Interventions and Strategies for Supporting Novice Teachers’ Classroom Management Practices

Shanna Hirsch
Clemson University

Catherine Bradshaw
University of Virginia

Brandi Simonsen
University of Connecticut

Janet VanLone
Bucknell University
• Brief Introduction
• Literature Review
• Coaching Study
• Preservice Teacher Study
• Discussant
Terminology

“novice teachers”, “beginning teacher”, “new teacher”

Educators within their first three years of teaching
Present

Over 40% of the entire U.S. teaching force has 10 or fewer years of experience (Ingersoll et al., 2018).
Novice Teachers
Underprepared to prevent and address behavior

Difficulty managing student behaviors leads to higher stress and burnout for teachers.


Student discipline and misbehavior as one of the top reasons for leaving the field.
Roving Door Of Teachers Costs Schools Billions Every Year

Updated March 10, 2015 - 4:57 PM ET

Owen Phillips

Hey, New Teachers, It's OK To Cry In Your Car

Updated November 17, 2015 - 10:43 AM ET

Meg Anderson

Frustration. Burnout. Attrition. It's Time To Address The National Teacher Shortage

September 15, 2016 - 9:38 AM ET
Professional Development in Classroom Management for Novice Teachers: A Systematic Review

Novice report classroom management as a primary concern, and many report that they would benefit from additional PD (Bowsher et al., 2018).

There is increased awareness of the need to support novice teachers due to concerns related to burnout and attrition (MetLife Inc., 2013),

However, the literature related to classroom management PD for novice is sparse and has not been summarized.
What are the **characteristics** of the participating teachers and in what types of **settings** have researchers studied PD for novice teachers?

What **methods** of PD were utilized in studies with novice teachers?

What **outcomes** have been examined in studies of PD for novice teachers?

To what extent did novice teacher classroom management PD studies address Council for Exceptional Children (2014) **quality indicators (QIs)**?

Which PD methods studied with novice teachers showed **positive findings**?
Search Procedures

Figure 1. Systematic review process

1. Identification: Articles identified through data-base search* and other sources (n = 728)
   - Duplicates and non-empirical studies (n = 302)

2. Screening: Article titles and abstracts screened (n = 226)
   - Studies excluded (n = 210)
     - Non-experimental research design (n = 162)
     - Not novice teachers (n = 37)
     - Non-peer referred (n = 2)
     - Non-classroom management professional development (n = 9)

3. Eligibility: Full-text articles assessed for eligibility (n = 16)
   - Full-text articles excluded for not meeting inclusion criteria (n = 11)
     - Reasons:
       - Non-experimental research design (n = 7)
       - Not novice teachers (n = 1)
       - Non-peer referred (n = 3)

   - One additional article met the inclusion criteria (n = 6)

5. Forward Search: Forward search conducted on each eligible article (n = 9)
   - One additional article met the inclusion criteria

6. Included: Included studies (N = 7)
<table>
<thead>
<tr>
<th>Inclusion Criteria</th>
<th>Included</th>
<th>Excluded</th>
</tr>
</thead>
</table>
| **1) Research Design** | Intervention Study  
Single subject  
Experimental Design (experimental or quasi experiment, Campbell & Stanley, 1963) | Literature reviews  
Opinion  
Practice/Teacher Surveys  
Meta-analyses  
Descriptive (Qualitative) studies  
Case studies (pre-experimental designs – Campbell & Stanley, 1963) |
| **1) Publication** | Dissertations  
International publications (in English) | Duplicates (if a dissertation is also an article – we will only count the article)  
Publications in languages other than English |
| **2) Critical Feature 1 IV - Content** | Professional development in classroom management  
Complete Classroom Management (e.g., COMPs)  
Discrete practices (e.g., OTRs and BSP) | Professional development aimed at self-growth (yoga, mindfulness)  
Professional development in academic subjects (e.g., math, reading) |
| **2) Critical Feature 2 IV-PD** | Workshops delivered over a short period of time, or Multi-sessions, or Coaching or consultation, or Online (web-based) | Inservice teachers completing university courses |
| **2) Critical Feature 3 Participants** | Teachers who provide core academic content in K-12 public, private, or charter  
First through third year of teaching (Training for New Teachers Only) | Preservice teachers  
Teachers with four or more years of experience  
Paraprofessionals  
Behavior specialists  
Career and technical educators  
Specials (art, music, physical education, caregivers) |
Results

Novice teacher + Classroom management + PD = 7
Practice-Based Professional Development (PBPD) Framework

3. Actively engage faculty with similar needs

6. Assess and address prerequisite knowledge and skills

4. Model and independent practice

5. Use similar materials that will be used in the classroom

7. Contextualize PD (focus on teaching concrete skills)

6. Feedback on independent practice

(Ball & Cohen, 1999)
What outcomes have been examined in studies of PD for novice teachers?
What outcomes have been examined in studies of PD for novice teachers?
Key Points

7

Original, peer-reviewed studies
Key Points

All of the studies reviewed provided multiple professional development sessions, indicating evidence of on-going, practiced-based professional development.
2

Randomized Controlled Trials
Current evidence suggest novice teacher classroom management professional development may be a potentially effective method of improving teacher and student outcomes.
Good Behavior Game with MyTeaching Partner
Using Video Analysis To Support Novice Teachers’ Classroom Management Practices

Study 1: Pre-service Teachers
Study 2: Early Career Teachers

Janet VanLone
Things that ARE NOT Classroom Management
What does the research say about classroom management?

- Focuses on prevention and being proactive
- Environments are nurturing, structured, have routines
- Expectations and clear, stated positively, and are taught
- Instruction is engaging and appropriate for the students
- Continuum of strategies for recognizing appropriate behavior
- Continuum of strategies for addressing inappropriate behavior
- Considers context and culturally relevant practice

(Simonsen et al., 2008)
Classroom management
Classroom Management

Developing good habits early on
The Effects of Video Self-Analysis on Pre-Service Teachers’ Behavior Specific Praise Rates
Summary of Findings

- (1) provide direct, explicit instruction in general classroom management practices and specific classroom management skills, and whenever possible, include a model or demonstration of the practice/skill
- (2) provide interactive, structured, guided practice opportunities in course and field work, and whenever possible, provide scaffolded, faded support
- (3) provide immediate, specific feedback regarding pre-service teacher performance of classroom management practice or skill

*Additionally, many effective interventions included the use of technology and integrated content through both course and field work.*
Participant #1: “Maria”  
Second grade  
General Education

Participant #2: “Karly”  
Middle School  
Music Education

Participant #3: “Joe”  
High School  
Music Education

Participant #4: “Gabrielle”  
Fourth Grade  
Special Education

All participants completed one classroom management course  
All participants were teaching in inclusive settings
### Method: Description of Variables

<table>
<thead>
<tr>
<th>Independent</th>
<th>Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit training, video analysis with performance feedback, and goal setting</td>
<td>frequency of use of behavior specific praise (BSP)</td>
</tr>
<tr>
<td>Ongoing Weekly</td>
<td>measured through direct observation using 15 minute video clips</td>
</tr>
<tr>
<td>Video self-analysis (VSA)</td>
<td></td>
</tr>
<tr>
<td>Self-monitoring</td>
<td></td>
</tr>
<tr>
<td>Additional data-based performance feedback</td>
<td></td>
</tr>
</tbody>
</table>
Results:

Visual Analysis indicates functional relation

Tau U Effect Size Calculations Support Visual Analysis
**Research to Practice**

---

**Classroom Practices Video Analysis Guided Reflection Tool**

**Name:**

**Date:**

This form was completed with (circle one):

- Administrator
- Coach
- Peer
- Self only

**Evidence-Based Practices: The “Big Five” [1]**

1. Maximize structure in your classroom
2. Post, teach, review, monitor, and reinforce positively stated expectations
3. Actively engage students in observable ways
4. Establish a continuum of strategies for responding to appropriate behavior
5. Establish a continuum of strategies for responding to inappropriate behavior

I read/discussed “The Big Five” and reviewed operational definitions of teaching strategies [ ]

**Directions:** Watch 15 minutes of your teaching video. Select video clips where you are actively engaged with students for the best results (i.e. direct instruction). While you are watching the video put a tally when you observe the following:

<table>
<thead>
<tr>
<th>Teaching Strategies:</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompts/ Pre-corrects</td>
<td>SPECIFIC PRAISE</td>
<td>CORRECTION</td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varied Opportunities to respond</td>
<td>1 STUDENT</td>
<td>MORE THAN 1</td>
</tr>
<tr>
<td>Relational Contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In a few sentences for each question, discuss and respond in writing to the following reflection questions after watching the video clip:

1. How do you maximize structure?
2. Have students been taught routines and expectations in class? Is there a need for any reteaching?
3. Were any prompts or pre-corrects used? If so, what was the result? How can you use them in the future?
4. How was specific, contingent praise used during this video? What was the purpose and possible result? Can you identify a time that it could have been used?
5. Were OTRs appropriately engaging for the type of instruction? Was there some variation to the types of OTRs used? Were students actively or passively engaged?
6. On a scale of 1-10 (1 being lowest, 10 being highest) rate the level of active supervision (walking/looking around, closely monitoring students) by adults. What was the result?
7. Did you notice any instances of relational contact? How is this useful? Are there ways to increase these positive teacher-student interactions?
8. What would you like to change/improve this week regarding your use of these skills?

---

Research Study in Progress
Video Analysis + Peer Coaching

Study 1: High School Teachers
(one experienced + one novice teacher pairs)
Study 2: Intermediate/Middle School Teachers
(both teachers in each pair are novice)
Study Details

- Single Subject Research Design: across paired participants
- Twelve early career teacher participants in two rural school districts
- IV: CPVAT with peer coaching
- DVs: Specific teaching behaviors: behavior specific praise, prompts, opportunities to respond, relational contact
- Additional qualitative analysis of peer coaching meetings
Discussion
Brandi Simonsen
United States, we have a problem!

- 12% of public school teachers leave within 2 years
- 50% leave within 5 years

Why do teachers leave?

Most consistently listed factors:
- Lack of pedagogical training
- School environment
- Poor student behavior & motivation

Supporting teachers in classroom PBIS is critical for our states, districts, schools, educators, and students!
Why aren’t we implementing classroom practices?

- Teachers typically receive little pre- or in-service training in classroom management\(^1\)
- Multi-component training packages result in desired behavior change, especially when trained skills are effective\(^2\)

---

1 (Begeny & Martens, 2006; Freeman et al., in press; Markowet al., 2006; Special Education Elementary Longitudinal Study, 2001, 2002, 2004; Wei et al., 2010)

2 (Abbott et al., 1998; Hiralall & Martens, 1998; Madsen et al., 1968; Freeman et al., 2020; The Metropolitan Area Child Study Research Group & Gorman-Smith, 2003; Rollins et al., 1974)
What about the kids?

• Students benefit when teachers implement evidence-based positive classroom behavior support practices.¹

¹ Simonsen et al., 2008
Implementing positive classroom behavior support practices result in desired outcomes for students and schools.

- Increase in Appropriate Behavior
  - Examples: On-Task, Prosocial

- Decrease in Inappropriate Behavior
  - Examples: Off-Task, Disruptive

- Increase in Academic Achievement
  - Examples: Engagement, Achievement

- Increase in Sustainability

(Lewis et al., 2004; Simonsen et al., 2008)
(Childs et al., 2016; Mathews et al., 2014)
• Students benefit when teachers implement evidence-based positive classroom behavior support practices.¹

• *Unfortunately*, we’re not there yet.

• Teachers implement PCBS practices at lower rates than desired.²

• Students with challenging behavior experience even less praise, fewer opportunities to respond, more reprimands, and more negative or coercive interactions.³

¹ Simonsen et al., 2008
² Reinke et al., 2012; Scott et al., 2011)
³ Kauffman & Brigham, 2009; Scott et al., 2011; Sutherland & Oswald, 2005
We can do this!

We need to support teachers’ implementation of evidence-based classroom management practices… and we can!

We know what evidence-based classroom management practices look like.

We have a science to support implementation.

We have tools to describe and illustrate what implementing evidence-based classroom management “looks like”.
Interventions and Strategies for Supporting Novice Teachers’ Classroom Management Practices

Shanna Hirsch
ShannaH@g.clemson.edu

Catherine Bradshaw
cpb8g@virginia.edu

Brandi Simonsen
Brandi.Simonsen@uconn.edu

Janet VanLone
jrv010@bucknell.edu