachers leave the teaching profession (Oliver & Reschly, 2011; Brunsting, Screckovic & Lane, 2014).

This ineffectiveness in managing stress impacts the effectiveness for teachers, especially first-year teachers who are struggling to manage student behavior and engage students academically (Stronge et al., 2011). The struggles experienced for first-year teachers are

commonly reported, and most blame the preparation of their teaching program (Beran, 2005; Kaff, Zabel & Milham, 2007; Garland, Garland & Vasquez, 2013). Furthermore, classroom management is often noted as one of the most influential factors in determining success for firstyear teachers (Marzano & Marzano, 2003; Hong, 2012) so evaluating how we prepare teachers in classroom management can provide insights on classroom management coursework.

Classroom Management Preparation

Classroom Management Foundation

Behavior and discipline have a long history, but the development of classroom management can be traced to a few significant theorists who believed that teachers need to play a more central role in how students behave. B.F. Skinner developed the theory of "operant conditioning," which is a method of using rewards and punishments to increase learning (Skinner, 1938). Later, William Glasser developed "choice theory," which promotes choices based on need (Glasser, 1998). Glasser believed that there is aneed to move beyond the stimulus/response model and motivate students to expand their freedoms by making choices based on their learning and behavioral needs (Glasser, 1998).

The evolution of these foundational theories in behavior advanced the theories of behavior, but the application for classroom management was advanced by Jacob Kounin's landmark studies on the integration of teaching and discipline in the classroom (Emmer & Evertson, 1981; Hastie, Sinelnikov, Brock, Sharpe, Eiler & Mowling, 2007). Kounin's work influenced the increased role a teacher plays in creating effective classroom environments. Kounin was followed by other significant studies such as Brophy and Evertson 1976 book *Learning from Teaching: A Developmental Perspective – Linking Classroom Management to Effective Teaching* and Emmer, Evertson & Anderson, (1980), Sanford and Evertson, 1981, and

Everston and Emmer, (1982) studies on classroom management, which all stressed the importance of using effective classroom management strategies for student behavior and highlighted the impact the teacher has on minimizing disruptive behavior and increasing on- task behavior. (Hastie et al., 2007).

Classroom management received a strong endorsement from the comprehensive study conducted by Wang, Haertel & Walberg, (1993). Wang et al., (1993) involved combining results from previous studies which included a content analysis of 86 chapters from annual research reviews, 44 handbook chapters, 20 government reports, and 11 journal articles. The first study created a list of 228 variables which were shown to have an impact on student achievement, followed by a second study of 134 education experts who rated each of the 228 variables on the strength of their effects on student achievement. The concluding results showed that classroom management was ranked on top of its impact on student achievement. Brophy, (1996) conducted a study on which strategies teachers use to improve the learning environment and found there are several different types of classroom strategies which can create a positive learning environment (Marzano & Marzano, 2003).

In the last decade, two studies made progress in identifying key classroom management concepts which can be useful in establishing positive learning environments. Simonsen, Fairbanks, Briesch, Meyers & Sugai, (2008) reviewed several studies and identified 20 evidencebased practices and grouped them into four critical areas of classroom management. These four areas included (1) classroom arrangement, (2) classroom structure, (3) instructional management, and (5) procedures to increase positive behavior and decrease inappropriate behavior. More recently, Oliver, Wehby, & Reschly, (2011) showed that teachers who use

universal classroom management approaches could experience improvements in student behavior.

Classroom Management Coursework

A recent review conducted by Freeman, Simonsen, Briere & MacSuga-Gage, (2014) showed that very few teacher preparation programs devote entire courses to classroom management. Freeman et al. reviewed state policies and found that although states require training in classroom management, evidence-based practices are not emphasized. This gap exists between effective classroom management research-based methods and teacher preparation requirements, which poses a risk for preservice teachers feeling unprepared to manage student behavior (Zeichner, 2016). Even when pre-service teachers are introduced to approaches of classroom management, many times the approaches are too theoretical, so learning to apply the strategies are limited (Monroe et al., 2010), and disconnected from classroom practice (Siebert, 2005; Putman, 2009). Classroom management coursework is often presented within other units, rather than a specific unit on the behavioral principles and strategies (Wesley & Vocke, 1992; O'Neill & Stephenson, 2011).

Further, many of the coursework samples failed to address more challenging behaviors, which teachers often feel inadequate about managing. The behavioral philosophy of teacher preparation programs has also shifted, but many programs are still emphasizing reaction strategies rather than proactive strategies (Oliver & Reschly, 2010). The 1980s pushed for a "get tough" stance, which influenced how schools and teacher preparation programs created their classroom management content (Putman, 2009). Consequently, the strategies being promoted were more punitive and exclusionary and used for social control (Perry & Morris, 2014). This need for control has pushed and marginalized certain groups of kids outside the school walls

(Skiba, Poloni-Staudinger, Simmons, Feggins, & Chung, 2005). More importantly, Skiba et al. found a link between school suspensions and a state's National Assessment of Educational Progress (NAEP) rank in math, reading, and writing.

Teachers often describe classroom management as a means to control student behavior for instructional purposes only (Atrici, 2007) and do not see classroom management as an opportunity to teach positive behavior skills which extend beyond the classroom. With the introduction of Positive Behavior Interventions and Supports (PBIS) and more recently Social Emotional Learning (SEL) we are seeing schools promote training in preventative management strategies which will assist pre-service teachers in dealing with chronic student behavior, which is often minor but frequently disruptive to the learning environment (Arbuckle & Little, 2004; Clunies-Ross, Little & Kienhuis, 2008). The emphasis by schools for a more proactive andpreventative approach to classroom management will need to make its way to teacher preparation programs (Flower, McKenna, & Haring, 2017). In a recent study, teachers were surveyed on how confident they felt using a variety of classroom management strategies, and 75% of the teachers in the survey reported feeling confident in using a PBIS model (Simonsen, Fairbanks, Briesch, Meyers & Sugai, 2008).

Classroom Management Approaches

Critical approaches to improving classroom management preparation have been influenced by studies showing the impact teacher-student relationships have on student behavior. In a recent meta-analysis including over 100 studies, Marzano (2003) found that the quality of teacher-student relationships is paramount to the core of classroom management. In the study, on average, teachers who had strong relationships with their students had 31 percent fewer classroom discipline problems, than those whose relationships with students was strained

(Marzano, 2003).

Behavioral Identity. There are several effective approaches to classroom management, and it becomes very personal when selecting behavioral strategies to use in a personalized classroom community (Stoughton, 2007; Jackson et al., 2013). Teacher preparation programs can improve if they expand the coursework for classroom management and include a myriad of different theories and strategies as well as opportunities to experiment and process beyond an intellectual understanding (Monroe et al., 2010). An additional consideration is needed for preservice teachers to identify their unique perceptions and beliefs about classroom management to allow a deeper reflection on choosing the behavioral philosophy which aligns best to their identity (Kaufman & Moss, 2010; O'Neill & Stephenson, 2012). Teachers often teach in a way they were raised or taught and usually select classroom practices which match their own experiences (Risko et al., 2008). Several studies have highlighted the relationship between a teacher beliefs and preferences in using specific classroom management strategies during behavioral interventions (Emmer & Hickman, 1991; Hughes, Barker, Kemenoff & Hart, 1993). Further, it is recommended that preservice teachers use reflective activities on their classroom behavioral experiences which can contribute to the construction of unique classroom management techniques (Smagorinsky & Barnes, 2014). More importantly, it is through constant reflection that a growth mindset can be improved (Powell, 2015).

Coaching. Isolation during teaching can become overwhelming, especially for first- year teachers who are juggling new responsibilities with sometimes little preparation.
Isolation can be an even greater challenge for alternative certification pre-service teachers since most are teaching for the first time with limited support and without the experience of being effective in instructional and behavioral pedagogy (Berry. 2001). Also, alternative certification

preservice teachers are reluctant to seek help in fear of appearing to be inadequate and unprepared (Alvarez, 2007). Increased opportunities for preservice teachers to reflect, discuss, and problem solve with an effective educator can improve communication patterns (Alvarez, 2007) and the use of preventative management strategies (Oliver & Reschly, 2007). Web-Based coaching has been effective in providing preservice teachers feedback and coaching on the complexities of classroom management (Garland et al., 2013). Performance feedback can facilitate the transfer or maintenance of knowledge and behaviors (Mortenson & Witt, 1998) as well as improving the process of learning for the teacher (Akalin, 2014).

Alternative Certification.

The criticism of Alternative Certification program has been well documented. The American Association of Colleges for Teacher Education conducted a report which raised concerns about the current standards ACTP teacher preparation programs use to prepare new teachers (Ludwig, Kirshstein, Sidana, Ardila-Rey & Bae, 2010). Darling-Hammond (2010) reported that too many ACTP programs place teachers in classrooms with minimal or no pedagogical training. Also, there is a pattern of underprepared teachers who are frequently making their way to districts with a higher percentage of students of color and students at risk. Advocates for ACTP cite the very reason we need ACTP programs is to place ACTP teachers in high needs areas, especially areas which are recruiting teachers of color (Scribner & Alkiba, 2007).

Proponents of alternative certification programs also cite studies which have found positive effects of using ACTP teachers more effective at contributing content knowledge to advance math and science classes (Gimbert, Cristol & Sene, 2006) at the high school level.

Although there are a few studies which highlight positive outcomes from ACTP programs, much of the current research is cautiously optimistic about the role ACTP programs have with teacher preparation. ACTP programs with abbreviated curriculum and minimal opportunities for field experiences can create challenges for first-year ACTP teachers (Stough & Montague, 2014). Also, Schonfeld & Feinman (2012) report that ACTP teachers are more likely to have classroom management problems than University trained teachers. ACTP programs attempt to meet the demand for new teachers, similar to University teacher programs, but often the coursework is minimized and accelerated which places the burden of further training on school's induction programs (Darling-Hammond, 2005; Kelly & Northup, 2015). A recent analysis of ACTP programs typically finds low admission standards, lack of follow up, and insufficient support as they take on full responsibility for the classroom (Greenberg, Walsh & McKee, 2014)

Closing Thoughts

The significance of having an effective teacher is paramount for any classroom, and the impact effective classroom management has on being effective has been well documented. Although classroom preparation has been established for decades, preparation within an Alternative Certification Teacher Program has been limited. As with all newer programs, and ACTP programs are relatively new, there will need to be constant review and analysis of how these abbreviated programs can contribute to the teaching pool. Also, since the ACTP programs usually involve a shorter learning cycle than University teaching programs, new instructional delivery systems will need to be analyzed and adjusted to align with preservice teachers limited time in preparing for the classroom. It seems both University and Alternative programs could collaborate to learn the best instructional model to deliver the most effective way to prepare teachers for the complexities of classroom management.

CHAPTER 3

SOLUTION AND METHOD

Proposed Solution

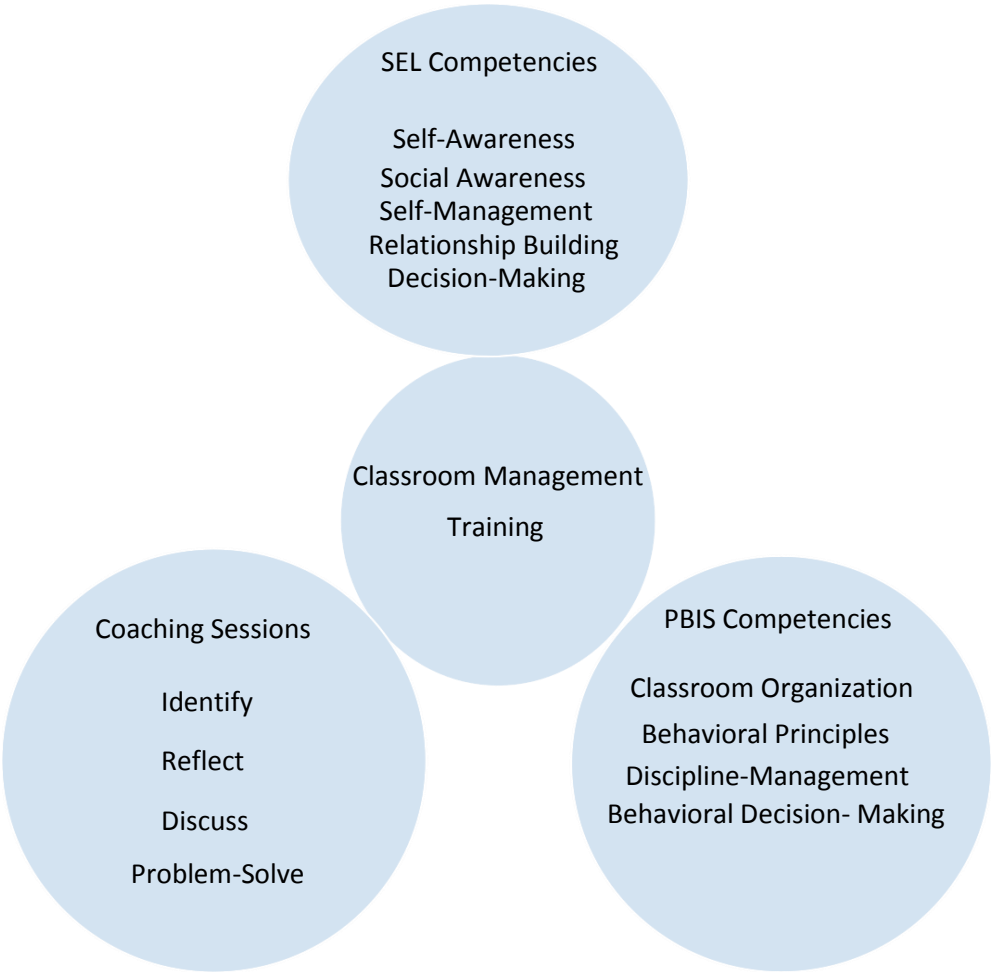
To increase pre-service teacher's confidence in classroom management at Woodpalace Community College (WCC) Alternative Certification Teaching Program (ACTP), classroom management training and coaching was provided. A Social Emotional Learning (SEL) Framework guided the training goals which used five Social Emotional Learning competencies. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), "SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." (CASEL, 2019)

In addition to the SEL competencies, Positive Behavioral Interventions and Support (PBIS) competencies were identified to support the pre-service teacher's development in classroom management. According to the Office of Special Education Programs (OSEP), "PBIS is preventative and responsive approaches that may be effectively implemented with all students and intensified to support small groups or a few individual students" (OSEP, 2019).

Lastly, to increase the application of the SEL and PBIS competencies during the clinical or internship experience, classroom management coaching was used. Classroom management coaching consisted of regularly scheduled virtual meetings to identify, discuss, and problem-solve student behavioral issues during the clinical or internship experience. Universities have found progress with pre-service teacher's development of classroom management by allowing the preservice teacher to participate in coaching sessions of inquiry, discussions, assessment, implementation, and evaluation of classroom management strategies (Akalin & Scuuoglu, 2015).

Collectively, the proposed training components (i.e., SEL Competencies, PBIS Competencies & Coaching Sessions), represented in Figure 1, highlight the conceptual training framework used for the participants in the study.

Figure 2. Classroom Management Training Model



Initially, the pre-service teachers in the study were asked to participate in a 14-hour face-to-face classroom management training course, which included 8-blocks of classroom management theory and practice. Figure 2 outlines the specific expectations for each of the 8-blocks of required training.

Figure 3. Classroom Management 14 – Hour Training Blocks

Block 1: SEL Competency - Self-Awareness (i.e., Behavioral Identity)

My behavioral identity, which lays the foundation in how I support all students, is primarily based on_____(rules or relationships). Pre-service teachers need specific training in selfawareness, which allows them to develop classroom management strategies based on their behavioral philosophy constructed from personal beliefs and experiences. Studies have shown that pre-service teachers need to develop their unique style of behavior management and methodology (Monroe et al., 2010) in developing self-confidence.

Block 2: SEL Competency - Social Awareness (i.e., Personal Lens)

My social awareness (i.e., personal lens) drives my expectations and perceptions of my student's strengths and needs, which impacts my relationships with my students. Bondy, Ross, Gallingane, & Hambacher, 2007 noted that novice teachers who built relationships with their students frequently established positive classroom comunities.

Block 3: Behavioral Organization (PBIS Principles & the Big 5)

Simonson, Fairbanks, Briesch, Meyers & Sugai, 2008 identified five categories of evidence-based classroom management practices which have shown to be the most effective in managing student behavior; structure, expectations, engagement, a continuum of strategies for positive and negative behavior. Also, one extensive study reviewed the PBIS model and showed it to have the highest percentage of participants (75%) who reported feeling confident in using the model (O'Neill & Stephenson, 2012)

Block 4: S.M.I.L.E. Anchor

Setting, Movement, Involvement, Language, Engagement

Block 5: Behavioral Principals

ABC model

Block 6: Behavioral Discipline

Punishment vs. Discipline, Consequences with Purpose

Block 7: Behavioral Management

Problem-Solving

Block 8: SEL Competencies - Responsible Decision Making & Self-Management Pre-service teachers will be able to maintain their emotions and make effective decisions on student behavior based on maintaining high expectations, grounded perceptions, accurate interpretations, and the use of appropriate consequences for all students.

In addition to a 14-hour face-to-face classroom management training course, Figure 3 highlights the virtual coaching expectations used for each of the study participants. Each study participant was assigned a virtual coach who facilitated the implementation of training goals through a series of regularly scheduled 30-minute virtual coaching sessions.

Figure 4. Classroom Management 10 – Hour Virtual Coaching Model

Virtual Coaching Sessions (10 Hours - 18 sessions)

Coach and pre-service teacher identify, discuss, and process the pre-service teacher’s classroom experience to develop the pre-service teacher's ability to manage and support student behavior. Performance feedback with teachers can change teacher behavior and offer opportunities to discuss the application of newly learned concepts and methods (Scheeler, Ruhl, & McAfee, 2004; Akalin, 2014). Also, addressing classroom management beliefs and expectations through reflection activities can assist in the

exploration, examination of current beliefs and allow for opportunities for growth (Darling-Hammond & Bransford, 2005).

Justification of the Proposed Solution

Preliminary data analysis from TEA's First-Year Teacher Exit Surveys found that first-year teachers who participated in the ATCP at Woodpalace Community College (WCC), were rated lower in being prepared to implement discipline management procedures on principal surveys compared to comparable ATCP program participants. Furthermore, surrounding districts need first-year teachers who understand the complexities of student behavior, who can build and maximize the instructional environment, handle a variety of student behavior, and build strong teacher/student relationships.

Study Participants

This study collected results from TEA's Exit Teacher and Principal survey data, which included WCC Alternative Certification program participants, after their first-year for years 2012 – 2018. To further analyze the existing TEA survey data, purposive sampling was used to identify six pre-service teachers who were completing an Alternative Certification Teaching Program (ATCP) at Woodpalace Community College (WPC) during the 2018-2019 school year. Further, all six of the pre-service teachers participated in a 14-hour behavioral workshop (Figure 2). In addition, participants engaged in regularly scheduled virtual coaching sessions (Figure 3) with three pre-service teachers participating in a semester of clinical teaching and three pre-service teachers participating in a semester of internship teaching.

Study Context

My involvement as an adjunct instructor in the Alternative Certification Teaching Program (ACTP) at Woodpalace Community College (WCC) created an opportunity to study

participants completing an alternative teaching certification program. WCC was used to collect data from preservice teachers participating in the WCC's Alternative Certification Teaching Program (ACTP). WCC is one of the many ACTP programs offering alternative pathways to teacher certification in the local Houston area. Each year, WCC prepares teachers in Kindergarten through 12th grade for over 40 teaching certification areas.

Program admittance includes being able to show an earned bachelor's degree with a GPA of at least 2.5, participate in an interview and orientation session, and pass an entrance exam. After admittance to the ATCP program, participants are required to complete 300- hours of state-mandated coursework, which consists of classes offered face to face, hybrid, and online. Additionally, participants must also complete 30 hours of field experiences within local schools. Lastly, participants will choose either a clinical track or internship track to finalize their 300-hour training requirements.

The six study participants consisted of four females, and two males all within the age range of 30 years old to 45 years old. Of the six, three completed a clinical track and three in an internship track. Four of the participants taught at the high school level and two at the elementary level. Certification areas included Elementary Math, H.S. Physics, H.S. Spanish, H.S. History, and H.S. Art. The clinical track consists of teaching with a cooperating mentor teacher who guides the pre-service candidate during a Fall or Spring school semester. Internships are two semesters of instruction where the ATCP participant is the teacher of record. These routes include visits from program supervisors and collaboration from the school's mentor programs. Interns receive full salary and benefits.

Research Paradigm

This sequential explanatory model used a qualitative strand to further explain initial quantitative results (Cresswell & Plano Clark, 2017). Initially, quantitative data from TEA's online Educator database was examined and analyzed to investigate data trends between variables. These trends were further analyzed using qualitative methods (surveys and virtual coaching sessions) as a means to also explain themes and relationships between variables from previous quantitative data results.

Data Collection Methods

In the initial phase of data collection, TEA's database was used to collect Exit Survey data on teachers self-rating survey and principal's teacher rating for WCC first-year teachers. Data was collected on all Teacher and Principal Exit Surveys for years 20112018. At the time of data gathering, TEA had posted teacher self-rating survey data for years 2011-2017, and principal teacher rating survey data for years 2012-2018. Comparatively, both Teacher and Principal survey data, only years 2012-2018 was considered since these are the only years' TEA had both sets of data posted. Notable, the Likert scale used for the Principal and Teacher Exit Surveys were different. Principal Likert scale used a 1.0 to 4.0 scale on preparation with 4.0 being rated as "Well Prepared". Conversely, Teacher Likert scale used a 4.0 – to 1.0 scale with 1.0 being rated as "Well Prepared". Specifically, the teacher exit survey included 53 questions of a self-rating with a 4.0 to 1.0 Likert scale, using "4 - not at all prepared", "3 - not sufficiently prepared", "2 - sufficiently prepared", "1 - well prepared". The survey included domains in teacher demographics, classroom environment, instruction, students with disabilities, limited English proficient students, technology integration, use of technology with data, and overall evaluation of the educator preparation program.

For this study, only classroom environment questions 4-8 questions were collected and analyzed. These questions best represent and align with the specific research question number 1; "To what extent are ATCP teachers confident in classroom management based on self-rating using TEA's required first-year survey." Principal's teacher rating survey data included 40 questions of teacher ratings with a 4.0 to 1.0 Likert scale, using "4 – well prepared", "3 – sufficiently prepared", "2 – not sufficiently prepared", "1 – not at all prepared". The principal survey included domains in teacher background, classroom environment, instruction, students with disabilities, limited English proficient students, technology integration, use of technology with data, overall evaluation of how the educator teacher program prepared the teacher, and a rating of the teacher's influence on student achievement. For this study, only classroom environment questions 4-8. These questions best represent and align with the specific research question number 2: "How do principals compare first-year ACTP teachers, to the first-year university trained teachers in the areas of classroom management."

Pre-service teachers participated in 14 hours of Classroom Management training (Figure 2) before the start of the pre-service teacher's clinical or internship experience. After the 14-hour classroom management training, a coursework/training survey was used to collect data on the pre-service teacher's evaluation of their confidence level (increase/decrease) in classroom management. Specifically, "My confidence level in understanding how to make decisions for student behavior has (increased/decreased)." After completing the 14 hours course, pre-service teachers participated in virtual coaching sessions during their clinical or internship teaching preparation. During the clinical or internship preparation coaching sessions, additional surveys at the 6 - week, 12 - week, and 18 - week intervals were used to collect the pre-service teacher's

self-assessment on their classroom management preparation, and impact on their confidence in classroom management. Surveys were based on the required exit surveys used by TEA.

Coaching sessions were used to promote proficiency in learning of classroom management coursework. Therefore, data note-gathering from inquiry and reflection were used to record each 30-minute coaching session details on the progress of the pre-service teacher's developing classroom management knowledge and confidence. Each pre-service teacher participated in at least 10 hours of classroom coaching spanning the 18-week clinical or internship experience.

Data Analysis Strategy

Data were analyzed from the TEA's database for WCC first-year teachers. The teacher and principal exit survey data were classified and categorized to enable a comparative analysis of the different program types (i.e., WCC Alternative Certified Teachers and University Certified Teachers). A spreadsheet was used to classify the data collected for years 2012-2018 to analyze differences in surveys from year to year, as well as teacher program type differences. Further, each of the classroom environment questions, within the surveys, were used as categories to analyze the differences in program preparation for classroom management.

Teacher self-rating survey data and Principal's teacher rating surveys were also used as categories to enable more efficient analysis of the classroom management preparation questions. After the data was classified and categorized, simple spreadsheet formulas were used to provide a yearly average of the classified data, specifically in each year how do principals rate first-year teachers prepared by an Alternative Certification Teaching Program and a University Teaching Program.

Further analysis was assisted by disaggregating the classroom management questions 4 – 8, the overall preparation for the educator preparation program and on the rating of the teacher's influence on student achievement. This analysis of TEA's database provided an insight into how principals rate first-year teachers from ACTP and University teachers programs on classroom management preparation. Besides, analyzing the teacher survey data allowed for a comparative analysis of any differences between how teachers and principals might view the readiness for classroom management. Survey data collected from WCC's pre-service teachers on classroom management coursework/training during the 6-week, 12-week, and 18-week intervals were classified and categorized using a spreadsheet. The categories were chosen based on TEA's exit survey data on how the pre-service teacher feels about their classroom management preparation. Questions and possible responses were used, so the spreadsheet data will be more accessible to compare and contrast with previously collected exit survey data.

Data were collected and analyzed using the required coaching sessions during the clinical or internship experience. Notes were taken during the coaching sessions to gather comments from the pre-service teacher's perspective on how confident they felt about their classroom management, and what specific strengths and challenges they experienced. Participant comments were analyzed and interpreted based on frequency and content to determine possible themes, patterns, and relationships. Coaching sessions provided an opportunity to listen for specific words directly related to first-year experiences with classroom behavior.

"Emotion coding" (Saldana, 2013, p.105) and "Value coding" (Saldana, 2013, p.110) were both used as complementary "First Cycle coding" (Saldana, 2013, p.58) to categorize participants data and establish themes which represent pre-service teachers confidence in classroom management. Emotion coding was used to label and categorize the emotions

expressed by each participant. It was essential to chronical the emotional experience of dealing with the complex issues of student behavior. To further understand the emotional experiences of participants and its effect on attitude, and self-beliefs, Values Coding was used to represent the participant's perspective (e.g., values, attitudes, and beliefs). After the establishment of categories were established, reflections were used to determine running themes interpreted through Teacher Efficacy theories on classroom management. During each coaching session, participant statements were recorded and documented in an excel document. The document included coded statements and categories. After each coaching session, categories were updated and expanded according to the participant's statements. It was important to record the participant's emotions as well as actions taken for classroom management. It is difficult to separate emotion from actions as emotion drives many of our actions (Corbin & Strauss, 2008). It was also crucial to chronical the participant's journey throughout the clinical or internship experience to review and analyze any changes in confidence and teaching efficacy. Values coding was used to capture the participant's beliefs and attitudes to highlight their unique perspective on classroom management (Rubin & Rubin, 2012).

Reliability and Validity Concerns

Quantitative Data Reliability and Validity

TEA Likert Scale Surveys: Reliability. TEA's teacher and principal exit surveys were based on a Likert-scale methodology. Likert scales have been used for over 85 years starting with Rensis Likert 1932. Likert scales include a series of statements which can represent a belief, judgment or opinion, which produce an instrument that generates valid and reliable summated scores (Oppenheim, 1992). The exit surveys measure a discipline readiness construct, by collecting a summated score derived from the pre-service teacher's responses, including all

survey questions labeled as “classroom environment." Since single item scores can be less valid (Nunnally & Bernstein, 1994), the principal of aggregation was used to increase reliability. Likert scales have a broad research base, but the teachers and principals who fill out these surveys are unknown variables. With all surveys, you are capturing a moment in time, and not necessarily the full growth of the participant, so the accuracy of the statements from principals and teachers are met with caution during interpretation.

TEA Likert Scale Surveys: Validity. Validity is measured by examining an instrument’s construct, content, criterion or face validity, and does explicitly measure what it purports to measure (Korb, 2012). TEA’s exit surveys are used to analyze teachers and principals survey responses on the classroom environment. Although the exit surveys categorize the classroom environment survey questions, it is not acomplete representation of the skills needed to evaluate a teachers’ comprehensive classroom management preparation or confidence.

Pre-Service Teacher Surveys: Reliability. To increase the reliability of the pre-service teacher surveys on classroom management, questions were taken from TEA’s current exit surveys. The objective of the research was to explore the evolutionary nature of a teacher’s growth towards confidence in classroom management and using the same questions as the exit survey was used to increase the reliability of the survey.

Pre-Service Teacher Surveys: Validity. In using the same questions as TEA’s exit surveys, the validity of the surveys can be shown to be reliable. The exception is similar to the exit surveys in that the questions are limited in nature for a comprehensive analysis of classroom management. The biggest concern for external validity was collecting the preservice teacher survey data for a limited and purposive sample. The study used only six participants, and those six were selected based on a pre-selected criterion.

Qualitative Data Dependability and Credibility

Coaching Sessions: Reliability (Dependability - Consistency). Reliability in qualitative research depends on constancy in responses (Creswell, 2003). Coaching sessions were structured in time (i.e., 30 minutes) and format (i.e., types of questions and responses) to gather consistent types of data. Each session was only 30 minutes and constructed to elicit statements from study participants on the scope of classroom management. Statements of classroom instruction were recorded but quickly redirected to the topic of classroom management. Ultimately, keeping a consistent structure for gathering participant notes during the coaching sessions were used to increase the dependability (i.e., consistency) of the participant's comments during each session.

Coaching Sessions: Internal Validity (Credibility - Accuracy). To increase the credibility or accuracy of the statements during coaching sessions, reflective listening was used to capture the participant's verbal comments accurately. Also, codes and categories were established and modified after each coaching session to reflect new categories for further analysis. The evolving Emotion and Value coding were consistently used to improve the credibility and accuracy of each subsequent coaching session. After each session, participant statements were either noted in existing codes and categories, or new ones.

Closing Thoughts

This sequential explanatory mixed-method design (Ivankova, Creswell, & Stick, 2006) allowed for an examination of how teachers feel about their classroom management preparation while completing an Alternative Certification Teaching Program. Each of the participants completed a 14-hour course in classroom management, and 10-hours of virtual classroom management coaching. These program interventions were created to improve the confidence level for classroom management as highlighted in TEA's yearly exit surveys for the past six

years. Data were collected using surveys to identify trends for WCC pre-service candidates, as well as coaching session data to further examine how WCC preservice teachers view their progress on classroom management. The data analysis allowed for a more in-depth look into the patterns and themes for the growth of each of the six participant studies. Although there are reliability and validity concerns, the data established through this study will further highlight the preparation needed for preservice teachers completing an Alternative Certification Teaching Program.

CHAPTER 4

ANALYSIS AND RESULTS

To better understand the data collected within this mixed-method design, quantitative and qualitative data are presented in a variety of tables. Each of the tables provide an insight into the research questions postulated on classroom management preparation. Included are two tables (Tables 2-3) which show the Texas Education Agency (TEA) data on the preparation levels of classroom management. Table 2 highlights self-reported exit survey data on classroom management preparation by first-year teachers, and Table 3 shows survey data reported by principals for how WCC first-year teachers were prepared in classroom management for campus discipline. Tables 4-9 provide survey and coaching data on WCC first-year teachers' development of Teacher Efficacy. Collectively, these data sets (Tables 2-9) facilitate this research study in answering the research questions (1-3) on WCC ACTP preparation for classroom management. Research questions include;

1. To what extent are first-year teachers who completed Woodpalace Community College (WCC) Alternative Certification Teaching Program (ACTP) confident in classroom management based on self-rating using Texas Education Agency's (TEA) required first-year exit survey?

2. How do principals compare first-year teachers who completed Woodpalace Community College (WCC) Alternative Certification Teaching Program (ACTP) to first-year university trained teachers in the areas of classroom management?

3. To what extent do WCC first-year teachers report their confidence level in classroom management after completing classroom management coursework before, during, and after their clinical or internship experience?

Teacher Self-Ratings on Classroom Management

Table 2 provides data on how WCC ACTP first-year teachers rated themselves on classroom management preparation using the TEA required first-year exit survey. Table 2 includes all exit survey classroom management preparation questions 4-8 for years 2012- 2018, and uses a Likert scale with “1” indicating “well prepared” and "4" indicating "not at all prepared" for classroom management. Table 2 also includes two total columns which provide a quick analysis of the overall rating trends for years 2012-2018 for all classroom management preparation questions 4-8 as well as a total for each specific classroom management question.

Table 2. WCC ACTP First-Year Teacher Self-Ratings on Classroom Management

WCC First-Year Teachers’ TEA Self-Rate Exit Survey Data on all Classroom Management Preparation Questions 4-8 For Years 2012 to 2018

Year	*n*	Q4	Q5	Q6	Q7	Q8	*M*	*SD*
2012	73	1.315	1.356	1.233	1.178	1.342	1.285	.076
2013	122	1.385	1.246	1.205	1.115	1.287	1.248	.099
2014	104	1.308	1.260	1.221	1.115	1.346	1.250	.089
2015	78	1.410	1.308	1.256	1.179	1.359	1.302	.089
2016	89	1.292	1.281	1.191	1.135	1.337	1.247	.082
2017	74	1.338	1.284	1.270	1.203	1.365	1.292	.063
2018	57	1.368	1.316	1.281	1.211	1.439	1.323	.086
Overall *M*	85	1.345	1.293	1.237	1.162	1.354	1.278	.080

Table 2: Data Analysis

The results of Table 2 indicate a baseline total for the school year 2012 on all classroom management preparation questions 4-8. Further, WCC ACTP teachers rated themselves a 1.285 (1.000 is Well Prepared & 2.000 is Sufficiently Prepared) in classroom preparation compared to a 1.323 in 2018. The overall trend from 2012-2018 has seen slight increases and decreases in how WCC teachers feel about their classroom management, but the overall trend has shown the preparation ratings to be decreasing over the past seven years. Also, when isolating the individual exit survey questions, WCC teachers self-rated highest on Q7 (How prepared were you to build and maintain positive rapport with students) and lowest on Q8 (How prepared were you to build and maintain positive rapport and two- way communication with student's families) with Q4 (How prepared were you to implement discipline management procedures approved by campus) showing similar low ratings. The only increase in positive self-rating was seen in Q5 (How prepared were you to communicate clear expectations for achievement and behavior). Also, the WCC program has seen a steady drop in program enrollment over the past five years with admission at 122 during the 2012 and steadily decreasing to an enrollment of 57 in 2018. It is difficult to draw a correlation between steady decreases in enrollment and a steady decrease in self-ratings for classroom management, but it is worth analyzing for future studies the impact of teachers who report highly about their preparation and the current enrollment growth of their specific ACTP program.

The results of TEA's exit surveys highlighted in Table 2 were used as the driving force for further researching WCC Program participants classroom management preparation. In addition, a comparison to university teacher programs was also noted as necessary to determine any significance in how both WCC ACTP and universities prepare candidates for classroom

management. Finally, the results of Table 2 influenced an examination of possible program improvements in classroom management preparation for WCC ATCP program participants.

Principal Exit Survey Ratings on Classroom Management

Table 3 highlights a comparison between WCC ACTP and university trained teacher's ratings on TEA's first-year exit survey for classroom management rated by principals. Table 3 includes exit surveys for years 2012-2018 on both WCC ACTP and university trained teachers in Texas. Although WCC is an Alternative Certification Teaching Program, it was necessary to compare how an ACTP program compares to the exit survey data for teachers being prepared through traditional university teaching programs. Each of the classroom questions 4-8 is represented in different columns as well as totaled for an efficient analysis of year to year trends. Also noted in the Table is TEA's reconfiguration of the Likert scale being used in the exit surveys beginning in 2016.

Table 3. Principal Exit Survey Ratings for WCC and University Prepared Teachers

Comparison of Principal Ratings WCC ACTP Teachers' & University Prepared Teachers on Classroom Management

Year	*n*	Q4	Q5	Q6	Q7	Q8	*M*	*SD*
(A) 2013	122	3.055	3.083	3.174	3.294	3.229	3.167	.099
(U) 2013	8,633	3.225	3.284	3.392	3.476	3.358	3.347	.097
(A) 2014	104	3.119	3.190	3.214	3.298	3.167	3.198	.066
(U) 2014	7,729	3.250	3.293	3.410	3.485	3.378	3.363	.094
(A) 2015	78	2.981	3.075	3.226	3.321	3.226	3.166	.136
(U) 2015	6,884	3.226	3.277	3.386	3.456	3.347	3.338	.090
(A) 2016	89	3.171	3.171	3.317	3.293	3.244	3.239	.068

Table 3 Continued

Year	*n*	Q4	Q5	Q6	Q7	Q8	Q9	SD
(U) 2016	5,932	3.197	3.244	3.350	3.431	3.327	3.310	.092
M - (A)	98	3.082	3.130	3.233	3.302	3.217	3.192*	.087
M - (U)	7,295	3.225	3.275	3.385	3.462	3.353	3.340	.093
(A) 2017	74	2.263	2.279	2.432	2.689	2.111	2.355	.219
(U) 2017	5,086	2.175	2.212	2.321	2.403	2.037	2.230	.140
(A) 2018	57	2.368	2.368	2.447	2.395	2.421	2.400	.034
(U) 2018	2,764	2.159	2.198	2.301	2.392	2.289	2.268	.092
M - (A)	66	2.316	2.324	2.440	2.542	2.266	2.377	.112
M - (U)	3,925	2.167	2.205	2.311	2.398	2.163	2.249	.103

Note: A t-test was used to test for statistical significance between alternative and university principal exit survey ratings for years 2012 through 2016 (* denotes a statistical significance)

Table 3: Data Analysis

Table 3 shows principals' consistently rated WCC ACTP teachers lower in classroom management preparation than their university trained counterparts. Starting in 2012, principals recorded an overall rating of classroom management preparation Q4-Q8 as 3.192 (4 - being Well Prepared) compared to university trained teachers with an overall rating of 3.340 for the same year. This pattern continued throughout the 5-Year data period. The most substantial improvement for WCC ACTP teachers over the data period was Q6 (How prepared was the teacher in providing support to achieve a positive, equitable, and engaging environment) and the smallest increase in rating was Q8 (How prepared was the teacher in building and maintaining

positive rapport and two-way communication with student's families). It should be noted that principals overall ratings from year to year for WCC ACTP teachers has increased slightly. Comparatively, ratings for university trained teachers have seen few gains over the past six years but remain consistently higher than those teachers from ACTP programs. The most significant movement for university trained teachers was Q7 (How prepared was the teacher in building and maintaining positive rapport with students), and the smallest change seen similarly with WCC teachers in Q4 was (How prepared was the teacher in implementing discipline management procedures approved by campus).

14-Hour Classroom Management Training Ratings

Table 4 highlights the survey results following WCC ACTP teacher training on classroom management. WCC teachers were required to participate in a 14-hour classroom management training consisting of 8-blocks of training on a variety of classroom management components. Following the training, participants were asked if their confidence level in classroom management changed after the course.

Table 4. WCC Teacher Survey Results on 14-Hour Classroom Management Training

Participant	Confidence Level	Training Comments
Sandy	Increased Slightly	No Comments
Vaughn	Increased Moderately	Too much Content, Needed More Time
Kim	Increased Moderately	Stories and Examples were great. Helped me become more aware of my emotions. Thought a lot about how my personality impacts decisions
Lynn	Increased Slightly	Increased my theory knowledge, hopefully into action
Adam	Increased Extremely	Helping in examining myself
Tina	Increased Moderately	Approaches uncomfortable situations, professional dialogue about how to handle classroom issues, enlightens, ties thoughts to actions

Table 4: Data Analysis

All of the training participants reported an increase in confidence level with classroom management when asked, “My confidence level in understanding how to make decisions for student behavior has “increased/decreased/nothing changed”.

The types of comments listed about the training were general, suggesting the participants are still at the theoretical stage of classroom management and will require more hands-on activities to truly understand their confidence level in implementing specific strategies in the classroom.

Confidence Level Interval Ratings

Table 5 provides interval data on the confidence level of teachers during their clinical (C) or internship (I) experience. The clinical route included teaching with a license teacher who facilitated the transition of the pre-service teacher from observation to assuming full duties as a teacher of record. The cooperating teacher supervised the clinical teacher for 18 weeks, and data was collected throughout this process. The internship route required the pre-service teacher to assume full teacher duties from day one. The interns were provided a mentor on campus to provide support during the school year, and data was collected throughout this process. Both clinical and interns were asked the same question asked during post-training which was asked during each of the 6-week, 12-week, and 18-week intervals. Question was asked, “My confidence level in understanding how to make decisions for student behavior has “increased/decreased/nothing changed".

Table 5. Confidence Level Interval Ratings for WCC ACTP Teachers			
Participant	CL – 6 Week	CL – 12 Week	CL – 18 Week
Sandy - I	Decreased Moderately	Increased Extremely	Increased Extremely
Vaughn - I	Decreased Slightly	Nothing Changed	Increased Moderately
Kim - I	Decreased Slightly	Increased Moderately	Increased Moderately
Lynn - C	Decreased Moderately	Nothing Changed	Increased Moderately
Adam - C	Increased Moderately	Increased Moderately	Increased Moderately
Tina - C	Increased Extremely	Nothing Changed	Increased Moderately

Notes: Survey Scale: C = Clinical, I = Intern, CL = Confidence Level

Table 5: Data Analysis

All participants reported an overall increase in confidence level from the start of their clinical or internship experience, except for one participant during her clinical experience. Further, the confidence levels of participants in the clinical and internship were very different at the 6-Week interval. Internships reported a much lower confidence level than the clinical teachers. This difference in confidence levels could be the difference between clinical teachers, who frequently delay their teaching role until after their cooperating teacher has transitioned them into taking control of the classroom, and Internship teachers who have full responsibility on day one. Consequently, the confidence level could be affected by internship teachers feeling unprepared to independently manage a classroom of students for the first time in their career. This comparison is similar to comparing WCC ACTP teachers with university trained teachers

because the model for most university trained teachers involves a clinical route instead of an internship.

Teacher Efficacy Interval Ratings

Ratings of teacher efficacy were reflected in the question, "I do not know every teacher, but currently, I feel___about my ability to influence student achievement?

- 10 I am exceptional
- 9 I am excellent
- 8 I am very good
- 7 I am good
- 6 I am average
- 5 I am below average but will likely improve in time
- 4 I am below average and need significant professional development
- 3 I am well below average and need a personalized coach to improve
- 2 I am poor and beyond training

Table 6: WCC ACTP Teacher Efficacy Interval Ratings

WCC ACTP Survey Interval Data on Teacher Efficacy (6-Week, 12-Week, 18-Week)

Participant	TE (6-Week)	TE (12-Week)	TE (18-Week)	*M*
Sandy - I	5	5	6	5.33
Vaughn - I	4	5	7	5.33
Kim - I	5	6	7	6.00
M - Internship	4.67	5.33	6.67	5.56
Lynn - C	5	4	4	4.33
Adam - C	7	7	8	7.33
Tina - C	8	8	9	8.33
M - Clinical	6.67	6.33	7.00	6.67
M - C & I	5.67	5.83	6.83	6.11

Table 6: Data Analysis

Table 6 shows participants reporting an increase in TE, except for one teacher, over the 6-week, 12-week, and 18-week intervals, and the most substantial growth at the 12-week to 18week intervals. Also, the internship teachers reported a lower starting point of TE than did clinical. Again, this might be attributed to internship teachers feeling unprepared to navigate the first weeks of school without constant in-class support as clinical teachers. Having a cooperating teacher, who most likely is an established teacher with experience, can prove to be useful in clinical teachers' transition into teaching. Notably, there was one clinical teacher who experienced a downward trend in her ability to gain confidence in managing the classroom.

Ratings on Survey Questions for Classroom Management

To compare similar data, WCC participants were asked the required TEA survey questions Q4-Q8 (see Notes) at the 6-week, 12-week, and 18-week intervals. The same Likert scale was also used on TEA's exit survey for Q4-Q8 (1=Well Prepared, 2= Sufficiently Prepared, 3=Not Sufficiently Prepared, 4= Not at all Prepared).

Table 7. WCC Ratings on Survey Questions for Classroom Management Preparation

Participant	Q4-Q8(6W)	Q4-Q8(12W)	Q4Q8(18W)	*M*
Sandy	3.50	2.40	1.80	2.57
Vaughn	2.40	2.30	1.80	2.17
Kim	2.50	2.20	1.20	1.97
M - Internship	2.80	2.30	1.60	2.24
Lynn	2.80	3.00	3.10	2.97

Table 7 Continued				
Participant	Q4-Q8(6W)	Q4-Q8(12W)	Q4Q8(18W)	*M*
Adam	1.40	1.50	1.20	1.37
Tina	2.20	2.00	1.40	1.87
M - Clinical	2.13	2.17	1.90	2.07
M - C & I	2.47	2.23	1.75	2.15

Table 7: Data Analysis

The results of Table 7 show WCC teachers increasing in their self-ratings over each of the intervals with the 6-week rating of 2.47 and an 18-week rating of 2.15. The most considerable growth came at the 12-week to 18-week intervals. Also, internship teachers showed the most substantial gains overall at the 12 week to 18-week interval.

WCC ACTP Teachers Coaching Sessions

Tables 8 and 9 provides participant statements collected at coaching sessions during an 18-week period, with summaries of participant statements being reported at the 6-week, 12-week, and 18-week intervals. Coaching sessions were semi-structured using stem questions to elicit participants' observations about their classroom management development and Teacher Efficacy. Questions included;

- How do you feel?
- Describe what is going on?
- Describe your students?
- How did you respond?
- Have you been getting outside support?
- Did you experiment with any behavioral strategies?
- Where you able to work through any of your behavioral challenges?
- Have you been able to develop an individualized behavioral plan?

Data highlighted in Table 8 require interpretation and "Emotion coding (Saldana, 2013, p.105) and "Value coding" (Saldana, 2013, p.110) were used to establish codes to label and further categorize the emotions participants were experiencing and record changes in their perspective on Teacher Efficacy for classroom management.

Table 8. Qualitative Data on WCC ACTP Teachers Coaching Sessions

Internship Teachers	Coaching Sessions Statements
Coding	Weeks 1-2
Anxiety	I am worried about overly stressed students, cell phone policies, dress policies, and tardy policies, I need to figure out how to deal with these before they happen, I am going to use Harry Wong's
Positive Identify Ways to Cope High Expectations	First Days of School, I am going to use a positive growth mindset, I will seek help from my partner teacher, I will use the alphabetical seating chart to learn their names. I have listed all the strategies I have learned on classroom management and will use them to be proactive and positive; I will have high expectations for my students and myself, my mentor teacher said my kids had not had a white teacher so be warned

Table 8 Continued	
Coding	Weeks 3-4
Reality Shock Overworked Low Confidence Overwhelmed Need Help Low Expectations One Victory	I want to quit, this is going to take a miracle to get through, I am spending all night and all weekend writing lesson plans, I feel like an imposter, lesson-planning is keeping me up late at night, I do not have any time for my kids at home, too much to process, too many acronyms, it is too hard to keep up with WCC's other preparation classes, I feel overwhelmed, I need to get better organized, I need to inquire about content experts, my class is out of control, I need help, but if I ask for help the administration will think I am weak, each class has their own problems, how do I deal with the different issues, here is a list of all my behavior problems, I cannot believe kids talk to adults this way, I would never disrespect my parents this way, why are the kids so lazy and apathetic, co-teachers are telling me to be mean at first, some teachers are telling me to yell, these kids are fighting all the time, these kids are a mob, these kids cannot learn, lesson planning is keeping me up at night, and I have to work on the weekends, I heard a parent tell another parent that their son thought I was a fun teacher – this really motivated me

Table 8 Continued	
Coding	Weeks 5-6
Specific Problems Overwhelmed Tried Everything Low Confidence Classroom Management Style Fear Confused Emotional Unprepared	Here are my specific problem kids, let me list all the behavioral problems on why I cannot teach right now, I have been sending my kids outside my room, but the principal said we do not send students to the hall, my principal told me she is going to send help, they are sending me other teachers to model for me, I did not know we had to fill out a referral to send students to the office, this is going to break me, this class is chaos, my classroom management is not working and I have tried everything, how come other teachers are able to go in my room and get the kids to listen, I need to be sterner and not soft spoken, I wish I were more confident, I have so much fear about failing, district behavior specialist suggested I use a behavioral software to help with positive tracking, but my RtI specialist came in and said that would not work with these kids, I am so stressed out, I have not even learned all my kids names, but remember I have 150 kids, I feel like I am in constant fight or flight mode, my emotional state keeps me from thinking clearly, my kids see me as weak, I wanted to use Google Classroom and Mastering Physics, but I cannot even get the accounts active, 2nd period is my most challenging period, and I do not know why, I blame myself for not feeling confident and lowering my expectations, yesterday I cried for the first time because I feel like my teaching causes the students pain, I have entirely failed my students, lesson planning is taking too long, and I always feel unprepared, I am also failing my special ed students, I try to read and follow their IEPs but I need help following the plans

Table 8 Continued	
Coding	Weeks 7-9
Gaining Insight Reflecting on Prior Experience Overwhelming Discouraged	The more I do this, the more I am becoming aware of the specific areas where I need improvement, I am finding that strict means being consistent and following through, I am struggling with balancing between consequences and being positive, if I give too many negative consequences I feel guilty and angry, but if I give too many positives they walk all over me, I hate being angry with my students all the time, If I am too nice they will manipulate me, I never had a role model growing up that showed me how to be mean and nice, my father was always angry and my mother was always too nice, I still have so many different people tell me so many different things to try – it is overwhelming, I still feel like I am dropping the balls with academics, my students are telling me they wished they had another teacher – I feel so discouraged
Coding	Weeks 10-12
Small Victories Experimenting Building Confidence Doubtful	I am starting to see small victories during the week, I am trying to use more effective strategies, I am beginning to conference more with my students who are struggling, my students act so differently one on one than with their classmates, I am beginning to feel better about having the energy to use a few strategies that seem to be working, the small victories are giving me more confidence, I actually feel more in control during the day, just when I thought it was starting to get better-I had a week from hell, I think I just can't do this, and it might be better if I quit, I actually think they will end up firing me, sometimes I just don't care anymore

Table 8 Continued	
Coding	Weeks 13-15
Lesson Planning Problem-Solving Building Confidence	I am being pulled out during planning period which makes it so hard to catch up on my lesson planning, my students are doing horrible on benchmarking, my partner teacher is showing me how to teach and monitor the class at the same time, I want to be more focused on specific problems in the classroom so I can figure out how to work through the issues, I am starting to get some positive feedback from some of the outside behavior support people, I feel like I am able to handle the stress a little better than the first month of school
Coding	Weeks 16-18
More Experimenting Establishing Classroom Management Looking Positive Into the Future Decision-Making Confidence	I can see some of my students need for positive strategies, I am starting to experiment with a few of my strategies and seeing positive results, I have been able to establish some procedures which have improved my transitions and arrival and dismissal, I need to start next year with better-established procedures and rules to get more out of my students at the beginning of the year, I am really looking forward toward the break so I can re-start my classroom management and be more positive and consistent from the start, my decision-making is becoming a little easier when I actually know what the situation is about, my kids are really open about what makes them angry and what helps them, I need to write these down to help with other students, I now can go a week without having a significant issue

Table 9. Qualitative Data on WCC ACTP Clinical Teachers Coaching Sessions	
Clinical Teachers	Coaching Sessions Statements
Coding	Weeks 1-2
Preparing Anxiety	Observing my teacher go over procedures, rules, and classroom organization, trying to develop a relationship with my cooperating teacher and students, I wonder how the students see me since I am just a helper, I did not know what to wear – stressed about making a good impression, I am starting to identify students who might give me trouble
Observing Connecting to Students	Trying to observe as much as I can to prepare to teach my own lessons, making connections with some of the students in the room, cooperating teacher really reinforces procedures and rules during transitions
Coding	Weeks 5-6
Low Confidence Avoidance	My cooperating teacher said I am too soft spoken and the children cannot hear me, I do not want to yell at the kids, school is open concept so how do I know how loud they need to be when walking everywhere since everyone can see and hear us, I am finding myself avoiding students who are non-compliant, I leave those for the cooperating teacher

Table 9 Continued	
Coding	Weeks 7-8
Lack of Confidence Avoidance	All my students can see my lack of confidence, I lack confidence and find myself avoiding situations which require confrontation, I have to change my expectations for interacting with students, my cooperating teacher is encouraging me to stick to the procedures and follow through
Coding	Weeks 9-12
Modeling Disconnected Reflecting on Strategies Experimenting	My cooperating teacher had to model more, but it really helped me see my deficiencies and lack of confidence, I feel disconnected to the students, I feel as if they see me as a teacher assistant and not a real teacher, over the last two weeks I feel as if I am able to control most of my class with a few exceptions, I do have trouble using some of my cooperating teachers strategies – sometimes I really don't agree with them, it is difficult to establish my strategies because I feel like I have to do what my cooperating teacher has already established, I like most of what she does but I want to try some of my strategies

Table 9. Continued	
Coding	Weeks 13-15
Small Victories Building Confidence	I am starting to see a few examples of students making progress with my strategies, my confidence is better but still unable to maintain my footing as an influential teacher, my lessons this week went really well, I had two students who gave me trouble but I was able to keep teaching, still struggling with kids being so apathetic and lazy, I am trying to motivate them, but I feel like they just ignore me, my cooperating teacher said they are listening, but I have to engage them more
Coding	Weeks 16-18
Monitoring Reflection Evaluation	I am now able to see my kids who are cheating and disrupting the classroom, my conferences with them are helping, but I still find myself avoiding or ignoring disruptive behaviors, I want to be more motivational and less punitive, I feel like my cooperating teacher nags too much, I do like the tracker she uses (class dojo) which seems to help with students and parents

Table 10. WCC ACTP Interval Coaching Session Coded Categories		
Route	Time Frame	Categories
Clinical	Weeks 1 – 2	Anxious & Optimistic
	Weeks 3 – 4	Unprepared
	Weeks 5 – 6	Emotional & Confused
	Weeks 7 – 9	Reflection & Self-Doubt
	Weeks 10 – 12	Taking Risks & Developing
	Weeks 13 – 15	Confidence & Problem-Solving
	Weeks 16 - 18	Experimenting & Construction
Internship	Weeks 1 – 2	Anxious & Optimistic
	Weeks 3 – 4	Observe & Connect
	Weeks 5 – 6	Self-Doubt
	Weeks 7 – 9	Avoidance
	Weeks 10 – 12	Reflection
	Weeks 13 – 15	Confidence & Problem-Solving
	Weeks 16 - 18	Evaluation

Tables 8, 9 & 10: Data Analysis

The coaching session statements in Table 8 and Table 9 and coding categories in Table 10 highlights the coded statements and categories developed to increase the accuracy of capturing the

changes in participants' emotions and perspective of self, especially as it relates to the development of Teacher Efficacy. There was definitely a distinction between the experiences expressed by clinical teachers and interns. Over the 18-week span, clinical teachers reported similar feelings of optimism and anxiety as did the interns, but the clinical teachers feelings of doubt were delayed due totheir cooperating teacher transitioning the teaching responsibilities later in the school year. Interns immediately reported feelings of frustration and self-doubt during week three and throughout until week ten. Although there were weeks when the intern teachers felt unprepared, during week ten the interns started to reflect on their experiences to determine how to improve classroom behavior. Interns also started the problem-solving process around week thirteen and evidence of a stronger teacher efficacy was starting to emerge manifested weekly by reporting small victories in the classroom. The last weeks of the internship, teachers were starting to identify their specific challenges and develop strategies for next year's possible assignment.

Clinical teachers started reporting more self-doubt during the transition stage from observation of the cooperating teacher to their taking over the classroom instruction. Clinical teachers reported similar feelings of self-doubt during the first weeks of taking over the classroom to frustration and ultimately to reporting small victories which increased their confidence and developed a stronger teacher efficacy. Clinical teachers did report feeling very supported by their cooperating teacher, and interns reported feeling unsupported by their partner teachers and administration. Also, clinical teachers were more likely to ask for help from their cooperating teacher, and the interns were reluctant for fear of being labeled unprofessional or inadequate. Both reported the coaching sessions as extremely helpful in reflecting on their experiences as well as developing a focus in improvement. Clinical and Interns also reported a benefit to being allowed

to vent to someone not on campus. This allowed for a forum to describe their experiences in detail without being judged or criticized for having challenges in the classroom.

ACTP Texas Teachers Comparison

Table 11 highlights two population samples with one representing teachers from Alternative Certification Teaching Programs in Texas, and the other from first-year teachers in the WCC ACTP program. A t test was used to test for statistical significance between the two sample groups assuming unequal variances. Although there was no statistical significance shown, the scores vary in difference and cannot be defined. However, while there is no statistical numerical difference these scores associated with human confidence levels and should be investigated further as supported by the qualitative findings. For WCC teacher candidates, the results could provide an improvement in classroom management preparation. The impact of having limited exposure to classroom management theories and strategies in WCC abbreviated teaching program should encourage WCC candidates to seek additional outside classroom management training.

Table 11. Alternative Texas Teachers and WCC ACTP Teachers Comparison

Comparison between Alternative Teachers in Texas and Teachers at Woodpalace Community College ACTP Program on Principal Exit Survey Questions 4-8 on Classroom Management Preparation

Teaching Route	n	Q4-Q8 - Principal Rating	*SD*
Alternative	131	2.377	.112
WCC ACTP	6	2.150	.560

Note: t test shows no statistical significance between Alternative and WCC ACTP principal ratings. P value = .374020459

Interaction Between Research and Context

Context impact on results

The WCC ATCP program was very open to the idea of being evaluated and participating in a study about their classroom management preparation. WCC ATCP has been experiencing a decline in enrollment so the college ATCP program director wanted to investigate current program components for preparing teachers on classroom management in hopes the quality of the programming could be improved which would influence program enrollment numbers. It is always vital in programming to assess current content and methods to determine any gaps in preparation. It was challenging to accurately measure the most accurate classroom management preparation due to the inconsistency for delivering classroom management content. It was discovered that classroom management was discussed at a theoretical level during many different required courses, but there was no consistency in approaches or philosophies. This made it difficult for ACTP teachers to understand or select a method which aligned to their identity or philosophy of discipline. To minimize the inconsistency in classroom management preparation at WCC, classroom management coursework hours were summarized and evaluated, which made it easier to construct a model during the research phase. The only resistance to the study was current supervisors who interpreted the coaching sessions as a referendum on their ability to support WCC teachers on classroom management. This anxiety was relieved during frequent discussions about the intent of the study and the emphasis on identifying approaches which supplement the preparation process and not supplant the current support supervisors currently utilize.

Research impact on the context

Results of the study were shared throughout and after the study. The WCC ATCP director had her suspicions about was currently challenging about the current classroom management preparation, and was highly interested in developing new and effective ways to prepare pre-service teachers for the behavior reality of current classrooms. To update the program director, debriefing sessions were regularly scheduled after the initial 14-hour training, and during the interval surveys and coaching sessions. Also, a final session was scheduled to discuss the results of the entire process of training and coaching to determine the effectiveness and any possible program changes in classroom management preparation.

Supervisors were also encouraged to provide any feedback on their perspective on pre-service teacher development in the areas of classroom management. One supervisor commented about the surprise development for one of the study participant's growth in the areas of classroom management. She was also surprised to hear the coaching was done virtually and did not involve any onsite observations. The program director was not surprised by the findings for clinical vs. internship routes. Historically, the program director is required to provide more support to internships than clinical due to the isolation that interns sometimes faced during their first months of teaching. For this reason, the results of the coaching sessions were particularly crucial in highlighting possible approaches in providing strategic support to the pre-service teachers with the most needs.

Lastly, the program results on the evolution of the intern mindset were heavily investigated. The study revealed many of the emotions pre-service teachers experience during the first months of being in the classroom for the first time. These identifiable mindset stages in Teacher Efficacy can prove to be advantageous if WCC can anticipate the challenges pre-service

teachers feel during their most challenging time as a new teacher. For future studies, it will become essential to research the differences in how preparation at different programs impacts student achievement. Studies currently have highlighted the impact effective teachers have on student achievement. This study targeted the growth mindset in Teacher Efficacy but was limited in providing any correlation to student outcomes. It is suggested future studies focus on the impact university trained teachers have, which mostly use a clinical approach, compared to Alternative Certification Teaching Programs, which primarily use an internship approach to preparation. Answering the question on the impact different preparation approaches have on student outcomes would prove to be quite useful in improving the classroom management process.

Closing Thoughts

According to the TEA database, WCC ACTP teachers have rated themselves increasingly lower over the past years in the areas of classroom management. Although difficult to draw direct correlations, one consideration is the decrease in enrollment numbers over the same time span as the decrease in ratings. Also, WCC can strategically program for the highlighted challenges of teachers not being able to build and maintain positive rapport with students as noted as the lowest self-rating in the data. WCC ACTP will also need to investigate further how to minimize the challenges highlighted when compared to university trained teachers' preparation levels. The data was clear on Texas principals rating university trained teachers being better prepared in the areas of classroom management. Although, this study was limited in finding a correlation between being rated well prepared and impacting student outcomes, which further studies will have to research. University and ACTP programs will always want to improve their classroom

management preparation, especially as we see more challenges in today's classroom. An integral part of the preparation process will be in providing pre-service teachers support during their first months in the classroom. Clinical teachers have a cooperating teacher, but interns sometimes struggle to identify support during their critical stage in developing a strong teacher efficacy. One approach could be in exploring how strategic coaching sessions in classroom management might be useful in supporting the development of teacher efficacy.

CHAPTER 5

SUMMARY OF FINDINGS

The purpose of this record of study was to examine Woodpalace Community College (WCC) Alternative Certification Teaching Program's (ACTP) classroom management preparation and its impact on pre-service teachers' confidence level (i.e., teacher efficacy). In addition, supplemental classroom management preparation components were introduced and examined with six WCC pre-service teachers enrolled in clinical teaching or internships participating in additional classroom management preparation. Preliminary examination of WCC's TEA's self-rating teacher and principal exit survey data on classroom management preparation was conducted. It was clear the WCC ACTP program was struggling to prepare preservice teachers for student behavior, as indicated by the declining ratings for the past seven years. Consequently, research is needed to determine the scope of the problem as well as identify possible program improvements in classroom management preparation. To examine WCC ACTP's classroom management preparation, three research questions addressed this record of study process: *Research Question 1:* To what extent are first-year teachers who completed Woodpalace Community College (WCC) Alternative Certification Teaching Program (ACTP) confident in classroom management based on self-rating using Texas Education Agency's (TEA) required first-year exit survey?

As previously noted, WCC ACTP teachers have been reporting lower preparation ratings for classroom management over the last seven years based on both self and principal exit surveys. The rating on classroom management preparation mean for all WCC teachers in 2012 was 1.285 (1.0 being well prepared and 4.0 is not prepared at all) and the mean in 2017-2018 was 1.323. So the trend is negative, and although there have been years of growth, the overall

trend in how WCC teachers feel about their classroom management preparation has slowly declined. Notably, as the classroom management ratings declined, so has the program enrollment.

Table 1 data, for questions Q4 through Q8, revealed the lowest rating reported by teachers for Q8, which asks; "How prepared were you to build and maintain positive rapport and two-way communication with students families." During a teacher's first year there are many facets of teaching which are necessary to learn, and develop strategies to reach out to parents can be low on a teacher's priority list during their first year. First-year teachers struggle to create lesson plans, and support student behavior, which can absorb most of the day and leave little time for outside stakeholders (e.g., parents). WCC teachers rated their classroom management preparation level the highest on Q7; "How prepared were you to build and maintain a positive rapport with students." There has been a large amount of literature and workshops devoted to enhancing the teacher and student relationship, so WCC first-year teachers are learning the importance of making a priority in developing strong working relationships with their students. Although there are bright spots in the WCC data on teachers feeling confident in classroom management preparation, there is still work to do on improving the program preparation components for supporting student behavior and increasing a pre-service teachers confidence level and teacher efficacy. *Research Question 2:* How do principals compare first-year teachers who completed Woodpalace Community College (WCC) Alternative Certification Teaching Program (ACTP) to first-year University trained teachers in the areas of classroom management?

In addition to WCC ACTP pre-service teachers' self-ratings on classroom management preparation, principals were also required to provide exit survey ratings on WCC ACTP classroom management preparation. Principals are also required to rate pre- service teachers

from university teaching programs. As a result, a comparative analysis of WCC's principal exit surveys on classroom management preparation and university prepared teachers was used to determine any statistical significance.

Overall, university-trained teachers were rated a 4-year mean of 3.340 compared to WCC ACTP pre-service teachers with a rating of 3.192. Since the Likert scale has 4.0 as well prepared, and 1.0 not prepared at all, the ratings for university trained teachers rated higher than WCC teachers when using data from years 2013-2016. The Likert scale was reversed in 2016 to 1.0 being well prepared, and 4.0 is not prepared at all prepared. Exit survey Data on classroom management preparation for years 2017 and 2018 also shows university trained teachers being rated higher by principals with a rating of 2.249 compared to WCC ACTP teachers at 2.377.

Comparatively, when isolating principal exit survey Q4 through Q8, both university and WCC ACTP were rated higher on Q8 (how prepared was the teacher in building and maintain positive rapport and two-way communication with student's families). Notably, both university and WCC ACTP teachers overall rating on Q4 (how prepared was the teacher in implementing discipline management procedures approved by campus) were rated lowest of all the classroom management questions. A consideration for this question is on "discipline management procedures approved by campus." Throughout the learning process for classroom management, WCC ACTP teachers have commented on the emphasis of the theoretical foundation of classroom management in preparation but routinely struggle during the year to implement or apply classroom management strategies. Also, when comparing the results of WCC ACTP teachers to university trained teachers on principal ratings, a statistical significance was found. Although a statistical significance was found, the statistical power in the results are severely limited due to the small sample size. To increase validity in a statistical significance between

WCC teachers and university trained teachers, the sample sizes of future studies will have to be expanded.

Research Question 3: To what extent do WCC first-year teachers report their confidence level in classroom management after completing classroom management coursework before, during, and after their clinical or internship experience?

Classroom Management Training

The initial 14-hour classroom management training involved the Office of Special Education Programs (OSEP) recommendation in using Positive Behavior Interventions and Support (PBIS) and CASEL's recommendation in using Social Emotional Learning (SEL) competencies. After the training, WCC pre-service teachers were asked to rate their confidence level on classroom management. All six rated an increase in confidence level, with two reporting a slight increase, three reporting a moderate increase, and one reporting an extreme increase in confidence. High ratings are not unusual during intense and specific training, so the positive ratings were expected, but the data most noted was the training comments. Overall positive comments can be described as increasing theoretical knowledge of classroom management and an opportunity to examine unique behavior philosophies.

The training deliberately focused on the teacher's personality and impact on constructing a behavior philosophy that would use the theoretical knowledge to construct a unique behavioral foundation on which to build classroom management framework. It was essential to have the participants understand the knowledge behind the construction of classroom management strategies. Although all the participants reported an increase in confidence, this might be attributed to an increase in confidence for classroom management knowledge but does not

necessarily indicate they will be confident in applying the newly required knowledge in the classroom.

Interval Confidence Levels

During the clinical or internship experiences, participants were asked to report their confidence level during a 6-week, 12-week, and 18-week interval using the same ratings reported after their initial classroom management 14-hour training course. After the first 6- week interval, 4 out of 6 reported a decrease in confidence for classroom management. The only two who reported an increase were both participating in the clinical route. This difference in clinical not reporting a decrease, during the first six weeks, may be due to the fact that most of the clinical teachers have not fully assumed the duties of the teacher of record.

Conversely, the interns assume full teacher duties from day one, which suggest the interns at the six-week interval were feeling overwhelmed, which impacted their confidence. At the 12-week interval, the ratings were mostly scattered, but all reported either "nothing changed" or "increased." The most dramatic change in confidence came within the 12-week to the 18-week interval. All six study participants reported an increase in confidence, with five reporting a moderate increase, and one extreme increase. It was important to recognize participant's choice between an increase or decrease in rating their confidence level.

Teacher Efficacy Rating

In addition to the interval confidence rating, participants were asked to rate their overall influence in student achievement, indicating their teacher efficacy level over the 6- week, 12week, and 18-week interval. The question posed was, "I feel a~~bout my~~ ability to influence student achievement" using a rating of 2 being the lowest and 10 being the highest rating. It was essential to identify the participant's self-rating on their teacher efficacy. The rating results

revealed a wide gap between the intern and the clinical teacher. During the first 6-week interval, interns collectively rate themselves a 4.67 compared to clinical teachers with a rating of 6.67. Again, this difference could be attributed to the delay clinical teachers have in assuming the full classroom authority. During the 12-week interval, the rating gap was reduced to 5.33 reported by interns, and a 6.33 reported by clinical.

Notably, the interns increased by almost a whole point, and the clinical declined slightly. So, as the clinical teacher assumed responsibilities, their rating on teacher efficacy declined, compared to the interns who by the 12-week interval were figuring out how to manage and feel confident about their classroom management. The final 18-week interval revealed the gap closing even more with interns reporting a 6.67 compared to the clinical with a rating of 7.0. Overall, the increase in interns was two points, and the increase for clinical was .23.

TEA Exit Survey Self-Rating Questions 4-8

Comparatively, each of the participants was asked to rate the classroom management preparation questions used by TEA for all first-year teachers. The surveys were completed at the 6-week, 12-week, and 18-week intervals for each of the study participants. Using the scale of 1 – well prepared and 4 – not all prepared, the interns reported on overall rating for classroom management Q4-Q8 of a 2.80 compared to the clinical teachers with a rating of 2.13. Again, the difference in clinical feeling more confident at the 6-week level is being seen in other descriptive tables. We also see similar ratings at the 12-week level with an increase in self-rating on classroom management preparation for interns increasing from 2.80 to 2.30. Conversely, we observe the clinical teachers decreasing in self-ratings from 2.13 to 2.17. Not a significant decrease, but noted similar to other tables a decline compared to interns showing an increase at the 12-week interval. Also recorded was the 18-week interval data, which again indicated both

clinical and interns rated themselves higher at the end of the interval, with most of the teacher growth during this interval period. Overall, both show improvements, but interns reported a more substantial increase in ratings from 2.80 at the 6- week interval to 1.60 at the 18-week interval. Clinical teachers rated themselves a 2.13 at the 6-week interval to 1.90 at the 18-week interval. Ultimately, the growth is apparent for each teaching route, but there seems to be a stronger growth for interns. This could be attributed to really low self-ratings for interns during the 6week interval due to the reality shock of teaching for the first time with full teaching responsibilities.

Classroom Management Coaching

Participants were asked to participate in personal coaching sessions during their 18- week teaching experience. Coaching sessions were semi-structured, and participant statements were recorded and coded to document each participant's teacher efficacy development.

Intern 6-Week Interval

The coded statements for interns included feelings of anxiety for the first day, but high expectations about what they were going to teach their students. Over the first two weeks of school, most interns reported feeling positive about their ability to teach, but cautious about how they were going to support such a diverse student population. Also, most of the interns had high expectations and frequently brainstormed different ways they were going to support student behavior. The third through sixth weeks were much different for interns. During this period, two of the interns wanted to quit teaching. Each of them reported "feeling like an imposter," or "I am not a teacher." Interns reported feeling overwhelmed with the duties of being a teacher, especially having to write lesson plans late at night or on the weekends. There was also a feeling of a "reality shock" to student's behavior. One intern, who reported having high expectations during the first couple of weeks of school, began to lower her expectations for her students and

stated during a coaching session that "these kids cannot learn," and they are "like a mob." Also, the interns collectively reported feeling emotionally drained and entirely out of control. Overall, the 6-week interval for interns was summarized as having low confidence in their ability to manage the classroom.

Clinical 6-Week Interval

During the first few weeks, the clinical teachers had a much different experience than their intern counterparts. The clinical teachers were busy observing their cooperating teacher, learning the cooperating teacher's classroom procedures, and getting to know the students. During the first six-week coaching sessions, all three of the clinical teachers reported feeling confident in their ability to manage a classroom. It was only at the 6-week interval did clinical teachers start to communicate frustrations. Again, this may be due to their delay in assuming teaching responsibilities from their cooperating teacher.

Intern 12-Week Interval

The most significant shift in this interval was the interns' ability to start recognizing their needs as well as their students. The coding revealed an increase of reflective statements during this interval than the first 6-weeks. For example, interns used statements like; "I am becoming more aware of the specific areas where I need improvement," If I give too many negative consequences I feel angry," and "I am finding that strict means being consistent and following through." These reflective statements started to turn into small successes in the classroom. Interns reported feeling more confident in conferencing with students instead of avoiding them, using more preventative strategies than reactive, and experimenting with an array of different approaches.

Clinical 12-Week Interval

The clinical teachers reported more successes during their initial teaching, but they also reported feeling less confident after transitioning from the observer to the teacher of record. Also, most of the clinical teachers initially struggled with feeling like a teacher assistant in the beginning to the primary teacher. Lastly, the cooperating teachers expressed frustration with having to follow the cooperating teachers already established classroom management procedures, instead of being allowed to develop their own. Also, difficult behavior situations were sometimes handled by the cooperating teacher, so the clinical teacher felt marginalized in some of the classroom situations.

Intern 18-Week Interval

The most significant gain in confidence and teacher efficacy was seen during the 12-week to the 18-week interval. Coaching sessions recorded interns moving to more of a problem-solving model rather than just reacting to student's behavior. Interns reported feeling more confident in lesson planning, managing the classroom, and developing relationships with their students. Also, interns started to brainstorm about the changes they would make for next year. This was a positive sign of developing strong teacher efficacy and their positive impact on students.

Clinical 18-Week Interval

What interns experienced at the 6-week to the 12-week interval, clinical teachers experienced at the 12-week to the 18-week interval. Clinical teachers reported small victories in the classroom and feeling confident about their ability to manage student behavior. Clinical teachers were using reflections during the coaching sessions to experiment with a few behavioral strategies in addition to the ones established by the cooperating teacher.

Interns Lessons Learned

Interns shared during the coaching sessions many of the same feelings cited in the literature about first-year teachers feeling overwhelmed and unprepared during the first weeks of school. Once the intern was able to work through the frustration of feeling unprepared, the interns started to reflect on their classroom management deficiencies as well as how it affected their students. This reflection facilitated risk-taking and experimentation. Once they began to experience small success, their confidence started to build, and teacher efficacy started to grow. In the end, interns were routinely using problem-solving method towards their classroom behavior.

Clinical Lessons Learned

Clinical teachers reported similar experiences during their teaching, but the growth was not as pronounced. Again, the interns' first 6-weeks were influenced by having to navigate a school day with an array of student needs with limited support, so their first ratings were meager.

In contrast, clinical teachers had a much more balanced transition from observing a model teacher to assuming the role with the cooperating teachers help.

Discussion of Results in Relation to the Literature

First-Year Frustrations

There were strong similarities in the study with what the literature describes as a "survival year" (Oliver & Reschly, 2010) for first-year teachers. WCC teachers were initially overwhelmed, frustrated, isolated, and had many feelings of self-doubt. Although, most of these feelings were reported more intensely from interns vs. clinical teachers. The literature also reported first-year teachers as being more reactive than preventative. This was also manifested in participant statements (e.g., I just wanted to yell and send them out). Besides,

many of the study participants reporting feeling exhausted and overly stressed which has been published in the literature frequently. Two of the participants talked of quitting during the first few weeks of school. Lastly, the literature reports classroom management as being one of the most influential factors in a first-year teachers success (Marzano & Marzano, 2003; Hong et al, 2012), and several of the WCC ACTP teachers reported small successes which are precursors in building a strong teacher efficacy.

Teacher Efficacy

As reported in the literature, several studies indicate the effect a teacher's low teacher efficacy has on students. WCC ACTP teachers reported their lowest confidence level and teacher efficacy during the first six weeks. Only after the teachers started developing stronger relationships with students did the teacher efficacy increase, which effect has been reported in several studies (Cheong & Cheung, 2008; Ashton & Webb, 1986). WCC ACTP teachers used reflections during each of the coaching sessions, which allowed the participant to identify strengths and challenges in their classroom management strategies. Reflection activities have been highlighted in the literature as having an impact on a teacher's efficacy (Harlin, 2014; Kong, 2010; Kurt, Ekici, & Gungor, 2014; Tschannen-Moran, & Woolfolk Hoy, 2007).

Social Emotional Learning

The literature suggests teacher programs are focusing solely on cognitive components associated with teaching and give little attention to a teacher's social-emotional development. The first year is challenging and emotional for teachers, and having a strong social-emotional foundation can prove to be advantageous as teachers work through classroom behavior frustrations and stress. WCC ACTP teachers described being more self- aware of themselves and students throughout the coaching process, which are core competencies needed to work with

student behavior. Also, WCC teachers reported more compliance from students when they started to develop positive relationships with their students. The literature connects socialemotional competence as necessary constructs to facilitate a safe environment for students. More importantly, being able to create safe environments for all students dramatically affects children's academic learning (Buckley, Storino, & Saarni, 2003).

Personal Reflection Lessons Learned

What I have learned most about this ROS experience is the significant impact integrating several different lenses has on the final product. My experience as a teacher influenced my perspective in trying to record and code classroom management statements, especially as I remembered the difficulties I had during my first year as a teacher. Secondly, my experience as a behavioral specialist greatly influenced my approach to the study participant's knowledge about classroom management and their ability to apply that knowledge in the classroom. As a behavioral consultant, it is sometimes easier to tell the teacher what to do, but in the coaching sessions, it was imperative for the study participant to reflect on their growth and problemsolving with student behavior. Thirdly, my experience with pre-service teachers for the past 15 years also had a dramatic impact on my research approach as well as my interpretations of the research data. Fourthly, my teaching duties at WCC influenced my desire to promote a positive outcome, which I had to check myself throughout the research process continually. Lastly, my 26 years as an educator surely had an impact on my thoughts, feelings, and responses, especially my passion for finding new ways to support teacher growth. Collectively, my experience throughout this process, despite common research barriers and problems to work through, has taught me to be a better researcher, and more importantly, a better problem-solver.

Implications for Practice and Field of Study

Woodpalace Community College has been a staple in the Woodpalace Community as a provider of teacher candidates. In an era of greater need for teachers, WCC ACTP has made it a priority to deliver districts more certified teachers. WCC has also been challenged by certifying effective teachers, especially in the areas of classroom management. WCC has focused on identifying effective classroom management preparation practices which impacts teacher's confidence level in classroom management. The data collected throughout the study suggests WCC ACTP offer intensive 14-hour training on classroom management, coupled with coaching, so first-year WCC teachers can show positive growth in teacher efficacy. Alternative Certification Teaching Programs are continually looking for more effective ways to prepare teachers for the challenges of teaching.

Recommendations for Alternative Certification Teaching Programs

- Provide opportunities for pre-service teachers to reflect on their unique style of classroom management to align behavioral interventions to their behavioral philosophy
- Provide opportunities for pre-service teachers to gain knowledge about the array of positive and preventative classroom management practices
- Provide opportunities for clinical and interns to reflect on their own classroom experiences to facilitate a positive growth towards teacher efficacy. Coaching can facilitate the process for reflection, recognition, problem-solving, and evaluation
- Provide opportunities for pre-service teachers to identify and apply Social Emotional Learning competencies which can be applied in the classroom

Recommendations for Further Study

The limitations of this study included the use of self-ratings, Likert scale surveys, and a very small sample size from a single institution, which provided a data picture, but not a complete picture. To research the quality of an ACTP program classroom management preparation, a larger sample study and a broader outcome data will need to be considered. TEA has already expanded its data to include linking teacher's preparation route and student achievement data. It is recommended that a broader scope into student outcomes be linked to the effectiveness of teacher preparation. Currently, The Texas Public Education Information Resource (TPEIR) provides reports on Texas educational trends. So, further studies can highlight connections between students STAAR data and the type of preparation the teacher received.

Closing Thoughts

Every day we see the connection between student achievement and effective teachers. We also see the impact an effective teacher in classroom management can have on student outcomes. Unfortunately, not every student is taught by an effective teacher. With colleges seeing a decline in enrollment for education majors, and a significant attrition rate for teachers, Alternative Certification Teaching Programs like WCC will need to improve their teacher preparation, especially in the areas of classroom management. Also, the abbreviated time most Alternative Certification programs work under, will need to become more innovated in how teachers are prepared. The coaching sessions provided to all the participants were conducted via online conferencing. More importantly, the reflective opportunities the participants experienced provided a forum to freely share their thoughts and experiences on the struggles of teaching. The data provided in this ROS can be used by WCC and other ACTP to improve the “what” and “how” we approach classroom management preparation.

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