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REFLECTING FROM THE START:
ENCOURAGING CLASSROOM MANAGEMENT AWARENESS

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ABSTRACT

Classroom management is a well-documented concern for both pre-service and veteran teachers (Oral, 2012). In order to ease my transition into the reflective-practitioner role, in this thesis I present the Classroom Management Awareness Questionnaire (CMAQ). The CMAQ, organized into three categories (a) environmental management, (b) behavioral management, and (c) instructional management, serves as a support mechanism to prompt reflective practice. Within each category of the CMAQ are reflective questions developed from management issues identified from the research literature and reported by veteran teachers based upon their experiences in a K-4 elementary school in central Pennsylvania.

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Introduction

Background to Project

My experiences as a Penn State pre-service student teacher motivated me to research this topic. I took classes on classroom management throughout my undergraduate career. These included classes such as Educational Psychology 14 and Special Education 401. When I learned about the different strategies to manage a classroom, the strategies seemed logical

One thing I learned in Educational Psychology 14 was the different ways to set up a classroom. If a class is focused on discussion, teachers should consider arranging desks in a circle or semi-circle. If a class is teacher-led, teachers should consider arranging desks in rows facing the teacher. This class also discussed different management models.

In Special Education 401, we analyzed different situations involving student behavior. We examined scenarios and identified the types of reinforcement students received for their behaviors. Then we designed interventions aimed to either increase desirable or decrease undesirable target behaviors. The concepts in Educational Psychology 14 and Special Education 401 made sense to me, so it made me wonder, *Why do teachers have such a difficult time managing their classrooms? What are the results of an unmanaged classroom?*

I slowly began to answer these questions as I started my fieldwork. In the summer of 2014, I received my first field placement in North Philadelphia at an elementary school. There, I spent two weeks in a Kindergarten classroom. I loved the students and my mentor teacher; however, the classroom was not well managed. Students yelled, got up when the teacher was talking, never completed assigned tasks and even stole from one another. The classroom was out of control. Observing this situation made me question if any learning occurred in the setting.

I became certain that learning did not occur when I gave the students their end of the year assessment. One of the tasks on the assessment required students to count as high as they could. Most of the students could not even count to ten. I was stunned. How could students go through an entire year of Kindergarten and not be able to count to ten? I deduced that among the many challenges facing an urban school district and the teachers working within it, that ineffective classroom management can be a serious barrier to student learning. This experience reinforced that teachers cannot effectively teach until they can manage their classrooms. As I returned to Penn State and continued my coursework and fieldwork, my experience in North Philadelphia followed me. I made a promise to myself that I would become an effective classroom manager. I knew that if I failed to do this, I jeopardized students' learning.

In the summer of 2015, I worked in a Pittsburgh suburban school's summer program for children with Autism. The program included extended school year services as well as an academic camp. I started as a teacher's aide. Within a few short weeks, I became the lead teacher of the highest functioning classroom, which included students ranging from ages five to twelve. I approached my first day remembering that I was going to be an effective classroom manager. Once I was in the classroom, however, my lack of management overshadowed my efforts to teach.

This was the first time I experienced the challenge of classroom management. Before this, I was only assisting the teacher and the classroom had not been my sole responsibility. As a lead teacher, however, the classroom became entirely my responsibility. My biggest realization was that teachers do not want to be ineffective classroom managers. Oftentimes, they do not even realize they are. It just happens. There are so many things that occur in classrooms that teachers have difficulty attending to each thing as the research advises.

It became clear why teachers, especially new teachers, struggle with classroom management. Unlike veteran teachers, everything is novel and unexpected to new teachers. This makes managing the classroom that much more difficult. This made me want, more than ever, to become an effective manager. It also made me want to help my peers become effective managers of their current and future classrooms.

As new teachers, there will be many times when my Penn State peers and I wonder why a lesson did not go the way we had, perhaps carefully, planned. We are also going to wonder why students are not acting the way we had anticipated or had wanted them to. As emerging professionals, we could draw on the information we learned from Educational Psychology 14 and Special Education 401 to identify potential problem areas, but it would be easier if we had an established tool to evaluate ourselves and any emerging issues in our classrooms. This inspired and motivated me to create the Classroom Management Awareness Questionnaire (CMAQ).

Problem

Classroom management is a well-documented concern for pre-service and veteran teachers (Oral, 2012). It is of special concern for pre-service and other novice teachers because they are new to the profession. Penn State pre-service elementary student teachers are responsible for teaching students in a classroom for approximately 16 weeks. However, the pre-service teachers cannot effectively teach until they manage their classrooms.

Harry Wong and colleagues share that “classroom management is an essential element of student achievement” (2014, p. 2). Classroom management is critical because only once a classroom is well managed can teachers increase academic learning time and academic

achievement. Existing research established that academic learning time is directly related to achievement (Marzano R., Marzano J., & Pickering, 2003). It is not enough for pre-service teachers to know about management and management strategies. Pre-service teachers must also be reflective and put their knowledge into action in order to improve instruction and academic achievement.

Purpose

Penn State pre-service elementary teachers are required to teach and reflect on a minimum of six lessons during their pre-service student teaching placement (CI 495A). Pre-service teachers complete their reflection, known as the lesson analysis, after teaching each lesson. The goal of the lesson analysis is to inform student teachers about their teaching. Completion of the lesson analysis requires Penn State pre-service elementary teachers to think about and respond to five questions: 1) what went well, 2) what was learned about planning, 3) what was learned about teaching, 4) what did my students learn and how would I know this, and finally 5) what improvements will I make in an effort to be more effective with this particular class of students? These questions are extremely broad, which allows the pre-service teachers to respond freely and openly. Although the freedom may allow Penn State pre-service teachers to consider multiple aspects of their lessons, they may also fail to notice missing lesson components that could inform the success of their future practice. Missing such components will lead pre-service teachers to overlook elements of the problem and waste time (Kauffman, Hallahan, Mostert, Trent, & Nuttycombe, 1993).

In order for reflection to be beneficial, it is essential that teachers target critical lesson components. In doing so, the teacher can identify the appropriate strategy to respond to the problem (Kauffman et al, 1993). For these reasons, I developed the Classroom Management Awareness Questionnaire (CMAQ), a self-reflection tool for my own practice to share with Penn State pre-service elementary teachers. The questionnaire guides the Penn State pre-service elementary student teachers' lesson analysis to consider critical components of management. The questionnaire further draws pre-service student teachers' attention to specific research-based factors affecting classroom management. The CMAQ's purpose is to encourage pre-service elementary student teachers to reflect upon relevant lesson components that will lead to informed choices in future management decisions. As one consequence of using the CMAQ, problems can be efficiently isolated, effectively responded to, and avoided in the future.

Review of the Literature

Classroom Management

Brophy defined classroom management as a teacher's efforts "to establish, maintain, and (when necessary) restore the classroom as an effective environment for teaching and learning" (1986, p. 182). Classroom management is the result of teachers' behavior. It is the foundation they create for the classroom to function (Wong H. et al., 2014). Since classroom management is a key component to successful classrooms, it is also one of teachers' biggest concerns and struggles; in fact, some teachers experience such difficulty, they feel compelled to leave the profession (Charles, 2002).

Classroom management is particularly concerning to student teachers, who reportedly demonstrate a lack of a confidence in their individual management abilities (O'Neill & Stephenson, 2012). Although they complete classroom management coursework, putting theory into practice causes anxiety. As noted by Behçet Oral, "new teachers state that they feel unprepared to cope with issues related to classroom management" (2012, p. 2904). New teachers' inability to enact effective management is problematic because classroom management and student achievement are directly related. As Harry Wong and colleagues reported, classroom management is the "foundation for effective and successful classrooms" (p. 2, 2014). New teachers must learn how to manage their classrooms effectively to enable academic achievement.

Teachers who are effective classroom managers must implement classroom rules and procedures (Marzano et al., 2003). Marzano and colleagues defined rules as general expectations

and procedures as the expectations for specific behaviors. By consistently implementing rules and procedures, appropriate student behavior becomes automatic. Students know the classroom expectations and recognize how to receive the responses they desire (Kaser, 2007). With consistent implementation of rules and procedures, the complex classroom environment is simplified. Teachers can then focus on instruction.

There are three categories of classroom management addressed by the CMAQ. These include environmental, behavioral, and instructional management.

Environmental

Environmental management addresses the classroom environment. Others refer to environmental management as the organization of the physical learning environment, classroom design, or physical arrangement, materials, and equipment. Regardless of the term used, environmental management is a critical factor that affects student achievement.

The physical arrangement of a classroom is essential when considering how the execution of instruction and learning will occur. Emmer, Evertson, and Anderson classified teachers based upon effective management and found that teachers who had better arranged rooms were more effective managers (1980). There are four environmental management questions on the CMAQ addressed separately below.

The CMAQ first addresses the classroom layout. The classroom layout must meet both teachers' and students' instructional needs and therefore, should be arranged to compliment those needs. If teachers plan for group work, for example, they should arrange students' desks to support student interaction. If instead, desks are in columns one next to another, students must

move their desks each time the teacher assigns group work. Such rearrangements waste instructional time, which results in decreases in academic learning time and subsequent decreases in academic achievement (Gettinger & Seibert, 2002).

In addition to considerations of the physical environment necessary for instructional methods, the CMAQ addresses traffic patterns. Gettinger and Seibert suggested that teachers consider traffic when arranging their rooms (2002). Teachers must consider areas of high traffic, such as the computer cart and student cubbies. Once teachers identify high traffic areas, they must arrange the furniture to compliment them. This ensures that the elements in the room are working in combination to make the most functional space. If furniture or other features are clogging high traffic areas, students' personal space is decreased or eliminated. These close student interactions could encourage off task behavior. To avoid clogging and its potential problems, teachers should consider moving furniture to make space and allow smooth traffic patterns for people to move freely.

Next, the CMAQ addresses how materials are stored in the classroom. The materials should be stored based on the teachers' and students' instructional needs. Marzano and colleagues include the consideration of materials and equipment in their article. They account for storage as well as the locations of the teacher's desk, students' desks, and pencil sharpener (Marzano R. et al, 2003). If the pencil sharpener is behind the teacher's desk, for example, the teacher may want to consider moving her desk as having students walk behind the desk to unpack and pack their belongings could cause issues. This illustrates how it is important to change things that do not compliment the teachers' instructional needs.

As an additional example, if students are using glue sticks or other secondary supplies on a regular basis, they should be in an accessible area of the classroom. If they are in a cabinet

behind other materials, it is going to waste instructional time searching for them each time students needed them. In short, materials should be stored in a way that allows the classroom to run smoothly. Classrooms with strong academic focus have readily available teaching materials (Gettinger et al., 2002).

Last, the CMAQ's environmental management category addresses teachers' access to students. If students are displaying inappropriate behavior, teachers must be able to quickly access their students and address the behavior. Effective teachers are those who constantly monitor their students and immediately stop inappropriate behavior (Emmer et al., 1980). Effective teachers also use proximity to monitor their students (Stronge, 2002). The ability to access a student is critical to how teachers arrange their classrooms. When teachers are able to access their students, they are also able to quickly answer students' questions and provide one-on-one support.

Behavioral

Behavioral management is how teachers respond to daily interruptions. A significant amount of time in the school day is lost due to student interruptions, teacher interruptions and transitions (Gettinger et al., 2002). Examples of student interruptions are disruptive behavior, leaving the classroom, changing seats and peer conflicts (Gettinger et al., 2002). Examples of teacher interruptions include disciplinary actions, collecting and distributing assignments, and calling the office (Gettinger et al., 2002). Behavioral management can control the amount of lost time these activities cause (Gettinger et al., 2002). As a result, teachers increase academic

learning time and subsequent academic achievement. There are four behavioral management questions on the CMAQ addressed separately below.

The CMAQ considers how teachers respond to behavior. Teachers should have planned responses for both appropriate and inappropriate student behavior. It is most effective when teachers use simple and complex responses in combination (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Simple responses for appropriate behavior include praise, while complex responses include token economies (Simonsen et al., 2008). Simple responses for inappropriate behavior include ignoring, while complex responses include response cost and time out from reinforcement such as recess time (Simonsen et al., 2008).

Simplex and complex responses must also be contingent on the behavior (Simonsen et al., 2008). Contingent means that the response occurs immediately after the behavior has occurred. This contingency is what causes students to associate their actions with the teachers' responses. The students' knowledge of the association will contribute to the classroom's structure and predictability.

Next, the CMAQ considers classroom's rules and procedures. Teachers must have prepared rules and procedures to respond to daily interruptions. It is critical that teachers consistently implement these rules and procedures, especially in response to appropriate and inappropriate student behavior. Rules are general expectations that tell students how they should act and have consequences if not followed (Ruhl, 2014). Procedures guide students' behaviors. For example, there are procedures for students entering the classroom in the morning, sharpening pencils, accessing technology tools, collecting papers, and leaving the classroom. The preparation and consistency of rules and procedures will make the classroom structured and predictable. As a result, students can rely on their teachers to respond to behaviors a certain way every time. This

type of association will begin to reduce students' cognitive load and make their behaviors automatic (Leinhardt, Widman, & Hammond, 1987).

Transitions are the CMAQ's third consideration under environmental management. Transitions are the intervals between any two activities (Evertson, Emmer, Clements & Worsham, 1997). Transitions are a major source of lost instructional time (Gettinger & Seibert, 2002). Further, transitions are also prone to lead to inappropriate student behavior (Evertson et al., 1997). Teachers can consistently implement established transition procedures to control lost time and student behavior. Teachers should design transitions to be quick and quiet. They should give directions for transitions before the transition starts and wait to begin the next activity until everyone is ready. Although procedures and directions are given, the teacher should still monitor the transitions, which provides opportunity for redirection if necessary (Evertson et al., 1997). Established procedures for transitions can help to avoid lost time and inappropriate behavior, procedures must be established for transitions.

One of the most important ideas for teachers to remember about behavioral management is consistency. Wong and colleagues state that the most effective teacher is a "model of consistency" (2014, p. 11). The CMAQ accounts for how consistently the considerations under behavioral management are applied. Teachers must respond to behaviors, implement rules and procedures and conduct transitions the same way every single time. This establishes trust within the student (Wong H. et al., 2014). Students will trust teachers when they know what they expect of them. The better students can anticipate how teachers are going to act/react, the better they know how to act.

Instructional

Instructional management is the final area of the CMAQ. Instructional management refers to the teacher's ability to "gain and maintain the cooperation of students in activities that fill classroom time" (Froyen, 1995, p. 105). Cooperation refers to the students' engagement and willingness to follow an activity's requirements. The activities may include a host of situations, such as lectures, class-wide recitations, small group instruction/discussions, seatwork, drill and practice, or role-playing (Froyen, 1995). Instructional management is not subject-specific and includes components that apply to all lessons (Evertson et al., 1997). These components focus on the teachers' planning and implementation of their plans. Environmental and behavioral management set the stage for instructional management (Evertson et al., 1997). If the teacher has succeeded in those two areas, instructional management is the next focus. There are six instructional management questions on the CMAQ addressed separately below.

Similar to environmental and behavioral management, instructional management includes planning and preparation. Teachers must be prepared to instruct. It helps them claim their leadership role in the classroom and establish credibility with their students (Emmer, et al., 1980). Students are not going to respect teachers who do not have plans in place and supplies ready to distribute and use (Emmer et al., 1980). Teachers should prepare supplies and presentations before the time of the lesson for ready use.

Once teachers are prepared and teaching their lessons, they must establish a sufficient lesson pace. Pace is important because it affects pupil attention (Froyen, 1995). Froyen states that the pace of a lesson can either aggravate or engage students (1995). In order for teachers to engage their students, they must find a "sufficient momentum" by keeping the lesson moving briskly and avoiding slowdowns (Evertson et al., 1997). Slowdowns happen when a teacher talks

too much or drags on about one particular topic (Froyen, 1995). Teachers must avoid slowdowns to keep students engaged. A lesson that is prepared and taught with a sufficient pace increases academic learning time and potential achievement.

Additionally, teachers must be “with it.” Withitness is the “degree to which the teacher corrects misbehavior before it intensifies or spreads to more students” (Evertson et al., 1997, p. 103). Such withitness requires the teacher to overlap. As defined by Evertson and colleagues, overlapping is “attending to two or more simultaneous events” (1997, p. 102). In other words, overlapping may be synonymous with being able to multi-task. When the teacher is teaching a small guided reading group and the rest of the class is working independently, for example, the teacher must be able to pay attention to the guided reading group as well as the rest of the class. If teachers are not able to overlap, the likelihood of the inappropriate behavior increases. Withitness and overlapping evolve with experience. Pre-service teachers tend to forget this part of instructional management because they only focus on what they are doing in the moment and lack the experience to view the entire classroom, much like Chess novices who see pieces and Chess experts who view the entire board. Evertson and colleagues refer to this as the big and small picture (1997). Focusing on the big picture is being able to monitor everything happening in the classroom. The small picture is when teachers only focus on one element, for example, their guided reading group. Teachers should aim to be with it and look at the big picture with efforts toward overlapping.

Teachers must present objectives clearly for students to understand the learning goals for the lesson. Teachers should present objectives either before or during the lesson (Evertson et al., 1997). Objectives are effective only when they are presented with clarity. Hughes constantly reiterated the importance of being clear and concise (2014). Concise means to be short and

sweet. Being clear and concise can make information more comprehensible to students. When teachers state objectives clearly and concisely, students know what they are accountable for and are more likely to meet the given objectives (Evertson et al., 1997).

The CMAQ considers assigned student work. Froyen cautions teachers to prevent overloading students (1995). Overloading is giving the students too difficult of a task or too much of a task. To avoid giving students too difficult of a task, teachers must evaluate work prior to assigning it and ensure it is transfer-appropriate. This means that the work's objectives align with the lesson's objectives. There should be a clear cross over between what the teacher taught in class and the work that follows it (Hughes, 2014). This will increase student productivity (Evertson et al., 1997).

If teachers assign student work, they must hold students accountable for completing it. Holding students accountable for their work means to “create a feeling that everyone is responsible for what happens in the group and for learning the material” (Froyen, 1997). Establishing a sense of accountability will increase student engagement. Teachers support accountability by increasing response opportunities and by providing feedback. “When students are asked to report their understandings, express their feelings, and demonstrate their skills, they are likely to remain alert and accountable” (Froyen, 1997, p. 140).

Reflective Teaching

In order for pre-service teachers to implement effective management strategies prompted by the CMAQ, pre-service teachers must be reflective in their practice. James Henderson stated, “reflective teachers are expert teachers” (1992, p. 1). This is because reflective teachers know

students' behavior is a product of the teacher's behavior and, therefore, constantly analyze the effects of their decisions (Wong H. et al., 2014). Teachers face at least 200 decisions a day (Henderson, 1992). When a teacher is making this many decisions, it is likely he or she will make a wrong decision. Teachers cannot change decisions once made. However, reflective teachers consider the results of their decisions in order to inform and perhaps change future decisions.

When reflecting to inform and change future decisions, reflective teachers “think, try things and analyze the results” (Henderson, 1992, p vii). To do this, teachers, first, identify a problem (Henderson, 1992). They search for its root cause. The effective teacher understands that the learning environment is complex with no single solution (Henderson, 1992). Each group of students uniquely challenges the teacher to think in new ways. This encourages the reflective teacher to “try things” or try implementing different potential solutions. While trying things, effective teachers analyze the results to “engage in further inquiry” (Henderson, 1992). Further inquiry is the drive reflective teachers have to find a particular problem's remedy.

Other Tools

Several classroom management tools exist for teachers' use. One of the most successful of these tools is the Classroom Organization and Management Program (COMP), designed for K-12 Educators, developed by Carolyn Evertson and her colleagues at Vanderbilt University (Marzano R. et al, 2003). When using the COMP, teachers analyze their classrooms with checklists, try research-based approaches to address shortcomings, and analyze their effects (Marzano R. et al, 2003). Through implementation in several classrooms, evidence for the

COMP suggests that use of the tool leads to increases in student achievement (Marzano R. et al, 2003).

Brandi Simonsen and colleagues at the University of Connecticut created The Classroom Management Assessment (CMA) as another tool for teachers' use to evaluate their management abilities. Simonsen and colleagues designed their tool with similar intent as the CMAQ. They recognized that classroom management is an important skill for teachers and teachers need support in implementing successful management strategies. Both teachers and observers can use the CMA. The tool provides a label for how effective the teacher's classroom management is. The number of yes's the teacher receives determines whether they are considered "effective," "somewhat effective," or "needs improvement."

Although there are management tools for teachers, and some that share the same theoretical framework as the CMAQ, the CMAQ encourages reflection and is from a student teacher's point of view. Its intent is to support pre-service teachers as they reflect and isolate common issues teachers can address with procedural management. Furthermore, the CMAQ's focus on reflection during pre-service teaching exposes pre-service teachers to the value of reflection early in their careers. If pre-service teachers see the value of reflection, hopefully, it will encourage them to continue to reflect throughout their careers and more easily diagnose issues in their classrooms.

Methodology

Evolution of the Tool

Findings from existing research, recommendations for practice, reflection, consultation and practice were used to develop the CMAQ. Development started with research on classroom management and academic learning time. This was through educational psychology and classroom management textbooks as well as journal articles. These texts informed me about teachers' struggles and created the basis for the categories of my tool: (a) environmental, (b) behavioral, and (c) instructional. Readings further influenced the identification of each category's questions.

Once a week for the duration of the Fall 2015 semester, I met with my thesis advisor, Dr. Rayne Sperling and my pre-service student teaching supervisor, Dr. Thomas Sherwood, to discuss the research I was reading and the insights I gained from discussion with peers and classroom teachers. During these meetings, we iteratively refined the tool. These refinements included adding and eliminating sub-categories and discussing what each category and each category's questions would mean to me as an emerging educator. We continually revisited the aim of the tool in order to focus its development for our intended purpose. Each meeting brought new ideas and considerations.

In addition to research, Dr. Sperling, Dr. Sherwood, and I discussed our individual experiences in the classroom. I talked about my experiences at the Philadelphia Urban Seminar

where I taught in an inner city school for two week and shared insight from other fieldwork experiences. They too shared stories about being in many classrooms as teachers and supervisors of novice teachers. These discussions intentionally focused on how teachers effectively managed classrooms. We paid particular attention to the connection between effective and ineffective management and our observations of the academic learning time that occurred. We talked about what worked to enhance academic learning time, as well as what did not work. We targeted the areas that we felt typical novice teachers could improve upon. These discussions informed development of the CMAQ as a tool to improve my practice in addressing management issues and increasing academic learning time.

Grounded in a review of existing classroom management research and existing tools for educators, I used the resultant tool to analyze my own lesson in my pre-service student teaching placement. At this point, the tool had “present and absent” and “comments” boxes next to each of the sub-category boxes. I marked the “present and absent” box with a check if that sub-category’s element was present. If the element was not present, I marked the box with an x. The “comments” box provided space for any notes I had about my performance with respect to each sub-category’s element.

The tool had a foundation, but it was not very functional. For example, in the behavioral management category “ignore” was one of the sub-categories. When I used the tool, I marked this sub-category as absent. However, when I looked back at the tool to gain an overall understanding of my performance teaching that lesson, the “x” in that space looked like I was doing something wrong. Meanwhile, it was possible that ignoring was not an appropriate management strategy during that particular lesson. The tool needed to give me a more accurate understanding of my teaching.

After this use I went back to the literature and made several modifications. I restructured the sub-categories into their present questions with the aim to make the questions relevant to every lesson. This way I would not run into issues about the appropriateness of a particular sub-category for a particular lesson. During the restructuring, I also considered the overall understanding the tool would provide me about my teaching. It needed to tell me about my teaching quickly and accurately. This realization resulted in the Y/N boxes next to each question. Answering a question yes or no is much more functional than deciding if a sub-category was present or absent.

The last modification I made was the comments section. When I used the comment section to analyze my lesson, I felt like I was writing in the space for completion purposes rather than searching for valuable insight to improve myself as a teacher. This led to the current tool's "reflection" section. Once I utilized this word, I realized that I needed to reflect after teaching. Reflection was what inspired this tool in the first place. I experienced events in the classroom and I reflected on them, realizing that I needed a tool to guide myself to become a better teacher.

Summary and Discussion

Examination of existing research and consideration of the existing tools grounded the development of the CMAQ. I developed the CMAQ to guide post-instruction reflections in order to effectively isolate potential problematic management issues. The CMAQ includes three categories: environmental, behavioral and instructional. Reflective questions derived from literature, feedback from veteran teachers and future teachers, and reflections on my own practice within the context of existing research are present within each of these categories. Mentors, such as Drs. Sperling and Sherwood who encouraged me to make connections among theory, existing research, and my practices as a teacher, supported these reflections. For effective use by practitioners, next to each reflective question is the opportunity to respond Yes/No and to provide a written reflection. In this space student teachers can make note of what was or was not present in their lesson and ways they can improve in those areas. The “Reflection” box scaffolds student teachers as they deeply reflect about each lesson component. The reflection should raise awareness of management issues and target the need to address issues efficiently and effectively.

Table 1 Classroom Management Awareness Questionnaire

CLASSROOM MANAGEMENT AWARENESS QUESTIONNAIRE			
	Environmental Management	Y/N	Reflection
1.	Does the classroom layout meet you and your students’ instructional needs?		
2.	Does the classroom layout allow smooth traffic patterns?		
3.	Are the materials stored based on you and your students’ instructional needs?		
4.	Can you access your students quickly?		
	Behavioral Management	Y/N	Reflection

1.	Do you have a variety of planned responses for appropriate and inappropriate behaviors?		
2.	Have you established a set of rules and procedures for your classroom?		
3.	Are procedures established for transitions?		
4.	Are you consistent with the implementation of each above?		
	Instructional Management	Y/N	Reflection
1.	Are you prepared to instruct?		
2.	Did you establish a sufficient pace to your lesson?		
3.	Are you with it?		
4.	Are objectives clearly presented to students?		
5.	Has work been evaluated prior to assigning it?		
6.	Are students held accountable for their work?		

Conclusion

This project was completed with intent to develop a tool to support my role as an emerging elementary teacher and reflective practitioner. Through an examination of existing research and discussion with scholars, supervisors, and practicing teachers, I developed the Classroom Management Awareness Questionnaire to be used as a tool for reflection. I found that

the CMAQ effectively targeted areas for reflection and supported development of areas of weakness in my emerging skills.

In order to improve pre-service teacher's practice, they must reflect on their practice and focus their reflection on critical lesson components. The lesson analysis that Penn State pre-service student teachers use to reflect, does not focus teachers' attention on critical lesson components. This allows the opportunity for pre-service teachers to overlook a problem's elements and waste time. When a child's education is on the line, there is no time to waste. The CMAQ can support teachers to effectively and efficiently isolate issues in their classrooms.

Future Research

Several teacher management tools are available for use. The CMAQ, differs, however because it was developed based upon a broad base of existing research and was designed to specifically target several areas of management known to be difficult for pre-service teachers. Further, the emphasis of the tool is on self-reflection of these challenging areas of classroom instruction. Through future research, the CMAQ may become another tool that is available for use by developing professionals. For example, data from extended use of the CMAQ over the course of the pre-service student teacher's placement experience would inform future tool revision. Additional research might compare the CMAQ with existing tools and the existing lesson analysis tool in use by Penn State pre-service student teachers. Comparisons of teaching outcomes, student learning outcomes, and teacher beliefs and attitudes towards management among teachers using varied management tools would inform future research and practice. Such studies could lead to additional insight into the CMAQ's aim as a tool to guide efficient and

effective isolation of areas of management that need improvement, which should lead to expected results in increased academic learning time for increased student achievement.

Future research could also test generalizability of the CMAQ's reach. It is likely that many teachers could benefit from the use of the CMAQ. Although pre-service teachers may benefit from using the CMAQ while studying under veteran teachers; other teachers, perhaps especially novice teachers, who have their own classroom, may also benefit from the CMAQ. However, we will only know how many teachers may benefit from the tool if we implement it as reflective teachers by thinking to use it, trying to use it and analyzing the results of its use (Henderson, 1992, p vii).

The intent of this work was to develop a self-reflection tool that targeted elements of classroom management. To that end, the CMAQ was developed. The CMAQ is grounded in research about effective classroom management and the known benefits of self-reflection for effective teacher practice. The CMAQ was designed to prompt and support my practice and eventually the practice of other student teachers as they reflect on environmental, behavioral and instructional management.

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ACADEMIC VITA OF NICOLE LEIGH BEREZO

EDUCATION

THE PENNSYLVANIA STATE UNIVERSITY, SCHREYER HONORS COLLEGE

Degree: Childhood and Early Adolescent Education
Minor in Special Education

MAY 2016

WORK EXPERIENCE

THE HOPE LEARNING CENTER

SUMMER 2015

- Hired as teacher's aide in Autism classroom. Immediately promoted to teacher in Autism classroom upon recognition of leadership skills and competency
- Designed "HOPE Along" summer program implemented in four Autism classrooms

THE WATSON INSTITUTE

SUMMER 2014

- Assisted in behavioral unit for children with severe multiple disabilities as a teacher's aide
- Exposed to and gained experience with disabilities including Autism, Down syndrome, Cerebral palsy and Fetal Alcohol Syndrome

RELATED EXPERIENCE

SCHREYER HONORS COLLEGE THESIS

SPRING 2016

- Researched and wrote honors thesis entitled "Reflecting from the Start: Encouraging Management Awareness"
- Created a self-reflection tool for Penn State pre-service elementary teachers in combination with thesis entitled "Classroom Management Awareness Questionnaire"

RESEARCH ASSISTANT

SPRING 2016

- Assisted in research for paper entitled "Misunderstandings and Misconceptions: The Classroom Management Strategies of Preservice Teachers," which was presented at the Annual Meeting of the American Educational Research Association in Washington, DC

EDUCATIONAL PSYCHOLOGY TEACHING ASSISTANT

FALL 2014

- Selected as the undergraduate student to participate on instructional team composed of Ph.D. students for the educational psychology course, "Learning and Instruction"
- Attended class. Held bi-weekly office hours to provide additional support for students

PHILADELPHIA URBAN SEMINAR

SUMMER 2014

- Spent two weeks in Kindergarten classroom in North Philadelphia. Worked directly with Kindergarten teacher and students
- Exposed to urban school challenges including English Language Learners and students with troubled home lives

EXTENDED SCHOOL YEAR LIFE SKILLS CLASSROOM

SUMMER 2013

- Assisted life skill learners during the school day to achieve their individual learning goals
- Exposed to and gained experience with disabilities including Autism, Cerebral palsy and Rett syndrome

LEADERSHIP AND ACTIVITIES

PENN STATE LIONETTES DANCE TEAM

SUMMER 2014 – SPRING 2016

- "Serve as an ambassador for Penn State, model a positive image, and promote spirit at athletic and charity events" (Penn State Athletics website)

THE PENN STATE LIONETTES DANCE TEAM CAMP

SUMMER 2014 & 2015

- Taught approximately 100 dancers at summer camp as a camp counselor

NORTH PITTSBURGH DANCE ALLIANCE

SUMMER 2013 & 2014

- Taught dancers ages 5-15 training in a variety of dance styles with varying ability levels

THON DANCER RELATIONS COMMITTEE

FALL 2015 – SPRING 2016

- Provided emotional and physical support to the student dancer volunteers throughout THON weekend

THON DONOR AND ALUMNI RELATIONS COMMITTEE

FALL 2014 – SPRING 2015

- Maintained and built relationships with THON's donors through THONvelope management

THON RULES AND REGULATIONS COMMITTEE

FALL 2013 – SPRING 2014

- Provided safety and security to THON families and other spectators/participants

SERVICE

NORRIS SQUARE NEIGHBORHOOD PROJECT

SUMMER 2014

- Cleaned and repainted Norris Square providing an inviting play space for children living in the Philadelphia area

MIRACLE LEAGUE

SUMMER 2013

- Worked with a special needs child to help him play a season of baseball