

Culturally Responsive Classroom Management: Preparing Teacher Candidates for K-12 Urban Classrooms

Submitted by Dr. Bettie Ray Butler (PI) & Dr. Scott Kissau (Department Chair) on behalf of the Department of Middle, Secondary, and K-12 Education

College of Education
University of North Carolina at Charlotte
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Abstract

Results from a recent survey of graduates published by the University of North Carolina General Administration, indicated that approximately 40% of UNC Charlotte graduates from a teacher licensure program feel ill-prepared to maintain classroom discipline. Multiple other sources, including feedback from K-12 school partners has echoed these same concerns. Classroom management is a critical skill necessary to be an effective teacher, yet a review of the related literature suggests that teacher candidates do not receive adequate training in this area. Reflecting this trend, none of the seven initial licensure programs in the Department of Middle, Secondary, and K-12 Education (MDSK) at UNC Charlotte has a required course devoted to classroom management. To address this limitation, the Department piloted an elective course (*EDUC 6000: Culturally Responsive Classroom Management*), available in fall 2017 and spring 2018 to all graduate teacher candidates. As the Department embarks on a major redesign of its initial licensure programs, data are needed measuring the effectiveness of this new course in addressing this programmatic weakness, in order to determine whether or not to include EDUC 6000 as part of the required course sequence in the redesigned curriculum. Using a mixed method design, involving survey, interview, and classroom observation data, as well as assessment scores, the researcher seeks to investigate the extent the curricular innovation enhances teacher candidate self-efficacy to manage their classroom and improves their classroom management performance.

Budget Request for SOTL Grant

Year 2018

Joint Proposal? X Yes No

Title of Project Culturally Responsive Classroom Management: Preparing Teacher Candidates for K-12 Urban Classrooms

Duration of Project One year (spring 2018 – spring 2019)

Primary Investigator(s) Dr. Bettie Ray Butler

Email Address(es) Bettie.Butler@uncc.edu

UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates) Co-PI: Kissau, S., & Hart, L. (2014-2015). Following the Leader: A collaborative training model to develop and sustain best practices for teacher candidates

Allocate operating budget to Department of Middle, Secondary, & K-12 Education

		Year One
Account #	Award	January to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	\$1,925
911250	Graduate Student Salaries	\$2,400
911300	Special Pay (Faculty on UNCC payroll other than Grantee)	
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	
920000	Honorarium (Individual(s) not with UNCC)	

921150	Participant Stipends	
925000	Travel – Domestic	
926000	Travel – Foreign	
928000	Communication and/or Printing	
930000	Supplies	
942000	Computing Equipment	
944000	Educational Equipment	
951000	Other Current Services	
YEAR 1 TOTAL		\$4,325

		Year Two
Account #	Award	July to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	\$1,925
911250	Graduate Student Salaries	\$2,400
911300	Special Pay (Faculty on UNCC payroll other than Grantee)	
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	
920000	Honorarium (Individual(s) not with UNCC)	
921150	Participant Stipends	
925000	Travel – Domestic	
926000	Travel – Foreign	

928000	Communication and/or Printing	
930000	Supplies	
942000	Computing Equipment	
944000	Educational Equipment	
951000	Other Current Services	
	YEAR 2 TOTAL	\$4,325
YEAR 1 and YEAR 2 GRAND TOTAL		\$8,650

Attachments:

1. Attach/provide a narrative that explains how the funds requested will be used.
2. Has funding for the project been requested from other sources? ____ Yes __X__ No. If yes, list sources.

External funds will also be sought via a Spencer Foundation Small Grants proposal in the amount of \$50,000 to develop, implement, and evaluate a similar classroom management course across all departments in the College of Education.

Budget Narrative

Faculty Stipend (\$3,850)

A summer stipend that totals \$3,850 is requested for the Principal Investigator, Dr. Bettie Ray Butler. During the first summer session of 2018 the PI will complete preliminary data analysis for phase I of the current study. The following year, during the first summer session of 2019 (May-June) the PI will finalize all data analysis, prepare to disseminate the findings at select conferences, and proceed to develop and write a manuscript. Compensation is based on work conducted over the span of a 2-year budget. So that she may focus on the project, Dr. Butler will teach no more than one course each summer (2018, 2019).

Graduate Student Salary (\$4,800)

A critical component of the proposed project is the hiring of a graduate assistant (GA) in both spring and fall of 2018. In the spring of 2018, the GA will be trained by Dr. Butler in the use of the classroom observation instrument by both watching several videos of K-12 classroom instruction, using the instrument to rate classroom management performance, and comparing individual ratings until both the GA and the PI arrive at a mutual understanding of expectations. The GA will subsequently visit each of four teacher candidates in the spring twice (8 visits) to observe their instruction. The GA will also participate in the interview of each of these four candidates and transcribe the data. In fall 2018, the GA will observe an additional four teacher candidates (twice), for a total of eight classroom observations in fall 2018, and a total of 16 observations across the year. The GA will also participate in the interview of each of these candidates, and once again, transcribe the data. Additional responsibilities of the GA include helping to conduct a literature search and review, tabulating survey, observation, and edTPA data, and preparing for future conference presentations. Paid at the rate of \$15/hour, the GA will

work ten hours per week in the fall and spring (2018) semesters (total 32 weeks) to earn a sum of \$4,800 (\$2,400 per semester).



I am pleased to offer my support for the SoTL grant proposal, “Culturally Responsive Classroom Management: Preparing Teacher Candidates for K-12 Urban Classrooms”, submitted on behalf of the Department of Middle, Secondary, and K-12 Education (MDSK). During a yearlong period of data collection from a variety of sources to guide and inform the re-design of initial licensure programs in the College of Education at UNC Charlotte, the data repeatedly suggested that we need to do more to prepare our candidates to manage their classrooms in culturally diverse settings. Classroom management is a critical skill to be successful in today’s classrooms, and our teacher candidates report to be under-prepared in this area. In response to this concern, MDSK developed and piloted an elective classroom management course that was piloted this fall (2017), and that is scheduled to be offered again in the spring (2018). As we in the College of Education embark on a major redesign of our initial licensure programs, data is needed measuring the effectiveness of this curricular innovation in both enhancing teacher candidate confidence to manage their classrooms and improving their classroom management performance. This project has the potential to influence the required curriculum of not only the aspiring middle and high school teachers in MDSK programs, but the hundreds of teacher candidates that graduate each semester from all initial licensure programs across departments in the College. I hope that you will support this departmental initiative.

Sincerely,

A handwritten signature in cursive script that reads "Ellen McIntyre".

Dr. Ellen McIntyre
Dean, College of Education
UNC Charlotte

Project Narrative

A. Specific Aims

The UNC Charlotte College of Education, one of the two largest producers of new teachers in North Carolina, aspires to be a national leader in educational equity, excellence, and engagement. A year-long period of data collection and analysis to inform programmatic decision-making and enhance teacher candidate preparation has, however, revealed an area of weakness in our initial licensure programs. This limitation runs counter to the University's status as the state's "urban research university," and the College's mission to prepare teachers to provide their students with the highest quality education possible, regardless of the students' background.

According to the results of a 2013-2014 survey of UNC Charlotte College of Education graduates published by the University of North Carolina General Administration, 41% reported to be ill-prepared to maintain classroom discipline. Similar concerns were voiced at the Cato College of Education Charrette (November 15, 2016), where school and community partners came to campus to hear presentations from current candidates and recent graduates on what they learned at UNC Charlotte. Feedback from employers of our graduates has echoed these concerns. On January 20, 2017, for example, the Department of Middle, Secondary & K-12 Education invited content area experts from Charlotte Mecklenburg Schools (CMS) to begin conversations of what the school district needs in terms of training their teachers. The CMS Diversity Officer, explained that many of our graduates are underprepared to address classroom management issues they encounter in urban schools.

Having identified this area of concern, the Department of Middle, Secondary, and K-12 Education has developed a plan of action to improve (SoTL priority). The department developed a course (*EDUC 6000: Culturally Responsive Classroom Management*) and wishes to investigate the effectiveness of this course in both enhancing candidate confidence to manage their classrooms and improving their classroom management performance. Available to all graduate students in an initial licensure program for aspiring teachers, this online course was piloted in fall 2017 with an enrollment of 24 students, and is to be offered again this spring (2018). As the Department embarks on a redesign of its initial licensure programs, data are needed measuring the effectiveness of this curricular innovation in addressing the aforementioned program limitation, to determine whether or not to include the course as part of the required course sequence in the redesigned curriculum.

To provide such data, the Department will seek answers to the following research questions:

1. To what extent does completion of EDUC 6000 impact teacher candidate self-efficacy to manage their classroom?
2. To what extent does completion of EDUC 6000 impact teacher candidate classroom management performance?

B. Literature Review

A Critical Skill. Classroom management has been defined as “a teacher’s efforts to establish and maintain the classroom as an effective environment for teaching and learning” (Brophy, 2008, p. 2), and is a critical skill necessary to be an effective teacher. Stronge et al., (2011) found that the least effective teachers in their study had behavioral disruptions nearly 3 times more often than effective teachers. Further, research has shown classroom management to be a major contributing factor in new teacher attrition. Nationwide, almost 50% of new teachers

leave the profession within the first 5 years (DeAngelis & Presley, 2011). While a variety of factors influence this high rate of attrition, the inability to manage student behaviors has consistently been reported to be a factor (Boyd et al., 2011; Feng, 2009). Recent research identifying gateway, or high-leverage teaching practices that new teachers should master before taking step into the classroom (Franke, Grossman, Hatch, Richert, & Schulz, 2006; Sleep, Boerst, & Ball, 2007) has also underscored the importance of classroom management skills. Pioneering work from the University of Michigan (TeachingWorks, 2017), for example, has identified 19 high-leverage practices, three of which relate to classroom management: 1) Implementing norms and routines for classroom discourse and work; 2) Specifying and reinforcing productive student behavior; 3) Implementing organizational routines; and 4) Building respectful relationships with students.

Teacher Training. Despite the critical nature of classroom management, a review of the literature suggests that teacher candidates do not receive adequate training in this area (Chesley & Jordan, 2012; Stough, 2006). Multiple studies conducted in both the United States and Europe have found that while teacher trainees report classroom management skills to be critical to their success in the classroom, they also feel that the skill is ignored in their teacher training programs (Evertson & Weinstein, 2006; LePage et al., 2005, Veenman, 1984). As an example, in their review of over 100 teacher training programs, Wesley and Vocke (1992) reported that only 36.9% contained a specific course devoted to classroom management.

Self-efficacy. Given the lack of attention to classroom management skills in teacher training programs, it is of little surprise that many new and aspiring teachers report little confidence in their ability to manage student behaviors (Begeny & Martens, 2006; Chesley & Jordan, 2012). Having confident and well-prepared teachers is important; Skaalvik and Skaalvik

(2007) defined teacher self-efficacy “as individual teachers’ beliefs in their own abilities to plan, organize, and carry out activities required to attained educational goals” (p. 612). Teachers’ self-efficacy reliably predicts teacher practice and candidate outcomes (Poulou, 2007). It is therefore, troubling that so many new teachers lack confidence in their abilities to manage their classroom. Jones and Jones (2007) stated that classroom management was the most common concern of new teachers. In support of this claim, the researchers found that 64 of new 82 teachers in their study reported that they needed more support with respect to classroom management.

C. Methods

A mixed method design will be used in the study. To investigate the possible impact of completion of EDUC 6000 on teacher candidate self-efficacy to manage their classroom (Research Question #1), both quantitative and qualitative data will be collected via an online survey and teacher candidate interviews. To investigate the extent completion of EDUC 6000 impacts teacher candidate classroom management performance (Research Question #2), quantitative data will be collected via a classroom management observation instrument while observing candidates teach during their student teaching internship.

Participants. To gain teacher candidate perspectives on the possible impact of completion of EDUC 6000 on their confidence to effectively manage their classroom (Research Question #1), all teacher candidates completing their student teaching internship in spring and fall of 2018 who completed EDUC 6000 in fall 2017 or spring 2018 (estimated 50 candidates) will be invited to complete an online survey. A control group of approximately 200 randomly selected candidates completing their internship in spring or fall 2018, who did not complete EDUC 6000, will also be invited to complete the online survey. To further address this same research question, a random sample of eight of the above-mentioned teacher candidates completing their internship in

spring or fall 2018 will be interviewed. Half (4) of the interviewees will have completed EDUC 6000, and half (4) will not have completed the classroom management course. To investigate extent completion of EDUC 6000 impacts teacher candidate classroom management performance (Research Question #2), all eight of the participants (four who completed EDUC 6000 and four who did not) who were interviewed will be observed twice. As a second source of data specific to Research Question #2, all interns in fall or spring 2018 will complete edTPA.

Survey. To investigate how completion of EDUC 6000 affected candidate self-efficacy to manage the classroom (Research Question #1), data will be collected via an online survey completed by teacher candidates (who completed EDUC 6000 and who did not). The survey, the Culturally Responsive Classroom Management Self-Efficacy Scale (CRCMSE) developed by Siwatu et al. (2015), is a 35-item, reliable measure designed specifically for pre-service and in-service teachers. The survey is intended to measure candidates' efficacy to carry out classroom management practices commonly associated with culturally responsive teaching on a scale from from 0 (no confidence at all) to 100 (completely confident). Individual responses to each item will be calculated to determine a total mean score.

Interviews. Qualitative data specific to Research Question #1 will also be collected via individual interviews with eight teacher candidates at the end of the student teaching internship (spring and fall 2018). Four of these candidates will have completed EDUC 6000 and four will not. During the audio-recorded interviews the candidates will be asked to describe their confidence to manage their classroom, how they were prepared to manage their classroom in their teacher preparation program, how this preparation contributed to their confidence, and what further support might have been provided to enhance their confidence to manage their classroom.

Classroom Observation Instrument. To investigate how completion of EDUC 6000 impacted teacher candidate classroom management performance (Research Question #2), each of the eight candidates that participated in the one of the interviews will be observed twice while teaching during their internship (spring and fall of 2018). Four of these candidates will have completed EDUC 6000 and four will not. During these 60-90-minute observation sessions, candidate implementation of culturally responsive classroom management strategies will be noted using an observation instrument designed by the researcher and that aligns closely with the Culturally Responsive Classroom Management Self-Efficacy Scale (CRCMSE). In regard to all items on the instrument, a 3-point Likert scale will be used to assess the extent the teachers' instruction aligns with the practices associated with culturally responsive classroom management that were addressed in both the CRCMSE and EDUC 6000 (1=does not align; 3=clearly aligns).

edTPA Assessment. As a second source of data to measure the effect completion of EDUC 6000 has on teacher candidate performance during the internship (Research Question #2), all teacher candidates (who completed EDUC 6000 and who did not) will complete edTPA during their internship. A performance-based assessment, edTPA is designed to measure a candidate's readiness to teach (SCALE, 2014). The assessment requires candidates to develop an electronic portfolio that includes three to five lesson plans, video clips of their instruction, and reflections on their practice (see http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html). These portfolios are submitted electronically to Pearson where they are scored by trained reviewers at a cost of \$300 per candidate. Of the total 15 rubrics used to evaluate candidate performance on edTPA, rubric 6 (Learning Environment) pertains specifically to culturally responsive classroom management practices, and will be used as a data source speaking to Research Question #2. The rubric

measures the extent the candidate demonstrates a positive learning environment that supports young adolescents' engagement in learning. A candidate who is meeting rubric 6 expectations demonstrates "rapport with and respect for young adolescents AND provides a positive, low-risk learning environment that reveals mutual respect among young adolescents" (SCALE, 2014, p. 24).

D. Evaluation

Data Analysis. To investigate the extent completion of EDUC 6000 impacted teacher candidate self-efficacy to effectively manage the classroom (Research Question #1), independent group *t*-tests will be used on the survey data to compare perspectives of candidates who completed EDUC 6000 with candidates who did not. To further address this question, a grounded theory approach (Glaser, 1992) will then be used to analyze the data collected from the interviews. Interview responses from candidates (both those who completed EDUC 6000 and those who did not) will also be used to detect themes that help to explain the quantitative results. Once all interview transcriptions are complete, the procedures outlined by Emerson, Fretz, and Shaw (1995) will be implemented for reading and compressing the qualitative data. Individual responses to interview questions will be grouped together, and the responses in each group will be analyzed line by line and coded to identify themes.

To investigate the second research question, scores on the classroom observation tool will be compared using independent group (e.g., candidates who completed EDUC 6000 and candidates who did not) *t*-tests. In addition, the official edTPA scores for rubric #6 for all teacher candidates who complete their internship in spring and fall 2018 will be obtained from Pearson. Independent group (i.e., those who did/did not complete EDUC 6000) comparisons will be completed for the rubric 6 score: The level for statistical significance will be set at .01 for all

comparisons and effect sizes ($d = [M_1 - M_2]/SD_1$) will be calculated as additional estimates of the magnitude of practical significance unrelated to sample sizes (Sullivan & Feinn, 2012).

E. Knowledge Dissemination

Results will be shared within the College of Education via a research symposium held each semester and through possible publication in our magazine, *Extracurricular*. At the university level, results will be shared with the entire campus at a SoTL Showcase. The results will also be shared at the conference of the North Carolina Association of Colleges and Teacher Educators (NC-ACTE) and the national conference of the American Association of Colleges and Teacher Educators (AACTE). In addition, results will be described and submitted for possible publication in the *Journal of Teacher Education*.

F. Human Subjects

IRB approval to conduct this research project will be submitted in fall 2017 and forwarded upon request.

G. Extramural Funding

Pending the results of this small project, external funding will be sought via a Spencer Foundation Small Grants proposal in hope of developing, implementing, and evaluating a similar classroom management course across all departments in the College of Education. Spencer Foundation Small Grants provide funding up to \$50,000 to support projects that investigate teaching and learning.

H. Timeline

Date	Project Task
Spring 2018	<ul style="list-style-type: none"> • PI interviews and hires a Graduate Assistant for spring and fall 2018 to assist in data collection and analysis. • Candidates (who completed/did not complete EDUC 6000) will complete an online survey (Research Question #1) during their internship semester.

	<ul style="list-style-type: none"> • Four candidates (two who completed EDUC 6000 and two who did not) will participate during their internship semester in a semi-structured interview with the researcher (Research Question #1). • Each of the same four candidates will participate in two classroom observations during their internship (Research Question #2). • Candidates (who completed/did not complete EDUC 6000) will complete edTPA (Research Question #2) during their internship. • Graduate Assistant provides assistance in transcribing student interviews and conducting classroom observations.
Summer 2018	<ul style="list-style-type: none"> • Dr. Butler will complete preliminary data analysis for phase I of the current study.
Fall 2018	<ul style="list-style-type: none"> • Candidates (who completed/did not complete EDUC 6000) will complete a survey (Research Question #1) during their internship. • Four candidates (two who completed EDUC 6000 and two who did not) will participate during their internship semester in a semi-structured interview with the researcher (Research Question #1). • Each of the same four candidates mentioned above will participate in two classroom observations during their internship (Research Question #2). • Candidates (who completed/did not complete EDUC 6000) will complete edTPA (Research Question #2) during their internship. • Graduate Assistant provides assistance in transcribing student interviews and conducting classroom observations and in developing a literature review.
Spring 2019	<ul style="list-style-type: none"> • Researcher analyzes both quantitative and qualitative data and begins preparation of ensuing manuscript and conference proposal.
Summer 2019	<ul style="list-style-type: none"> • Dr. Butler will finalize all data analysis, prepare to disseminate the findings at select conferences, and proceed to develop and write a manuscript.).

(word count: 2476)

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