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# Administrator Perception of Management Skills Comparing Traditionally and Alternatively Certified Teachers

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**ADMINISTRATOR PERCEPTION OF MANAGEMENT SKILLS COMPARING  
TRADITIONALLY AND ALTERNATIVELY CERTIFIED TEACHERS**

by

**Candi Lynn Ring**

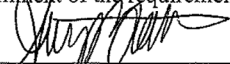
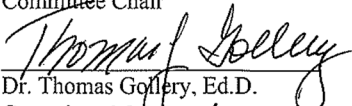
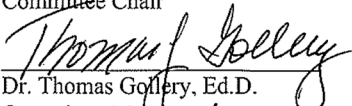
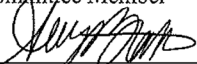
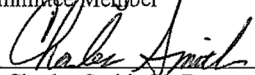
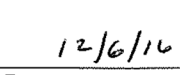
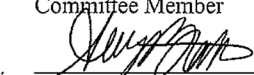

**A Dissertation Presented in Partial Fulfillment  
Of the Requirements for the  
Doctor of Education**

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Approval Page

This applied dissertation was submitted by Candi Ring under the direction of the persons listed below. It was submitted to the faculty of the College of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Southeastern University.

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## **Abstract**

Within the scientific literature there has been no examination of teacher preparation regarding classroom and behavior management skills comparing educators who obtained traditional teacher certification through a university-based education program and those who obtained alternative certification. Consequently, the goal of this study was to assess administrator perceptions of teacher effectiveness in managing the classroom and student behavior across four domains.

By identifying the group with more effective classroom and behavior management skills, school-based administrators will be able to implement the necessary professional learning to proactively minimize management issues from occurring with future educators, as well as close the gap among currently practicing teachers.

The data were collected from 46 public school administrators, which was representative of all K-12 public schools in a large-sized district. The participants' contact information was obtained via public email through the district website. Additionally, the survey participants were guaranteed anonymity, and results were reported with no indication of the individuals' identity. Descriptive statistics were used to analyze data to identify patterns in responses among participants.

The hypothesis for this dissertation study was that teachers who are alternatively certified are more effective classroom managers than those who have been through traditional university-based teacher education programs. The results showed that administrators perceived teachers who obtained traditional certification were more effective than those who were alternatively certified, with nearly half of respondents citing field experience as the key indicator. The findings of this dissertation study suggest recommendations for administrators, traditionally-certified, and alternatively-certified teachers.

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## **Chapter I: Introduction**

Although many studies have been conducted to determine the reasons for classroom management and student discipline issues in the education system, there is less research on administrator perception of classroom management skills, specifically comparing education majors and alternatively certified teachers. Particularly, little research exists that identifies the various components of classroom management and the effect, if any, of licensure on teacher effectiveness and subsequent student progress.

Knowledge and understanding of the factors contributing to classroom management and disciplinary issues may further assist teacher preparation and professional learning programs in better preparing incoming teachers, meeting student needs, improving the quality of academic experiences, and decreasing management related issues in the classroom. Additionally, awareness of existing classroom management factors may further assist the individuals governing the school system in adequately preparing educators, regardless of certification or degree type, to more effectively manage a classroom. The comments provided by the participants will also serve as a basis for perceptions and subsequent ratings, which will in turn, identify any commonalities among managerial views.

### **Problem Statement/ Topic**

Existing teacher education programs oftentimes place little emphasis on classroom management skills, with the degree of instruction often varying by educational institution (Zeichner, 2016). Additionally, alternatively certified teachers have minimal, if any, exposure to classroom management training (Zeichner, 2016). However, implementing an alternative certification system provides rapid certification routes, and puts educated professionals in the classroom, in often hard-to-fill positions. Currently, there is no existing research that compares



the classroom management skills of education majors and alternatively certified teachers, specifically identifying strengths and weaknesses in the dominant subcategories of classroom management, namely the learning environment, instructional strategies, behavior, and rules and procedures. The purpose of this quantitative study was to examine the perceptions of high-ranking school administrators regarding the classroom management skills of both teachers who have completed traditional certification through a teacher preparation program and those who have obtained alternative certification in public K-12 schools in one large-sized school district within the state of Florida. The alternative certification program was developed as a rapid route to become a classroom teacher without the standard prerequisites, and was implemented as a result of increasing instructional vacancies (Miller, 2004). Much of the reason for need in developing the alternative certification route was due to the fact that, “current certification requirements limit the supply of certified teachers, and as a result, serious teaching shortages are regularly observed” (Peterson & Nadler, 2009).

### **Rationale**

Effective classroom management skills are essential to adequate student progress and performance, yet many incoming teachers are lacking the necessary components to successfully manage the learning environment (Reschly, 2007), in part, due to the lack of emphasis on classroom management currently implemented in teacher preparation programs. Similarly, alternatively certified teachers receive little to no training in this area. Oftentimes the routes to alternative certification do not require any type of classroom management training. In order to address the issue and identify key factors leading to classroom management issues, it is essential to compare administrator perceptions of classroom management skills between teachers who have been through a teacher preparation program to those who have received alternative

certification. Current education practices require teachers to be observed by administrators several times throughout the year, including two walkthrough reviews each quarter, an informal observation, and a formal observation (Teacher Evaluation System, 2012). The frequent exposure administrators have to teachers affords a more accurate perception of teacher performance in the classroom. The researcher was able to identify areas of improvement through administrator perceptions and provide valuable data to the district personnel to inform possible future training programs for incoming educators. Consequently, participation in a newly-developed training program will better equip teachers to manage the classroom. According to Oliver and Reschly (2007), “improving the ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and ongoing professional development” (pg. 3).

### **Justification**

Many of the K-12 classes within the domain of public education are led by underprepared and underperforming general classroom teachers (Reschly, 2007). Many administrators have developed perceptions regarding classroom management skills as a result of observation and evaluation techniques. However, it is important to understand which of the four domains is the strongest predictor of administrators’ perceptions of teachers. The reason for this is to provide administrators with the opportunity to share the results with their faculty, and develop the necessary strategies to improve classroom management and overall student performance.

### **Probable Causes of the Problem**

Generally, traditional preparation programs require teachers to complete a culminating internship at the conclusion of their program, following various education courses required through the university. According to Peterson and Nadler (2009), “To receive a standard state

certification in most states, prospective teachers not only must be college graduates but also must have taken specific education-related courses that comprise approximately 30 credit hours of coursework” (pg. 1). On the other hand, teachers who have obtained licensure through alternative certification programs are required to follow a different professional learning structure. In order to begin practicing as an educator with a temporary certificate, candidates are required to possess a bachelor’s degree in a related field and pass a subject area competency exam (Professional Development Certification Program, n.d.) According to Professional Development Certification Program (n.d.), there are six Florida Educator Accomplished Practices (FEAPs) including instructional design and lesson planning, the learning environment, instructional delivery and facilitation, assessment, professional improvement, and professional responsibility and ethical conduct, which a candidate for a Florida Professional Educator’s Certificate must demonstrate mastery of; however, these are not required initially.

### **Audience and Stakeholders**

The stakeholders for this study include state level education professionals, local district personnel board specialists, school-based administrators, teachers, students, parents, and the professional development organization, namely IRIS, which was the basis for the survey instrument. Beyond the scope of the state, the study affects the developers of the IRIS professional development program, as the study identifies a need for additional training among administrators, specifically geared toward the administrators’ ability to accurately identify and discern specific classroom and behavior management skills through observation. The target audience for this study is school board personnel, school-based administrators, preservice educators, and practicing teachers.

## **Setting**

The research study was conducted in one large-sized school district with more 1,850 square miles, and 150 K-12 schools with approximately 96,000 students and more than 13,000 employees. Additionally, of the 13,000 employees, more than half are classroom teachers. According to Education, F. D. (n.d.), in 2015-2016, the district received a grade of a C. The student body is comprised of 43.9% white, 20.7% black, 30.2% Hispanic, 1.6% native Hawaiian or other pacific Islander.

## **Assumptions of the Study**

The study was dependent on a few assumptions. For example, it could be assumed that all administrators assess teachers equally, with no inherent bias. Additionally, one could assume that all administrators have been subjected to some sort of formal training, preparing them to accurately assess the classroom management skills of teachers. It could also be assumed that all administrators are using the same evaluation system, as required by the county.

## **Importance of the Study**

This study aimed to identify which of the certification types was more effective overall and in each of the four domains (i.e. instructional strategies, the learning environment, behavior, and rules and procedures). The intent was to allow administrators to utilize the results when considering professional learning opportunities. Ultimately, administrators and other educational stakeholders will be able use this information to further identify areas of weakness among teachers and implement intervention strategies to ensure adequate teacher professional development.

## **Research Questions**

**Research question one (RQ1):** Do school administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom and behavior managers than teachers who are alternatively certified in education?

**Research question two (RQ2):** Do elementary school-level administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom and behavior managers than teachers who are alternatively certified in education?

**Research question three (RQ3):** Do secondary-level school administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom and behavior managers than teachers who are alternatively certified in education?

**Research question four (RQ4):** Which of the 4 Domains of Classroom Management represents the most robust predictor of a school administrator's perceptions of teacher proficiency in classroom and behavior management comparing those who have undergone formal training in teacher education programs with teachers who are alternatively certified in education?

## **Definition of Terms**

For clarification purposes, the researcher has specifically defined the following terms that are central to an understanding of the current investigation:

**Classroom management** refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning (Hidden Curriculum, 2014).

**Behavior management** is referred to as a teacher's ability to influence a student's behavior through reinforcement (Sutherland and Oswald, 2005).

**Alternative certification** is a method of entry into the teaching profession that does not require completion of a traditional education program or require most of the coursework associated with traditional certification (Bradshaw, 1998; Peterson, 2009).

**Teacher education program** is a normal teacher preparation program, which requires basic education courses (Hawley, 1992).

**Learning environment** refers to refers to the diverse physical locations, contexts, and cultures in which students learn (Hidden Curriculum, 2014).

**Professional development** refers to the process by which a professional learning opportunity is available for individuals to absorb knowledge about a particular subject (Wood, Vu, Bower, Brown, Skalicky, Donovan, Loch, Joshi, & Bloom, 2011).

**Licensure** refers to the granting of a license, specifically to practice a certain profession (Licensure, n.d.).

**Instructional strategies** are the methods, techniques, and procedures a teacher uses during instruction to achieve desired learning objectives (Bhalli, Sattar, & Assif, 2016).

### **Delimitations**

The current investigation was limited by the researcher in the following manner. Only one large-sized county was surveyed for this study. Due to the large population of the district being studied, the results were generalized for school districts across the state; therefore, there was no need to survey additional counties. Additionally, only principals of K-12 public schools were asked to complete the survey, omitting administrators in other positions who may not have been required to perform walkthroughs, informal, or formal observations. Furthermore, this

study only examined public schools, in order to gain responses from a group of administrators in the same educational setting. The study was further broken down by level, specifically elementary and secondary. The survey instrument only focused on four domains: the learning environment, instructional strategies, behavior, and rules and procedures.

### **Limitations**

A variable that could have possibly affected the efficacy of the investigation was the fact that the administrators who were surveyed may not be a representative sample of all principals, as years of experience and knowledge could potentially differ. Additionally, administrator background, specifically regarding education, could have impacted responses as well. Another limitation was the possibility of teachers who did not complete either a teacher education or alternative certification program, and have yet to obtain any form of licensure, as some teachers are permitted to practice provisionally while obtaining certification. Depending on the administrators' emotional state at the time, and any emotional link to some of the questions, responses could have been affected. A lack of training in classroom management strategies and identification capability among principals could have been a potential limitation of the study, as they may not have been adequately competent to assess teachers.

## **Chapter II: Review of Related Literature**

### **Theoretical Framework**

The importance of effective classroom management skills has been an essential component among education majors, and alternatively certified teachers alike, for decades and is still considered one of the most severe issues in facing educators today (Johns, MacNaughton, & Karabinus, 1989). Shechtman and Leichtentritt (2004), state, “one of the greatest challenges of a teacher is to maintain order in the classroom so as to achieve academic objectives” (pg. 324). As cited in Christofferson and Sullivan (2015), “Classroom management is a system of proactive and reactive strategies employed to influence the physical and social space of the classroom (Little & Akin-Little, 2008) to foster an environment where learning can occur (Brophy, 1988; Doyle, 1986; Wang, Haetel, & Walberg, 1993). Classroom management is defined as, “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning” (Dicke, Elling, Schmeck, & Leutner, 2015, pg. 3).”

“There is little rigorous evidence on the relative effectiveness of teachers with alternative certification versus standard certification” (Goldhaber & Brewer, 2000). As cited by Zeichner (2016) two-thirds of teachers in the United States are prepared in traditional education programs, while one-third are being prepared in alternative programs. In a study conducted by Kini and Podolsky (2016), it was determined that teaching experience is positively associated with student achievement, suggesting the more experience a teacher has, the more successful a student will be. However, Kini and Podolsky (2016) also note, “of course, there is a variation in teacher effectiveness at every stage of the teaching career, so not every inexperienced teacher is less effective, and not every experienced teacher is more effective” (pg. 3). Teachers who experience discipline problems in the classroom generally lack effective teaching skills, resulting to elevated



stress levels (Brouwers & Tomic, 2000). In a study conducted by Dicke, Elling, Schmeck, and Leutner (2015) “participants who received traditional classroom management training expressed lower levels of emotional exhaustion and less rumination than did other participants” (pg. 13). According to Long, Biggs, and Hinson (1999), “the education major attributed 41% of the influence for a successfully managed classroom to the teacher, whereas the teachers attributed 49% of the influence to themselves” (pg. 105).

Zeichner (2016) notes that many education programs are becoming fast track programs, where teachers can complete most of their certification requirements in a short period of time and with little preservice training (pg. 151). Oftentimes, many education programs focus more on the technical aspects of teaching, as well as student test scores (Zeichner, 2016). According to Oliver and Reschly (2007), “the ability of teachers to organize classrooms and manage the behavior of their students is crucial to achieving positive educational outcomes” (pg. 1). While effective classroom management does not necessarily effective instruction, it certainly sets the instructor up for success (Oliver & Reschly, 2007). Oliver and Reschly (2007), further note that teacher quality is critical when considering student success. Kavanagh (2000), discusses the importance of caring teachers who insist appropriate behavior, in order for effective instruction to occur. According to Choi and Lee (2008), “there are a lot of quiet, passive classrooms where not much learning is taking place, and others where children’s hearts, souls, and minds are being silently destroyed in the good name of management” (pg. 103). The image of effective classroom management is not necessarily reflective through learning outcomes, and as Choi and Lee (2008) note, it deprives students of expression and creativity. Effective classroom management not only ensures the students are actively engaged in a safe, healthy environment, but it is evident through learning outcomes as well. According to Malmgren, Trezek, and Paul (2005), difficulty

managing classroom behavior has led to many new teachers leaving the profession. A well-structured classroom management system can provide the foundation from which teachers make classroom management decisions and respond to misbehavior (Malmgren, Trezek, & Oaul, 2005). The significance of effective classroom management practices is undeniable and essential to ensure productive students exhibit strong, continuous positive learning outcomes.

According to Christofferson and Sullivan (2015), “formal classroom management training is linked to greater competence in classroom management practices” (pg. 249). Currently, many new teachers are leaving the profession at alarming rates, citing poor teacher education programs that left them unprepared to properly manage a classroom (Oliver & Reschly, 2007). Regarding teacher training, a study conducted by Evertson, Weade, Green, and Crawford (1985), revealed that students scored higher on criterion-references tests (CRT), favoring trained teachers. Christofferson and Sullivan (2015), note, “the most common sources of classroom management training were supervised fieldwork (84.2%), mentoring from a licensed teacher (83.8%), part of a semester-long course devoted to a topic other than classroom management (78.8%), and a lecture or presentation on classroom management (74.8%)” (pg. 252). “Recently, O’Neill and Stephenson (2012), found a significant association between the number of classroom management courses teachers completed and their sense of preparedness and confidence applying classroom management strategies” (pg. 249). Oliver and Reschly (2007) assert the importance of a systematic approach to classroom management that incorporates continuous professional development. Equally important, Oliver and Reschly (2007) note there is no guarantee that new teachers will simply “pick up” the necessary skills with experience. In a study conducted by Christofferson and Sullivan (2015), it was determined that there was no specific component of classroom management training that better prepared

incoming teachers to successfully manage a classroom. Despite the various classroom management training tools, courses, practica, and mentoring were found to be the most effective in regards to teacher preparedness than others (Christofferson and Sullivan, 2015). Oliver and Reschley (2007) further note, “ongoing professional development in classroom management is essential for all teachers but especially important new teachers” (pg. 3). According to Oliver and Reschly (2007), teacher preparation programs must have adequate field study experience, in which they establish basic classroom management plans. Peterson and Nadler (2009) note the alternative certification requirements closely resemble traditional ones” (pg.1). Interestingly, Sokal, Smith, and Mowat (2003), note, “teachers who self-define their teaching experiences as failures attribute their experiences to a lack of preparation by their teacher education programs” (pg. 8). As cited by Sokal, Smith, and Mowat (2003), Klagholz (2000), suggests that alternatively certified educators have lower attrition rates than teachers who were in a teacher education program. “Alternatively, Barry (2001), notes 60 percent of alternatively certified teachers leave the profession within three years, whereas only 30 percent of traditionally trained teachers do so, and 10 to 15 percent of teachers from extended five-year programs do so” (Sokal, Smith, & Mowat, 2003). Classroom management skills are attributed to the increasingly high teacher turnover rate.

### **Teacher Education Programs**

Traditional teacher education programs require pre-service educators to complete classroom management courses, in addition to various field study experiences, prior to graduating from the program (Peterson & Nadler, 2009). According to Oliver and Reschly (2007) teacher education programs need improved professional development and teacher preparation in order to be effective. While teacher education programs require some level of field

study experience, it varies depending on the institution. Teacher education programs are lengthy and many have chosen to pursue alternative certification programs, which offer rapid certification options to potential educators who already possess a college degree in another field. According to Roache & Lewis (2011), incoming teachers face a reality shock in the classroom because their teacher education programs focused on the theoretical side of classroom management and did not provide practical, real-life experiences. Eisenman, Edwards, and Cushman (2015), note beginning teachers report that weak classroom management skills and disruptive students are the most significant barriers to being a good teacher, and that is the most common thing concerning new teachers.” As cited in Konig and Kramer (2010), Tatto (2012) and Blomeke (2015), state, “teacher knowledge about classroom management can be assigned to a broader understanding of general pedagogical knowledge, whereas in turn general pedagogical knowledge has been defined as one of the central cognitive components of professional teacher competence.” However, pedagogical knowledge does not necessarily mean effective classroom management applications will occur within the classroom.

### **Alternative Certification**

According to Martin and Shoho (1999), alternative certification programs are categorized in one of three main ways 1) graduate study and internships, 2) limited professional teacher education before classroom teaching, 3) no previous preparation (pg. 3). Bradshaw (1998), defines alterative certification as “a method of entry into the teaching profession that does require completion of a traditional education program.” While alternative certification programs used to be non-existent, it is becoming increasing popular in states where there is a teacher shortage. Glazerman, Mayer, and Decker (2006), express that the ability to teach in a public

school is oftentimes met by long-standing barriers, specifically in regards to teacher certification requirements, which can include courses, traditional education programs, field study experience, exams, and other various requirements. As teacher shortages have developed, there has been a growth in interest in alternative certification programs, which aim to lower the barriers prohibiting prospective educators from filling these open, often hard to fill, positions (Glazerman, Mayer, and Decker, 2006). Darling and Hammond (2000), assert that many alternatively certified teachers are entering the classroom with no education training whatsoever. Niemeyer, Johnson, and Monroe (2014) assert the already existing classroom management struggle is further compounded for alternatively certified teachers who lack the training, support, and field experience that educators who have been through a traditional teacher education program have been exposed to prior to entering the teaching field. In a study conducted by Nakai and Turley (2003) classroom management was of the highest ranking problems expressed by alternatively certified teachers. According to Linek, Sampson, Haas, Sadler, Moore, and Nylan (2012), “it may not be in the best interest of students and society to give a new teacher in an alternative certification program sole responsibility for the day-to-day functions of a classroom prior to the completion of an educational training program” (pg. 69). Linek, Sampson, Haas, Sadler, Moore, and Nylan (2012), note that there is currently no solid research that suggests that anyone with a bachelor’s degree can be a successful teacher, as implied by alternative certification programs. Linek, Sampson, Haas, Sadler, Moore, and Nylan (2012), further note that many minority males tend to leave other non-education related jobs and enter the teaching field via alternative certification, and the schools generally with a high level of alternatively certified teachers, are high-poverty, minority based institutions. Therefore, the inexperience of

alternatively certified teachers could have a negative effect on his or her classroom management skills.

### **Effective Classroom Management Skills**

There are several components of effective classroom management, and best practices are debatable. Oliver and Reschly (2007) made several suggestions to ensure effective classroom management practices including: instructional approaches for classroom management through coursework, addressing challenges facing pre-service and new teachers (specifically rules and procedures), and improved professional development. Roscoe and Orr (2010) discuss the importance of “frontloading” classroom management, which involves bringing together several elements of classroom management to design and manage an effective environment for learning. By frontloading classroom management, teachers are able to enter the classroom with a working plan that has been tested and proven to be effective. This in turn, decreases classroom management issues from arising, or being resolved more effectively if they do.

Brown (n.d.) notes the importance of congruent communication, stating it is “a style of speaking that does not attack others, but instead remains harmonious with feeling being experienced” (pg. 13). Implementing congruent communication establishes a relationship of mutual respect with students, and subsequently, improves responsiveness and encourages good behavior, regardless of licensure type.

### **Summary**

This chapter identified the current issues in teacher education programs as well as alternative certification programs. Best practices were presented throughout this chapter, in order to provide a better understanding of what constitutes effective classroom management. Furthermore, a discussion of the difference between traditionally trained educators versus

alternatively certified educators was provided. Overall, the framework for a research study on administrator perception of classroom management skills among education majors and alternatively certified teachers was developed throughout this chapter. There is an obvious need for further research, in order to determine which subgroup has more effective classroom management practices. Through this research, specific gaps in classroom management training will be identified for future use.

## **Chapter III: Methods**

### **Sample/Sample Selection**

The current study was designed to be descriptive in nature and action-based by methodology. As such, a nonprobability sample of participants was selected for inclusion in the investigation. Specifically, a convenience sample was selected to fulfill the purposes of the study and address the stated research questions. The participants included in the investigation were selected by position and type of school. Only principal administrators at public, K-12 schools were surveyed in one large-sized school district in the state of Florida. In light of demographic contiguity with the state of Florida, the finding of the current may not only be influential within the school district from which the sample is selected, but also potentially generalizable to the state of Florida itself.

### **Instrumentation**

The instrument utilized in the investigation was created by the researcher for the specific purpose of ascertaining data relevant to the research questions and hypotheses posed to address the stated research problem. The creation of an appropriate instrument was necessitated due to the lack of a specific standardized instrumentation on the topic investigated. The researcher created the instrument, utilizing contemporary and comparative analysis of existing literature on the topic of classroom and behavior management in the creation of items used for the ascertainment of data relative to the topic and research questions/hypotheses.

The specific basis for item selection and development for the research instrument was the work on classroom management conducted at Vanderbilt University in 2007. This study was produced by the National Comprehensive Center for Teacher Quality with funding provided by the U.S. Department of Education (Oliver & Reschly, 2007). The overarching research on



classroom management eventually led to the university's creation of a nationally recognized professional development series entitled The IRIS Center. The IRIS Center is a Department of Education funded program that aims to develop resources for use in professional development programs. Many of these resources are accessible through their website but can also be acquired through face-to-face sessions. The following represents the formal mission statement of The IRIS Center,

“The IRIS Center builds the capacity of higher education faculty and professional development providers to prepare effective educators by providing tiered training and technical assistance on (a) conceptualizing, implementing, and evaluating curricula, coursework, and clinical experiences grounded in the use of evidence-based practices; and (b) integrating content on evidence-based instructional and intervention practices into coursework to improve outcomes for all children, especially children with disabilities (birth through age 21) and their families. The Center develops and provides free, online teaching and learning tools, instructional and content Modules, and other materials for improving the knowledge and skills of faculty, professional development providers, educators, and independent learners” (The IRIS Center, 2016)

All of the resources created by the IRIS Center are subjected to a rigorous, multi-tiered process to ensure effectiveness and high-quality. Extensive research that supports the IRIS program ideals had been conducted and found the institute to be of extremely high-quality, producing highly-effective resources for teachers around the world. The various components of classroom management were examined by the researcher of this study form a high-quality, reliable instrument to measure administrator perception of classroom management skills. Specifically, four domains were created to further categorize responses including: the learning environment,

instructional strategies, behavior, and rules and procedures. The four domains encompass the basic skill sets essential to effective classroom management and were derived from the main components of The IRIS Center modules, which drove the development of the questions for the survey tool.

**Preliminary Analyses.** Prior to addressing the statistical analysis of stated research questions and hypotheses, the researcher conducted three preliminary analyses: missing data evaluation, normality of data distribution, and internal reliability of participant response to survey items. Missing data analysis was conducted using both the Multiple Imputations (MI), and Expectancy Maximization (EM) features of IBM SPSS (Version 23). Both the percentage of missing data and Little's MCAR analysis were reported to determine the status of study data. The normality or relative normality of study data was assessed through the application and interpretation of the Shapiro-Wilk test statistic. Internal reliability analysis was conducted on the data set through the researcher's use of Cronbach's Alpha.

### **Research Questions**

**Research question one (RQ1):** Do school administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom and behavior managers than teachers who are alternatively certified in education?

**Research question two (RQ2):** Do elementary school-level administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom and behavior managers than teachers who are alternatively certified in education?

**Research question three (RQ3):** Do secondary-level school administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom and behavior managers than teachers who are alternatively certified in education?

**Research question four (RQ4):** Which of the 4 Domains of Classroom Management represents the most robust predictor of a school administrator's perceptions of teacher proficiency in classroom and behavior management comparing those who have undergone formal training in teacher education programs with teachers who are alternatively certified in education?

## Chapter IV

### Results

The problem addressed in this study was teacher ability to effectively manage the classroom culture, ensuring that all students are able to exist in an environment that fosters learning. Prior to addressing the analysis of stated research questions, two separate preliminary analyses were conducted, namely the analysis of missing survey data and an evaluation of internal reliability of participant response to survey questions.

Missing data were analyzed using two specific statistical techniques: Multiple Imputations of Data (MI) and Expectancy Maximization (EM). As a result, missing survey data were minimal (0.9 %) and sufficiently non-random, Little's MCAR:  $\chi^2(69) = 40.089, p = .998$ . In light of the findings, imputing missing data was not deemed necessary. As a result, there are instances in the analyses where the degrees of freedom may differ reflecting varying numbers of participants' data being used, due to missing data. The internal reliability of participant response across all survey items is considered "very high",  $\alpha = .98, p = .03$ .

Specific research questions and hypotheses posed to address the stated research problem in the current study were as follows:

1. Do school administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom managers than teachers who are alternatively certified in education? Participating administrators were evenly split between the elementary school level (N = 23) and the secondary school level (N = 23). Of the secondary school level participants, 40% (N = 9) were middle school administrators, and 60% (N = 14) were high school level administrators.

Regarding “Overall Behavior Management” abilities, 60 % of participating administrators perceived traditionally certified teachers to be more proficient, with 17.7% perceiving the alternatively certified teachers to be more proficient. However, regarding “Overall Classroom Management”, 31.1% of participating administrators perceived traditionally certified teachers to be more proficient, and 17.7% perceived alternatively certified teachers as more proficient. The most robust response to the issue of “Overall Classroom Management” was 42.3% of participating administrators perceiving “no difference” in the efficacy of traditionally and alternatively certified teachers in managing the classroom environment.

A single-sample t-test was conducted to determine whether mean scores of participating administrators was statistically significantly different than the “no difference” score of 3.0. Regarding “Overall Behavior Management”, the finding was statistically significant in favor of traditionally certified teachers  $t(44) = 3.59, p < .001, d = 0.47$ . For the overall category of “Classroom Management”, the finding was statistically significant at a more liberally accepted level  $t(44) = 1.86, p = .70, d = 0.28$ . The alternate research hypothesis is therefore retained in both instances, with a more robust significance level evident for the area of “Behavior Management” (See Appendix B).

Findings across all 15 survey questions were statistically significant for 87% of the questions, favoring traditionally certified teachers. The remaining two questions, although also favoring traditionally certified teachers, were statistically significant at a more liberally accepted  $p < .10$  level. Therefore, the Null Hypothesis is firmly rejected in 13 of the 15 questions and rejected at a more liberal level for the remaining two questions (10 and 15).

2. Do elementary school-level administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom managers than teachers who

are alternatively certified in education? Regarding “Overall Behavior Management” abilities, 61% of participating elementary school-level administrators perceived traditionally certified teachers to be more proficient, with 13% perceiving the alternatively certified teachers to be more proficient. Slightly over one-quarter of elementary school level administrators (26%) indicated that both groups were equal in their efficacy in the area of behavior management. However, regarding “Overall Classroom Management”, 45.5% of participating elementary school-level administrators perceived traditionally certified teachers to be more proficient, and 9% perceived alternatively certified teachers as more proficient. The most robust response to the issue of “Overall Classroom Management” was 45.5% of participating administrators perceiving “no difference” in the efficacy of traditionally and alternatively certified teachers in managing the classroom environment.

A single-sample t-test was conducted to determine whether mean scores of participating elementary school-level administrators were statistically significantly different than the “no difference” score of 3.0. Regarding “Overall Behavior Management”, the finding was statistically significant in favor of traditionally certified teachers  $t(22) = 2.73, p = .01; d = .57$ . For the overall category of “Classroom Management”, the finding was statistically significant at a similar level  $t(21) = 2.66, p = .02; d = .56$ . The Alternate Research Hypothesis is therefore retained for both “Overall Behavior Management” and “Overall Classroom Management” in light of the statistically significant findings (See Appendix C).

Findings across all 15 survey questions were statistically significant for all of the questions, favoring traditionally certified teachers. Therefore, the Null Hypothesis is firmly rejected in all 15 of the survey questions, with 87% manifesting a statistical significance level of  $p < .001$ .

3. Do secondary-level school administrators perceive teachers who have undergone formal training in teacher education programs as more proficient classroom managers than teachers who are alternatively certified in education? Regarding “Overall Behavior Management” abilities, 60% of participating secondary school-level administrators perceived traditionally certified teachers to be more proficient, with 17.3% perceiving the alternatively certified teachers to be more proficient. Slightly under one-quarter of secondary school level administrators (22.7%) indicated that both groups were equal in their efficacy in the area of behavior management. However, regarding “Overall Classroom Management”, 34.8% of participating secondary school-level administrators perceived traditionally certified teachers to be more proficient, and 39.1% perceived alternatively certified teachers as more proficient. Slightly over one-quarter of secondary school level administrators (26.1%) indicated that both groups were equal in their efficacy in the area of “Overall Classroom Management”.

A single-sample t-test was conducted to determine whether mean scores of participating secondary school-level administrators was statistically significantly different than the “no difference” score of 3.0. Regarding “Overall Behavior Management”, the finding was not statistically significant in favor of traditionally certified teachers  $t(22) = 1.70$ ,  $p = .10$ ;  $d = .36$ . For the overall category of “Classroom Management”, the finding was similarly non-statistically significant at a similar level  $t(22) = 0.39$ ,  $p = .70$ ;  $d = .08$ . The Alternate Research Hypothesis is therefore rejected for both “Overall Behavior Management” and “Overall Classroom Management” in light of the non-statistically significant findings (See Appendix D).

Findings across all 15 survey questions were non-statistically significant for all of the questions, favoring traditionally certified teachers. Therefore, the Null Hypothesis is firmly

retained in all 15 of the survey questions for secondary school-level administrator participants in the study.

4. Which of the four Domains of Classroom Management represents the most robust predictor of a school administrator's perceptions of teacher proficiency in classroom management comparing those who have undergone formal training in teacher education programs with teachers who are alternatively certified in education? A multiple regression was run to predict overall "Classroom Management" efficacy from "Behavior", "Instructional Strategies", "Learning Environment", and "Rules and Procedures". The assumptions of linearity, independence of errors, homoscedasticity, unusual points, and normality of residuals were met. These variables statistically significantly predicted overall "Classroom Management" efficacy,  $F(4, 40) = 86.93$ ,  $p < .001$ ,  $adj. R^2 = .89$ .

Of the four domains identified within the study's research instrument, only one domain represented a statistically significant predictor of overall "Classroom management" efficacy: the domain of "Rules and Procedures" (See Appendix E).

A multiple regression was run to predict overall "Classroom Management" efficacy from "Behavior", "Instructional Strategies", "Learning Environment", and "Rules and Procedures" for participating elementary school-level administrators. The assumptions of linearity, independence of errors, homoscedasticity, unusual points, and normality of residuals were met. These variables statistically significantly predicted overall "Classroom Management" efficacy,  $F(4, 17) = 30.54$ ;  $p < .001$ ,  $adj. R^2 = .85$ . Of the four domains identified within the study's research instrument, only one domain represented a statistically significant predictor of overall "Classroom Management" efficacy: the domain of "Rules and Procedures" (See Appendix F).



A multiple regression was run to predict overall “Classroom Management” efficacy from “Behavior”, “Instructional Strategies”, “Learning Environment”, and “Rules and Procedures” for participating secondary school-level administrators. The assumptions of linearity, independence of errors, homoscedasticity, unusual points, and normality of residuals were met. These variables statistically significantly predicted overall “Classroom Management” efficacy,  $F(4, 18) = 59.77$ ,  $p < .001$ ,  $adj. R^2 = .91$ . Of the four domains identified within the study’s research instrument, only one domain represented a statistically significant predictor of overall “Classroom Management” efficacy: the domain of “Rules and Procedures” (See Appendix G).

In light of the statistically significant finding for Domain four “Rules and Procedures”, the Alternate Research Hypothesis is retained in the overall analysis as well as for the analyses of data by educational level (elementary; secondary) of participating school administrator. However, the Alternate Research Hypothesis is rejected for the domains of “Behavior”, “Instructional Strategies”, and “Learning Environment” in light of non-statistically significant findings in the overall analysis, as well as for the analyses by educational level (elementary; secondary) of participating school administrator.

## **Chapter V: Discussion**

Public school principals participated in a classroom management study through a quantitative survey distributed electronically. The purpose of this survey was to provide feedback about classroom management skills among teachers who have completed a traditional teacher preparation program and those who were alternatively certified in an effort to identify which training methods were most effective. A discussion of the findings of the survey data will be presented in this chapter.

### **Overview**

The basis of this study was to analyze classroom management skills among educators who have been through a traditional teacher preparation program versus those who received alternative certification. Typically, teachers who have been through a traditional education program have been exposed to more training than those teachers who were alternatively certified, leaving the need for further research to identify specific skills sets among each group. The intent of the study was to investigate the classroom management skills among both education majors and alternatively certified teachers alike, specifically identifying the most robust indicator for making one group superior to the other.

The quantitative study was a non-probability, single sample, which surveyed all public school principals in a large school district to obtain information about administrators' perceptions of classroom management skills in regards to teachers who have been through a traditional education program versus teachers who received alternative certification. The survey instrument prompted administrators to answer questions about perceived classroom management skills. Specifically, the evaluation tool surveyed administrators in four different domains: learning environment, teaching strategies, behavior, and rules and procedures. Data was

collected from a convenience sample of all K-12 public school principals in a large-sized district. The survey was sent electronically to 141 administrators, with 46 principals participating. The response rate is representative of 32.6 % participation, of which all participants gave informed consent upon completion of the survey.

The survey instrument was developed based on the IRIS institute, a nationally recognized classroom management professional development program. The prestige and credibility of the IRIS institute assisted in determining the reliability and validity of the questions on the survey. The evaluation tool was comprised of 17 Likert scale questions with emphasis on the four aforementioned domains: learning environment, teaching strategies, behavior, and rules and procedures. Likert-scale responses ranged from Strongly Agree, Agree, No Difference, Disagree, and Strongly Disagree. Descriptive statistics were also utilized in addition to an open-ended, summative question.

**Research question one (RQ1):** Research question 1 prompted administrators to declare whether they perceived teachers who have undergone formal training in teacher education programs as more proficient classroom managers than teachers who are alternatively certified in education.

**Overall Management.** Regarding “Overall Behavior Management” abilities, 60% of participating administrators perceived traditionally certified teachers to be more proficient, with 17.7% perceiving the alternatively certified teachers to ne more proficient. However, regarding “Overall Classroom Management”, 31.1% of participating administrators perceived traditionally certified teachers to be more proficient, and 17.7% perceived alternatively certified teachers as more proficient. The most robust response to the issue of “Overall Classroom Management” was 42.3 % of participating administrators perceiving “no difference” in the efficacy of traditionally

and alternatively certified teachers in managing the classroom environment. Despite the extensive training and field experience generally implemented in a teacher preparation program, 42.3% of participants perceived no difference in the efficacy of traditionally trained teachers and alternatively certified teachers in classroom management skills.

**Implications.** Implications of the results of question one suggest a large percentage of participants perceived the overall classroom management efficacy to be relatively similar when comparing traditionally certified teachers to alternatively certified teacher. While all 15 survey questions were significant, with 87% of the questions favoring traditionally certified teachers, the most robust indicator exhibited a clear commonality surrounding administrator perception of overall classroom management.

**Research question two (RQ2):** Research question two sought to identify elementary school administrators' perception of classroom management and behavior management among traditionally certified and alternatively certified elementary teachers.

**Overall Management.** Regarding "Overall Behavior Management" abilities, 61 % of participating elementary school-level administrators perceived traditionally certified teachers to be more proficient, with 13% perceiving the alternatively certified teachers to be more proficient. Slightly over one-quarter of elementary school level administrators (26%) indicated that both groups were equal in their efficacy in the area of behavior management; however, regarding "Overall Classroom Management", 45.5% of participating elementary school-level administrators perceived traditionally certified teachers to be more proficient, and 9% perceived alternatively certified teachers as more proficient. The most robust response to the issue of "Overall Classroom Management" was 45.5 % of participating administrators perceiving "no

difference” in the efficacy of traditionally and alternatively certified teachers in managing the classroom environment.

**Implications.** Implications of the results of question two suggest that elementary school administrators perceive teachers who have completed a traditional teacher education program to be more proficient than those who received alternative certification. However, 45.5% of participants, nearly half, conceded they observed no difference in efficacy among traditionally certified teachers and alternatively certified teachers.

**Research question three 3 (RQ3):** Research question three sought to answer whether secondary-level school administrators perceived teachers who had undergone formal training in teacher education programs as more proficient classroom managers than teachers who were alternatively certified in education.

**Overall Management.** Regarding “Overall Behavior Management” abilities, 60 % of participating secondary school-level administrators perceived traditionally certified teachers to be more proficient, with 17.3% perceiving the alternatively certified teachers to be more proficient. Slightly under one-quarter of secondary school level administrators (22.7%) indicated that both groups were equal in their efficacy in the area of behavior management; however, regarding “Overall Classroom Management”, 34.8% of participating secondary school-level administrators perceived traditionally certified teachers to be more proficient, and 39.1% perceived alternatively certified teachers as more proficient. Slightly over one-quarter of secondary school level administrators (26.1%) indicated that both groups were equal in their efficacy in the area of “Overall Classroom Management”. The findings of all 15 survey questions were non-statistically significant, retaining the null hypothesis.

**Implications.** Implications of the results of research question three suggest that secondary school-level administrators perceive teachers who have completed a traditional teacher education program to be more proficient than those who received alternative certification in the area of overall behavior management. Regarding classroom management, it is suggested that secondary school administrators perceived alternatively certified teachers to be more effective than traditionally certified teachers.

**Research question four (RQ4):** Research question four aimed to identify which of the four domains of classroom management represented the most robust predictor of a school administrator's perception of teacher proficiency in classroom management comparing those who have undergone formal training in teacher education programs with teachers who are alternatively certified in education.

**Domains.** Of the four domains identified (learning environment, instructional strategies, behavior, and rules and procedures) only one domain was a statistically significant indicator of overall classroom management efficacy, namely Rules and Procedures. Both elementary and secondary administrators, perceived the Rules and Procedures domain to be the most robust predictor of teacher efficacy.

**Implications.** Implications of research question four suggest that administrators view the rules and procedures in a classroom as a robust indicator of classroom performance, while the remaining three domains were found to be statistically insignificant. The similarity among scale scores implies a possible lack of formal training among administrators to be adequately prepared to complete an accurate classroom observation. Research demonstrates a strong correlation among the remaining three domains, with the majority of participants ranking the questions in these

domains on a similar scale, implying administrators see each of these domains as seemingly interconnected concepts instead of separate focal points as expressed in the IRIS modules.

### **Overall Feedback**

Participants were given the opportunity to cite the primary reasons for perceiving one group to have superior classroom management skills over the other. Of the 46 administrators polled, 21 asserted the education majors had superior classroom management as a result of the various internship, field experience, and training required for their teacher preparation program. Specifically, one participant stated education majors are prepared for teaching by completing scenario-based training in their college courses, whereas other majors do not focus on teacher preparation in regards to working with children and practicing educational skills. Another response indicated that alternatively certified teachers did not have enough training and, subsequently, were not strong classroom managers. Of the 46 participants, seven noted they observed no difference between traditionally certified and alternatively certified teachers, while only two participants stated the alternatively certified teacher was much stricter due to life experiences otherwise not experienced by traditionally certified teachers. Additionally, five of the participants attributed classroom success to teacher personality and rapport with students. Only one participant stated there were not enough alternatively certified teachers at the school to accurately analyze a difference between the two groups. A single participant noted the sole indicator of success was the teacher's passion for education, as demonstrated during his or her teaching. Finally, five participants did not leave comments to justify his or her reasoning for perceiving on group to be superior over another.

Overall, nearly half (48%) of the administrators surveyed cited experience through teacher preparation programs as the main reason for perceiving traditionally certified teachers as having superior classroom management skills over alternatively certified educators.

### **Limitations**

Variables foreseen by the researcher that may have affected the efficacy of the investigation include the fact that the participants who were surveyed may not be a representative sample of all administrators, as years of experience, background, and knowledge could potentially differ.

Another limitation could be the possibility of teachers who did not complete either a teacher education or alternative certification program and have yet to obtain any form of licensure. It was determined that no teachers in a public school in this particular county are currently practicing without proper certification, as it is a requirement by the county to obtain this and offer documentation for employment. Depending on the administrators' emotional state at the time, and his or her emotional link to some of the questions, responses could be affected. A lack of training in classroom management strategies and identification capability among administrators could also be a potential limitation of the study, as they may not be adequately prepared to accurately assess teachers.

### **Recommendations**

The data collected prompted several recommendations for further research and training. Participant feedback revealed a need for more rigorous training among administrators to ensure they are properly prepared to accurately conduct classroom observations, understanding the various domains of classroom management rather than viewing these skills as one area. It is recommended that alternatively certified teachers are required to participate in some form of



mandatory professional development on classroom and behavior management best practices. Similarly, participant feedback demonstrated a need to update training for traditionally certified teachers. Differentiating professional learning programs to focus specifically on elementary-level and secondary-level techniques would be beneficial to teachers, as it would target age-appropriate interventions and applications. Similarly, separate training sessions specifically geared toward classroom and behavior management would assist teachers in the ability to not only identify issues, but respond to problems with the appropriate strategies. Since behavior and classroom management are very different concepts, focusing on each individually would better equip teachers to respond with the adequate intervention techniques. For that reason, it is suggested that separate professional learning programs be offered to inform teachers about effective classroom management and behavior management techniques. Likewise, it is suggested that professional learning programs be based on the grade that teachers teach. It is suggested that future research include this information in order to further isolate the factors contributing to the findings. Additionally, an administrator's educational background could produce different perceptions of classroom and behavior management skills among teachers from both groups; therefore, it is recommended that future research include this information. The inability for administrators to differentiate the various domains of classroom management reflected a need for updated training among administrators. Currently, administrators of all levels in this particular county are required to participate in training prior to conducting observations. The data collection demonstrated a lack of emphasis on the individual domains, suggesting either a lack of adequate understanding or training among administrators. Overall, participants viewed each of the domains measured as seemingly the same skill.

## **Suggestions for Further Research**

Further research is recommended in order to further analyze classroom management skills among traditionally and alternatively certified teachers. Replicating this study to include other counties beyond the district presently surveyed would present a broader perspective, and should include administrators with different types of training. The present study focused predominantly on one large-sized county, with a generalization to others schools in the state. The inclusion of additional research questions in regards to demographic information including gender, race, and years of experience would also be beneficial to include in additional research. Since all administrators have different educational backgrounds regarding area of study, years of teaching, administrative experience, and training. Further research should analyze the correlation among these components and administrators' perception of classroom management skills between education and non-education majors.

## **Conclusion**

An overall administrator perception of classroom and behavior management skills comparing traditionally and alternatively certified teachers was presented through this dissertation study. The purpose of this study was to examine classroom management skills to determine efficacy and preparation. Subsequently, this study served to provide administrators with a greater knowledge of teacher preparedness and limitations, which could serve as future topics for professional learning to ensure all teachers are properly managing the classroom in order to afford students more rigorous instructional time and less disruption. All K-12, public school administrators in one large-sized county received an evaluative survey to determine his or her perception of teacher efficacy in regards to classroom management skills, among traditionally and alternatively certified teachers. The results from the data collected from the

survey indicated that, administrators perceived traditionally certified teachers to be more effective classroom managers. The results from the data also showed that elementary school administrators perceived traditionally certified teachers to be more effective classroom and behavior managers, while secondary school administrators perceived traditionally certified teachers possessed better classroom management skills but attributed stronger behavior management to alternatively certified teachers. Based on the results of the data collected in this study, further research is suggested, focusing on the most robust indicator- rules and procedures. Additionally, the data reflects a need for further administrator training on observation techniques and procedures, for the various domains of classroom management in the IRIS program. Overall, the dissertation study impacts both teachers and administrators at all levels, as it demonstrates a need for further training of administrators and teachers.

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## Appendices

## Appendix A

1. In which type of institution do you currently serve in an administrative capacity?
  - High School
  - Middle School
  - Elementary School
2. Please estimate the percentage of education majors and alternatively certified teachers currently employed at your school (Ex. 80%/20%).

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3. The education major organizes a safe physical layout of the classroom to facilitate movement, minimize distractions, and focus on learning more effectively than the non-education major.
  1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
4. The education major creates an environment of respect and rapport, ensuring that the nature and quality of student interactions is positive, more effectively than the alternative certification teacher.
  1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
5. The education major establishes a culture for learning more effectively than the alternative certification teacher.
  1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
6. The education major manages classroom procedures and student behavior more effectively than the alternatively certified teacher.
  1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
7. The education major manages time, flow of instruction, and transitions more effectively than the alternative certification teacher.

1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
8. The education major utilizes proper manners of eliciting student participation more effectively than the alternative certification teacher.
1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
9. The education major uses nonverbal cues to manage misbehavior more effectively than the alternative certification teacher.
1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
10. The education major actively supervises student engagement more effectively than the alternative certification teacher.
1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
11. The education major enacts procedures that encourage appropriate student behavior more effectively than the alternative certification teacher.
1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
12. The education major collects and uses data to monitor student behavior more effectively than the alternative certification teacher.
1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
13. The education major uses appropriate verbal cues more effectively than the alternative certification teacher.
1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree
14. The education major uses behavior reduction strategies more effectively than the alternative certification teacher.
1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree

15. The education major clearly communicates appropriate behavior for particular classroom activities more effectively than the alternative certification teacher.

1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree

16. The education major reviews expectations regarding rules and procedures to ensure their effective execution more thoroughly than the alternative certification teacher.

1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree

17. The education major constructs positively stated rules more effectively than the alternative certification teacher.

1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree

18. Overall, in viewing classroom management performance, comparing education majors to alternatively certified teachers, the classroom management skills among education majors are superior to alternative certification teachers.

1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree

19. Overall, in viewing behavior management performance, comparing education majors to alternatively certified teachers, the behavior management skills among education majors are superior to alternative certification teachers.

1. Strongly Agree 2. Agree 3. No Difference 4. Disagree 5. Strongly Disagree

20. Please state the primary reasons why you received one group to have superior classroom management skills.

## Appendix B

*Table 1: Significance Tests across All Survey Questions*

Question #	Mean Score	t value
1	2.500	3.449***
2	2.711	2.106*
3	2.652	2.274*
4	2.478	3.375***
5	2.500	3.715***
6	2.478	3.778***
7	2.565	3.006***
8	2.609	2.929***
9	2.587	3.170***
10	2.756	1.672
11	2.644	2.492**
12	2.522	3.652***
13	2.489	4.069***
14	2.644	2.556**
15	2.733	1.858

\*p < .05    \*\*p < .01    \*\*\*p < .001

## Appendix C

*Table 2: Significance Tests across All Survey Questions: Elementary School Administrators*

Question #	Mean Score	t value
1	2.391	3.480***
2	2.555	2.664**
3	2.435	3.026***
4	2.348	3.185***
5	2.391	3.730***
6	2.304	4.746***
7	2.478	2.642**
8	2.348	4.035***
9	2.435	3.441***
10	2.478	2.958***
11	2.435	3.026***
12	2.304	4.362***
13	2.261	5.147***
14	2.500	3.185***
15	2.546	3.370***

\*\*p < .01    \*\*\*p < .001

## Appendix D

*Table 3: Significance Tests across All Survey Questions: Secondary School Administrators*

Question #	Mean Score	t value
1	2.609	1.679
2	2.870	0.617
3	2.870	0.549
4	2.609	1.679
5	2.609	1.817
6	2.652	1.500
7	2.652	1.624
8	2.870	0.646
9	2.739	1.298
10	3.046	0.204
11	2.864	0.646
12	2.739	1.298
13	2.727	1.368
14	2.783	1.679
15	2.913	1.717



Appendix E

*Table 4: Summary of Multiple Regression Analysis: All Administrators*

Variable	B	Std. Error	$\beta$
Intercept	.166	.161	
Behavior	-.076	.109	-.067
Instructional Strategies	-.005	.152	-.004
Learning Environment	.052	.128	0.049
Rules and Procedures	.988	.130	0.959***

\*\*\* $p < .001$

Appendix F

*Table 5: Summary of Multiple Regression Analysis: Elementary School-level Administrators*

Variable	B	Std. Error	$\beta$
Intercept	.288	.248	
Behavior	-.197	.176	-.181
Instructional Strategies	.195	.228	.173
Learning Environment	.197	.161	.192
Rules and Procedures	.710	.165	.755***

\*\*\*p < .001

## Appendix G

*Table 6: Summary of Multiple Regression Analysis: Secondary School-Level Administrators*

Variable	B	Std. Error	β
1 Intercept	.017	.218	
Behavior	-.034	.138	-.029
Instructional Strategies	-.199	.215	-.175
Learning Environment	-.130	.198	-.120
Rules and Procedures	1.366	.198	1.253***

\*\*\*p < .001