

THE EXPERIENCES OF NON-TRADITIONALLY
CERTIFIED NOVICE TEACHERS LEARNING TO
MANAGE STUDENT BEHAVIOR IN THE
CLASSROOM: A CASE STUDY

By

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Abstract: The purpose of this study was to gain an understanding of how novice, non-traditionally certified teachers learn classroom management skills and address challenging student behaviors. Alternative teacher preparation programs aim to prepare entry year teachers for the classroom as quickly as possible. While alternative certification programs aim to prepare entry year teachers for the classroom environment, some of these teachers feel prepared and some do not. One possible reason that some teachers are not prepared is the lack of attention given in alternative certification programs to training novice, non-traditionally certified teachers how to manage student behavior in the classroom. Participants in this study met certain criteria. Teacher participants had to be teaching on an alternative certificate and had to have three years teaching experience or fewer. Administrator participants in the study had to have worked with novice, non-traditionally teachers. Data was collected through personal interviews with all participants, through observations of teacher participants, and through the collection of artifacts from teacher participants. Diane Baumrind's (1966) Parenting Style theory was the theoretical framework used to view the data. Implications from the study include contributions to practice, theory and research. Support for novice, non-traditionally certified teachers can come from district-level and building-level leaders, but the most immediate support comes from the experienced teachers who surround the individual. Baumrind's theory can be helpful when describing a teacher's style of classroom management. However, findings in this study imply that style is not static. Rather, a teacher may move through different domains in order to effectively manage student behavior. Research surrounding novice, non-traditionally certified teachers must increase as the numbers of these types of teachers continues to increase. This study suggests that additional research should be done to explore other challenges facing novice, non-traditionally certified teachers and how existing facets of support contribute to helping these teachers negotiate those other challenges.

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CHAPTER I

INTRODUCTION

Job satisfaction in the teaching profession is a strong predictor of teacher retention (Glennie, Mason, & Edmunds, 2016). Evidence suggests that there are several factors that lead to enhanced job satisfaction. For example, Aldridge and Fraser (2015) posited that the environment in which a teacher practices has a notable effect on their job satisfaction. Additionally, Aloe, Amo, Walker, and Shanahan (2014) discovered that a teacher's level of efficacy has a tremendous amount to do with job satisfaction. Their findings indicated several factors that teachers with low levels of efficacy cited as reasons for feelings of burnout and, eventually, feelings of wanting to leave the profession altogether. Lack of classroom management skills is a reason for reduced job satisfaction (Walker, 2009b). Specifically, without an adequate understanding of and the effective implementation of classroom management practices, it is unlikely that the teacher will feel accomplished or satisfied in the classroom. The dilemma for many teachers, when it comes to classroom management, is that effective classroom management strategies are usually multi-faceted and challenging to learn. These challenges can be inordinately complicated for novice, non-traditionally certified teachers.

The issue of teacher attrition can also impact the teaching profession. Teacher attrition has a large impact on demand for new teachers (Justice, Greiner, & Anderson, 2003). More teachers retiring, growing enrollments, and low retention of teachers drives the need for alternative certification programs (O'Connor, Malow, & Bisland, 2011). Ovando and Casey (2010) asserted that finding, developing, and keeping teachers has become more difficult due to the decreased number of teacher candidates in college teacher preparatory programs and an increase in dependence on and the appeal of programs that offer alternative pathways to teacher certification.

Statement of the Problem

Alternative teacher preparation programs aim to prepare entry year teachers for the classroom as quickly as possible (Brown, 2009; Cleveland, 2003; Hung & Smith, 2012; Jordan, DiCicco, & Sabella, 2017; O'Connor et al., 2011; Porter, 2011). The need to expedite the process of certification is driven by teacher shortage and a variety of other factors (Casey, Dunlap, Brister, & Davidson, 2011; Ovando & Casey, 2010). In some cases, even the alternative pathway to certification, a pathway that is already streamlined and created to quickly place teachers in classrooms, needs to be expedited, resulting in a process that is called emergency teacher certification.

While alternative certification programs aim to prepare entry year teachers for the classroom environment, some of these teachers feel prepared for classroom experiences and some do not (Hung & Smith, 2012; Ovando & Casey, 2010; Scribner & Heinen, 2009). Because every state has different requirements for alternative pathways to certification, new teachers enter into their classrooms with varying levels of preparation and perspectives (Hung & Smith, 2012; O'Connor et al., 2011; Tislington & Grow, 2007). The differences in

requirements and expedited approach to certification raises questions about the degree to which a non-traditionally certified teacher can positively affect student growth, mature as a professional teacher, and overcome challenges as a new teacher (Brown, 2009; Cleveland, 2003; Hung & Smith, 2012; Ovando & Casey, 2010; Tissington & Grow, 2007).

One possible reason that some teachers are not prepared is the lack of attention given in alternative certification programs to training novice, non-traditionally certified teachers how to manage student behavior in the classroom (Justice et al., 2003). Managing a classroom goes well beyond knowledge of subject matter (Neumann, 1994). Dealing with difficult student behavior is a challenge for most teachers, but the shock new teachers feel when they enter a classroom of their own can cause them to feel unprepared and, often, overwhelmed (Casey et al., 2011; Ficarra & Quinn, 2014; Jordan et al., 2017; Martin et al., 2008). For the purposes of this study, Baumrind's "Parenting Style Theory" will be used as the lens through which the experiences of novice, non-traditionally certified teachers learning to manage student behavior will be analyzed.

Purpose of the Study

The purpose of this qualitative case study is to gain an understanding of how novice, non-traditionally certified teachers learn classroom management skills and address challenging student behaviors. The school in which the study will be conducted has in its employ many non-traditionally certified, novice classroom teachers. Additionally, the district wherein the selected school resides has established systems in place to support the growth and development of these novice, non-traditionally certified teachers, including systems to track and document teacher challenges and growth in areas of teaching such as classroom

management and discipline. Baumrind's "Parenting Style Theory" will be the theoretical framework that provides the lens through which these teachers' experiences are analyzed.

Research Questions

This study employs a qualitative approach to collect data for the following research questions. The study aims to explain how novice, non-traditionally certified teachers learn to manage student behavior in the secondary classroom.

1. How do novice, non-traditionally certified teachers describe their approach to managing their students' classroom behavior?
 - a. What classroom management support does this district offer to promote success for non-traditionally certified teachers in managing classroom behavior?
 - b. What are non-traditionally certified teachers' perceptions regarding challenges that they have experienced with classroom management?
 - c. How has classroom management support offered by this district helped non-traditionally certified teachers meet these challenges?
2. How does Baumrind's (1966) Parenting Style Theory help explain a novice, non-traditionally certified teacher's approach to classroom management and addressing challenging student behaviors?
3. What other realities exist in the study?

Epistemological Perspective

The epistemological perspective guiding this case study is constructionism. Constructionism is defined by Crotty (1998) as "the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and

out of interaction between human beings and their world, developed and transmitted within an essentially social context" (p. 42). In this study, knowledge will be constructed by interactions between teachers and administrators.

Theoretical Framework

Diane Baumrind's Parenting Style theory outlines four styles of parenting behavior. When it comes to how a teacher approaches the management of the behavior of the students in his or her classroom, a variety of platforms exist (Ficarra & Quinn, 2014; Martin et al., 2008). New teachers can be unprepared for developmentally appropriate behaviors of students (Jordan et al., 2017). Classroom management must be prioritized early in teacher preparatory curriculum at the university level as well as being a major part of alternative certification programs (O'Connor et al., 2011).

In 1966, Diane Baumrind responded to popular parenting styles of the 1940s and 1950s by articulating her three-pillar model (Baumrind, 1966), defining "three prototypes of adult control" (p. 889). The parenting styles had, up until Baumrind's article, fallen into two main categories: authoritarian and permissive (Baumrind, 1966). Freedom of the child and control of the child's behavior by the parent had often been viewed as antimonies. Baumrind (1996, 1997) argued that child rearing involved the balance of two dimensions: responsiveness of the parent and demandingness of the parent. Historically, parenting had, up until Baumrind's theory emerged, been a polarized issue and the ideal of the hierarchical paternalistic authoritarian model squares off against the ideals of the child-centered rights position (Baumrind, 1996, 1997). In her Authoritative Model, Baumrind (1996, 1997) posited that behavioral compliance and psychological autonomy are interdependent of objectives:

children respond in pro-social ways, reason autonomously about moral problems, and think independently.

Baumrind (2005) defined responsiveness as “the extent to which parents foster individuality and self-assertion by being attuned, supportive, and acquiescent to children’s requests; it includes warmth, autonomy support, and reasoned communication” (pp. 61-62). Baumrind (2005) defined demandingness as “the claims parents make on children to become integrated into society by behavior regulation, direct confrontation, and maturity demands (behavioral control) and supervision of children’s activities (monitoring)” (p. 62). Walker (2009a) mirrored these descriptions when she used the term “control” synonymously with demandingness and “nurturance” synonymously with responsiveness. Baumrind, Larzelere, and Owens (2010) noted that, although both authoritarian and authoritative styles of parenting are confrontive, disciplinary practices in child rearing that abstained from being “harsh” or “functionally superfluous” yielded “prosocial, self-regulated compliant behavior in schools and on the playground” (p. 44), suggesting a correlation between parenting style and teaching style when it comes to regulating child behavior. Figure 1 graphically illustrates Baumrind’s parenting style model.

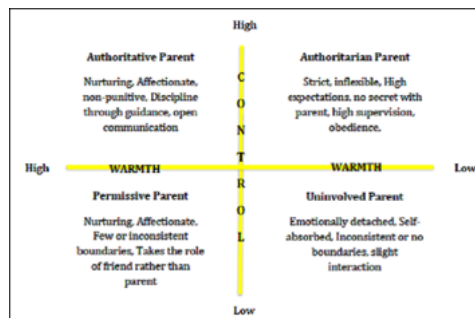


Figure 1. Diagram of Parenting Style Theory

Procedures

This section addresses potential researcher bias, data needs, and data sources as they pertain to the study. Interview questions will be included as an appendix.

Researcher Bias

I served as a classroom teacher in a large public high school for 17 years. Prior to entering the professional teaching arena, I completed a traditional route to certification and licensure. These factors may contribute to research bias in that they may offer a dramatically different perspective to teaching as opposed to the perspectives of the participants in the study: non-traditionally certified novice teachers.

I am aware of preconceived notions that I have regarding the differences between a traditional pathway to teacher certification and an alternative pathway to teacher certification. I will be careful to analyze the findings from my study with trustworthiness and credibility. I will follow both university and federal policy in addition to qualitative research protocols.

Data Sources

Teachers who enter the profession through traditional, teacher preparatory programs may be thought to be better prepared and, thereby, more successful practitioners (Darling-Hammond, 2000). Teachers who enter the profession through non-traditional certification pathways may be thought to be at greater risk of practicing poor pedagogical practices, particularly those teachers who are non-traditionally certified novice teachers (Justice et al., 2003).

Participants for the study must be novice teachers who are working to obtain professional certification and licensure via a non-traditional route. Participant population will be limited to no more than 10 participants. Participants are selected by way of purposive criterion sampling.

Potential Significance of Study

It is important for teachers to feel that not only their dedication to the craft is worthwhile but also that their skill sets when approaching the craft and all the peripheral components of the classroom are sound. This begins with knowing how to effectively manage student behavior in the classroom. A difference exists between a teacher who is a master of content and a teacher who is a master of composure. This study is important because it sheds light on how parenting style can influence and describe a teacher's approach to classroom management and discipline.

To Research

Studies already exist that show how parenting style affects child development. Research, however, that shows how parenting style relates to classroom management is difficult to find. Baumrind's "Parenting Style Theory" has been shown to correlate with Teaching Style (Kimble, 2019). This study will contribute to the existing body of research by showing how nuances and components of "Parenting Style Theory" can be used to analyze the experiences of novice, non- traditionally certified teachers when learning to control student behavior in the classroom.

To Theory

Baumrind (1966) addressed what were at the time two prevalent but polarized parenting styles: permissive and authoritarian. Her theory suggests that parenting style is not polarized, and that there existed a balance between the two. This study will take her model and apply it to classroom management and discipline where the teacher uses confrontation without being coercive to balance demandingness and responsiveness to achieve control of student behavior while acting in loco parentis.

To Practice

This study will impact novice, non-traditionally certified teachers who have either not been trained in classroom management or those who have yet to determine which style is best for their classroom. It will also help veteran teachers who have faced challenges in managing student behavior. Finally, it will help administrators at both the building and district level meet the needs of novice, non-traditionally certified teachers in the classroom who are learning to manage student behavior.

Definition of Terms

In order to aid the reader in understanding the various aspects of the study, the terms used in the study are defined in this section.

Traditionally Certified Teacher

Boyd, Goldhaber, Lankford, and Wyckoff (2007) defined the traditional pathway to teacher certification as including the completion of a state-approved teacher preparation program from a college or university, which would include successfully completing both coursework content as well as a time of field experience, and the passing of any required certification exams prior to entering the classroom.

Non-traditionally Certified Teacher

Boyd et al. (2007) characterized the alternative route(s) to teacher certification as delaying or completely bypassing many of the requirements of traditional pathways to teacher certification. Boyd et al. (2007) mentioned that nearly every state has one or more version of these non-traditional roads to certification, but almost all require candidates to fulfill pre-service as well as in-service trainings after being hired; nearly all involve some sort of on-sight mentoring as well.

Classroom Management

Walker (2009b) noted that “classroom management [is] more than the exercise of discipline techniques: It is the process of teacher self-management, student management, and adaptation to school structures” (p. 96).

Discipline

The manner in which a teacher promotes “successful behaviors at school” (Payne, 1996, p. 86). This could mean misbehavior, as in the deliberate deviance from established rules and procedures, or merely behavior that creates difficult dynamics, such as laziness, apathy, or hyperactivity.

Novice

Casey et al. (2011) classified teachers in their first three years of teaching as being novice teachers.

Challenging Student Behavior

Alter, Walker, and Landers (2013) defined challenging student behavior as being characterized as “off task, verbal disruption, verbal aggression, noncompliance, out of seat, physical aggression, physical disruption, self-stimulatory, isolation/no social interaction” (p. 57).

Summary of the Study

This study aims to illuminate the experiences of novice, non-traditionally certified teachers learning to manage student behavior in the classrooms. Teachers, regardless of certification type, often face a myriad of challenges in learning how to manage student behavior in their classrooms. This is especially true for individuals who enter into the teaching profession with little or no prior experience either in working with

children/adolescents or in teaching them. Although an abundance of research exists in regard to many areas of alternative teacher certification, research concerning the experiences of secondary teachers on a non-traditional certificate in Oklahoma who are learning to establish classroom management of student behavior is sparse. This study will lend itself to the existing body of literature as well as to theory and practice.

CHAPTER II

LITERATURE REVIEW

In William Shakespeare's play, *The Tragedy of Hamlet, Prince of Denmark*, King Claudius said, "When sorrows come, they come not as single spies, but in battalions" (Mowat & Werstine, 1992, Act 4, Sc. 5, lines 83-84). Such is the case with the number of emergency teacher certificates issued in the state of Oklahoma in response to teacher shortage. A number of factors characterize the teacher shortage in the state of Oklahoma: problems retaining teachers, fewer college graduates from colleges of education, inability to compete with teacher salaries in neighboring states, and changes in the student-teacher ration all over the state (Palmer, 2019).

In order to "stem the tide" of fewer and fewer traditionally-certified teachers entering the profession, the Oklahoma State Department of Education (OSDE) has begun issuing more and more emergency teacher certificates each year. The purpose is to get people who want to teach, but may have not gone through a traditional certification program, into public school classrooms (Putnam, 2018). The emergency certification process is a part of alternative certification which allows a person with a college degree, a 2.5 grade point average (GPA), and \$50 to get into a classroom where their training, depending on the district in which they are hired, comes largely

from “on-the-job” type training (OSDE Website, 2016). Although this avenue into the public school classroom does its part to help supply individuals to supplement the teacher shortage, many questions linger about its merit as well as a myriad of other issues stemming from it.

Alternative Certification Programs

Alternative pathways to teacher certification as well as the debates surrounding these programs are not novel discussions. States tend to respond to teacher shortages via alternative certification programs (Porter, 2011). Most often these programs are developed and implemented to meet the demand of teacher shortages, especially in particular geographic locations as well as in specific subject areas (Casey et al., 2011). At the root of the debate, Boyd et al. (2007) posited their version of what has come to be a universal question in the arena of alternative pathways to certification: can alternative pathways affect supply by producing effective teachers?

Benefits

Many people believe that having knowledge of a subject is all it takes to be able to teach it well (Darling-Hammond, 2000). Tatet (1999) implied that the challenges associated with teaching are largely outside the frame of reference for people who have not taught. Similarly, Lankford, Loeb, McEachin, Miller, and Wyckoff (2014) claimed that public opinion may hold that anyone can teach, but only the highest intelligences can be doctors, lawyers, or even engineers. Like a lot of areas of education, it is important to consider the positives and negatives. It is no different with alternative certification programs. Although many schools of thoughts exist in regard to the benefits of alternative

certification pathways, the purpose, attractiveness and overall characteristics of quality alternative certification programs will be discussed in this section.

Purpose. Ficarra and Quinn (2014) stressed that teacher preparation programs must focus on coursework and fieldwork with evidence-based skills in order to build a solid foundation on which future in-service opportunities can build. Hellston and Prytula (2011) argued that teacher preparation programs, regardless of whether they are traditional pathways to certification or alternative pathways to certification, should introduce pre-service teachers (this would include teacher candidates from all certification pathways) to the culture of the school as soon as possible. Scribner and Heinen (2009) proposed that alternative certification programs aim to address teacher shortage, increase teacher quality and diversity, and increase teacher retention.

This three-pronged purpose not only aims at addressing the problem of teacher supply and shortage, but also, within these programs, there is a focus on building quality and capacity. If alternatively-certified teachers can be retained via the right programs, it is possible for them beginning displaying effectiveness in as little as two years (Boyd et al., 2007). Getting people who are interested in teaching enrolled in these programs is the first step towards an alternative certification program accomplishing its purpose, and many people are attracted to alternative certification pathways because the programs bypass the traditional preparatory steps (Hoepfl, 2001).

Attraction. Alternatively-certified teachers may be attracted to teaching due to a variety of factors (Cleveland, 2003). Dissatisfaction in other careers may drive alternatively-certified teachers to enter the teaching profession wherein they find fulfillment they did not find in their previous career(s) (Ovando & Casey, 2010).

Alternatively-certified teachers may bring years of valuable professional experience with them when they enter teaching (Ruhland & Bremer, 2002).

This experience in former careers may allow alternatively-certified teachers success in adapting to school community and success in communicating with parents (Casey et al., 2011). These life experiences can influence the teaching philosophy of an alternatively-certified teacher, but they cannot predict effectiveness (Hung & Smith, 2012). Haj-Broussard, Hall, and Allen (2016) indicated that clinical practice contributes to the success of alternatively-certified teachers. When certification programs are flexible, they can bring qualified, committed, and competent people to the teaching profession (Conderman, Stephens, & Hazelkorn, 1999).

Quality. In order for an alternative certification program to be effective, it needs to focus on being a high-quality program. However, a high-quality program can increase teacher retention as well as student learning if it includes pedagogy, mentoring, standards, and state certification requirements (Tissington & Grow, 2007). Brown (2009) suggested that alternative certification programs should be cooperative efforts. Cooperation can come from a variety of people and places. Alternative certification programs may choose to form partnerships with resourceful entities in the area. Alternative certification programs that involve strong partnerships between universities and school districts can be attractive when compared to traditional certification pathways (Tissington & Grow, 2007).

Building these partnerships strengthens the program by strengthening the experience of the teacher candidates within them. Identifying problems or obstacles that alternatively-certified teachers face helps shape the development of the teacher as well as

the development of the program (Casey et al., 2011). Even though alternatively-certified teachers may rely on their sense of intrinsic motivation to teach to deal with certain students and situations (Ovando & Casey, 2010), Hoepfl (2001) posited that alternative certification programs should include field experiences and support from mentors, targeting specific needs of the teacher candidate. To do this requires a tremendous amount of resources, which is why O'Connor et al. (2011) added that the most effective certification programs have collaboration between universities, schools, and state departments of education.

Concerns

Whereas some literature supports the benefits of alternative certification programs, other literature raises concerns about alternative certification programs. Tissington and Grow (2007) suggested that the creation of alternative certification programs has raised questions about the quality of teachers who are trained. In addition to that, teachers who enter the profession of teaching without traditional preparation may face demanding challenges (Brown, 2009). Garza (2009) believed that, to fill vacancies, school officials hire teachers with little or no experience via alternative certification pathways. Depending on the school culture, alternatively certified teachers may be put into the most demanding environments (Tissington & Grow, 2007). But, as Ovando and Casey (2010) concluded, getting alternatively-certified teachers acclimated to the social dynamics and norms of the school is a challenge. The bottom line, in light of these and many other challenges, is that becoming a classroom teacher without proper preparation is difficult (Tricarico & Yendol-Hoppey, 2012). Additionally, teachers who feel unprepared to enter into the classroom are less likely to stay (Justice et al., 2003).

Speed. The speed with which alternative certification programs aim to train teachers is cause of concern for some researchers. Some alternative teacher preparation programs focus on quickly placing teachers in classrooms instead of focusing on in-depth studies of pedagogy and content (Scribner & Heinen, 2009). However, Carter and Keiler (2009) noted that some alternative certification programs' reliance on quick training pedagogy and student development actual hinders the development of practice.

Either way, due to the speed with which alternative certification programs train teacher candidates, these individuals may actually struggle due to the lack of content knowledge and coursework (Cleveland, 2003). Hoepfl (2001) found that alternative routes to teacher certification tend to focus on survival methods instead of theory of learning. Ovando and Casey (2010) wrote that the needs of alternatively-certified teachers could keep them in this survival mode longer than expected or planned.

Inconsistency. Tissington and Grow (2007) observed that many different alternative certification pathways exist. Because there is no one set way to go about alternatively certifying an individual to become a classroom teacher, the vast array of approaches can create a concerning degree of inconsistency in the training. Each alternative certification program has different methods for preparing teachers (Hung & Smith, 2012). The main goal of alternative certification programs is to get teachers into classrooms as soon as possible via different degrees of preparation (O'Connor et al., 2011). Because all alternative certification programs differ, the needs and development rates of alternatively-certified teachers will be different, too (Ovando & Casey, 2010). The inconsistency in training may lead to inconsistently matching an alternatively-

certified teacher's degree with a subject area to teach, thus creating another challenge for the teacher (Hung & Smith, 2012).

Effects. Concerns exist for how alternative certification programs' training regimens affect the teachers themselves as well as the students. Hung and Smith (2012) articulated six challenges of alternatively-certified teachers: 1) low academic levels of students, 2) low student motivation, 3) low parental support, 4) lack of trust, 5) classroom management and discipline, and 6) lack of resources. Hiring an alternatively certified teacher means balancing gains in student achievement and loss when the alternatively-certified teacher cannot meet the requirements of the job but could have been a great teacher (Boyd et al., 2007).

Alternatively-certified teacher may or may not be as effective as traditionally-certified teachers; the type of alternative certification training affects the perception of the teacher (Hung & Smith, 2012). Darling-Hammond (2000) argued that teacher qualifications affect what students end up learning. When unqualified teachers are hired to supplement shortages, children's education suffers (Lauritzen & Friedman, 1991). Alternatively-certified teachers have less coursework and field experience which can lead to feeling unprepared to teach (Hung & Smith, 2012). Students in traditionally-certified teachers' classes can often feel less resistance than student in alternatively-certified teachers' rooms (Hoepfl, 2001). Alternatively-certified teachers experience challenges that, ultimately, could affect their choosing to stay in the profession of teaching (Hung & Smith, 2012).

Teacher Shortage

The problem of teacher supply and demand has ebbed and flowed for some time now. Stone (1963) wrote that schools need an adequate supply of fully qualified personnel. The operative words here are “fully qualified.” Teacher shortages affect all areas of schools, and teacher quality affects student learning regardless of how the teacher was trained (Tissington & Grow, 2007).

To meet the demand for teachers, alternative certification programs fast-track train and license teacher candidates (Jordan et al., 2017). Quality alternative certification programs are market-driven to fill gaps left by insufficient teacher supply (Brown, 2009). Cleveland (2003) allowed that alternative certification programs are necessary to remedy teacher shortage problems. Likewise, it is the teacher shortage problem that engenders the need for certified teachers (O’Connor et al., 2011). In many cases, the demand for teachers is more geographic and subject matter-oriented than ever (Ovando & Casey, 2010). Therefore, alternative certification programs aim to overcome teacher shortage problems (Hung & Smith, 2012).

Emergency Teacher Certification

In some cases, even the alternative pathway to teacher certification, a pathway that is already streamlined and created to quickly place teachers in classrooms, needs to be expedited, and that is called emergency teacher certification. Emergency-certified teachers are a way to address teacher shortages (Conderman et al., 1999). Hoepfl (2001) noted that emergency-certified pathways have been around for a while and are used, generally, to fill desperate gaps in schools where teacher shortages have hit hardest. Neumann (1994) found that arguments for emergency certification programs and alternative certification programs both assume three things: 1) emergency-certified

teachers are people capable of the demands brought about not only in teaching but in being an entry-year teacher, 2) employers of emergency- certified teachers can and will provide adequate support for the emergency-certified teachers, and 3) the training programs that initiate emergency-certified teacher candidates into life as a professional classroom teacher are sound. Also, Justice et al. (2003) discovered that emergency-certified teachers, particularly those whose training did not include any meaningful field experiences, garner palpable feelings of unpreparedness when thinking about entering into the classroom to begin teaching.

Symptom

A lot can be learned about the condition of teacher supply in a state when looking at the number of emergency certificates. More telling conclusions about the status of education in the state can be drawn from those numbers, as well. When it comes to emergency certification, it is very difficult to find other state-licensed professions that have emergency certification pathways in them (Neumann, 1994). Lauritzen and Friedman (1991) posited that the number of emergency-certified teachers in a state tells how severe the shortage is, because that number constitutes the depth of the shortage after all other resources to place teachers in classrooms have been exhausted. Neumann (1994) echoed that granting emergency certificates to unqualified individuals represents a negligence of responsibility of the state to the public.

Concerns

Not surprisingly, if the nuances of alternative certification programs were liable to raise concerns, the nuances of emergency certification routes do the same. Justice et al. (2003) suggested that emergency-certified teachers can experience frustration with 1)

having an adequate knowledge of the subject matter of the course they are hired to teach, 2) utilizing effective teaching strategies to promote student learning and achievement in their classrooms, and 3) diagnosing and meeting the needs of the students in their classrooms. These frustrations are magnified by the fact that emergency-certified teachers may have no formal training in pedagogy or any experience in classroom teaching. This can, not surprisingly, significantly detract from the educational experience of the students (Neumann, 1994). Put quite simply, the lack of training affects the effectiveness in the classroom of the emergency-certified teacher which can lead to emergency-certified teachers simply not valuing their training as much as traditionally-certified teachers may value theirs (Justice et al., 2003).

Benefits

In their study of emergency-certified teachers, Henson and Chambers (2003) found that emergency-certified teachers tend to be more extraverted in their personalities and that these teachers tend to report higher levels of teaching efficacy than their traditionally certified contemporaries. However, that does not detract from the fact that emergency-certified teachers can become quite dissatisfied with the knowledge and skills and experience(s) that are emphatically necessary to succeed as a professional teacher in a classroom full of students offered in training programs. Furthermore, emergency-certified teachers can become incredibly discouraged by the amount of time and money needed to earn full certification (Justice et al., 2003). This all notwithstanding, the increased extraversion in emergency certified teachers may lead to positive instructional practice in terms of efficacy and belief about how to effectively manage the people within their classroom (Henson & Chambers, 2003).

Entry Year Teachers

While alternative certification programs aim to prepare entry-year teachers for the classroom environment, some of these teachers feel prepared and some do not (Hung & Smith, 2012; Ovando & Casey, 2010; Scribner & Heinen, 2009). According to Edgar (2012), entry-year teachers are defined as teachers who are in their first year of being a professional teacher. And, although each year of teaching brings with it new challenges and growth opportunities, whether a teacher enters into the profession of teaching from an alternative certification pathway or traditional certification pathway may affect their level as effectiveness as well as their perception of teaching as a whole (Hung & Smith, 2012).

Darling-Hammond (2000) wrote that the depth and breadth of teacher education matters because of its effect on teacher effectiveness. In terms of feelings of preparedness, entry-year teachers may often share the same feelings as alternatively certified teachers, based on their mutual lacks of experience (Ovando & Casey, 2010). The lack of professional teaching knowledge, in addition to lack of experience, makes for a very challenging year for both entry- year teachers as well as alternatively-certified teachers (Scribner & Heinen, 2009).

Benefits

Entry-year teachers' motivations differ significantly among gender, age, and program of study; however, entry-year teachers tend to be motivated intrinsically (Hellsten & Prytula, 2011). Some of these intrinsic motivational may come from past, professional positive experiences. New teachers who feel good about their ability to

manage a classroom list pragmatic guidance, and prior management experiences as positive influences (Ruhland & Bremer, 2002).

Porter (2011) determined that novice teachers can benefit from reflection on views, capabilities, concerns, and opportunities as both a teacher and as a student. Ovando and Casey (2010) suggested that individual, personal, and direct strategies help new teachers succeed as well as keeping them from being isolated. For this reason, entry-year teachers may need added support transitioning from regression towards traditional teaching beliefs to more constructivist beliefs (Walker, Brownlee, Whiteford, Exeley, & Woods, 2012).

Challenges

A multitude of factors exist that can engender bad feelings in entry-year teachers. It is known that new teachers focus on survival more than anything; therefore, feedback from mentors has to be specific, not vague (Garza, 2009). Tricarico and Yendol-Hoppey (2012) purported that entry-year teachers often lack foundational knowledge like classroom management, planning, and many other skills that more experienced teachers possess. Coupled with the fact that entry-year teachers often get placed in classes that more experienced teachers do not want (Justice et al., 2003), new teachers can make the mistake of viewing students through the lens of their own experience (Jordan et al., 2017). Needless to say, new teachers need guidance and improvement in a variety of areas, including classroom management and many others (Ruhland & Bremer, 2002). Ultimately, when entry-year teachers have bad feelings, such as unpreparedness, it can be attributed to their perception of their working being narrow and inaccurate due to limited preparation and lack of experience (Carter & Keiler, 2009).

Effects of Variations of Alternative Pathways

It is known that many variations of alternative teacher preparation programs exist, particularly from state to state (Tissington & Grow, 2007; Hung & Smith, 2012). These variations in approach as a means to achieve the same ends raise questions about the preparedness of alternatively-certified teachers. Specifically, the speed with which they usher teacher candidates into the profession (Scribner & Heinen, 2009; Carter & Keiler, 2009; Cleveland, 2003; Hoepfl, 2001; Ovando & Casey, 2010), the inconsistency of methods whereby teachers are alternatively certified (Tissington & Grow, 2007; O'Connor et al., 2011; Ovando & Casey, 2010; Hung & Smith, 2012), and the effects this all has on the teacher candidate as well as the students in the classrooms (Hung & Smith, 2012; Boyd et al., 2007; Lauritzen & Friedman, 1991; Hoepfl, 2001). Baring all of this in mind, the experience of achieving certification via an emergency route or other alternative certification route can leave new teachers with differing levels of feeling prepared as well as with a conglomeration of perspectives.

Preparedness

The degree to which a teacher feels prepared to enter their classroom as a professional teacher is important for many reasons. Darling-Hammond (2000) stressed that intelligence and enthusiasm are simply not enough for people to succeed without proper preparation, particularly when working with the challenging nuances of student in a classroom. Some of these feelings of preparedness can be attributed to the quality of the teacher preparation program the teacher candidate has experienced.

The quality of the teacher preparation program can affect the satisfaction a teacher feels about the profession and whether or not there will be a continuation of teaching for

them in the future (Justice et al., 2003). For example, many new teachers can be unprepared for managing the developmentally appropriate behavior of their students (Jordan et al., 2017). Having full certification before beginning his or her career may give more confidence to entry-year teachers as opposed to only having attained an emergency certificate; therefore, certified teachers may feel more prepared to deal with these behaviors as well as all the other nuances of professional teaching than non-certified teachers (Justice et al., 2003).

Neumann (1994) found that the data on student performance tends to favor students taught by traditionally-certified teachers. This could be due to the professional experience(s) garnered by preparatory tools embedded in traditional certification pathways. Childers-Burpo (2001) postulated that true experience comes when a person seeks to find value in what they have been doing and the consequences thereof. This should encourage both the teacher and the support personnel surrounding them. Even though the move from student to teacher brings with it the need to learn a new language and culture (Seeley, 2010), pre-service teachers, regardless of certification pathway, bring years of experience as students with them to the teaching profession (Jordan et al., 2017). Darling-Hammond (2000) asserted that when teachers study the impact of teaching on student learning, if they explore what their students actually learn, they discover that teaching is anything but routine.

Perspectives

Justice et al. (2003) asserted that certification pathway may influence the perception of teaching as well as the likelihood of retention and the perception of preparedness. For this reason as well as many others, teacher educators need to challenge

pre-service teachers' beliefs about teaching (Jordan et al., 2017). Pre-service teachers who view knowledge as simple, may focus more on behavior management in teaching (Walker et al., 2012). Darling-Hammond (2000) believed when teachers are highly-involved in deep reflection and analysis, they should also process the perspectives of the students who experience their teaching.

Another assumption is that decent subject matter is all that is needed to be successful as a professional, classroom teacher (Neumann, 1994). However, Darling-Hammond (2000) emphasized that pedagogical prowess should combine knowledge of subject matter to either strengthen or compromise the effectiveness of the teacher. Effective teachers continually self-evaluate and self-critique (Porter, 2011). The professional teachers learn from teaching as opposed to having finished learning how to teach. This involves delving purposefully and scientifically into the nuances of learning and the aftermath of teaching (Darling-Hammond, 2000).

Although, as Porter (2011) postulated, there is no one, true way to definitively predict or determine how effective a teacher is going to be, teacher epistemologies can be quite telling. Walker et al. (2012) believed that teacher training needs to promote sophisticated epistemologies to increase learning in the teacher and in the children. This is important because a link exists between advanced epistemologies and teaching habits that engages meaningful learning for the student as well as the teacher.

Teacher preparation programs have the power to change teacher candidate epistemologies. Self-regulation, such as self-evaluation and self-critique, may help explain how new teachers build knowledge, whether on their own or with help (Tricarico & Yendol-Hoppey, 2012). Teachers who have a deeper knowledge about teaching as well

as learning are more adept at higher-level thinking and problem-solving tasks and are, therefore, more effective (Darling-Hammond, 2000).

Questioning Abilities

The impact that alternative certification programs have on teacher preparation, particularly on emergency-certified, entry-year teachers raises questions about the abilities of teachers placed in classrooms from those regimens (Tissington & Grow, 2007). Boyd et al. (2007) suggested that certification is meant to keep poor teachers out of the classroom while enabling good teachers to get better. Even though teacher candidates from alternative certification programs bring with them a potential wealth of experiences from other careers, experiences that may influence their teaching philosophy in the classroom, these experiences cannot predict the effectiveness of the teacher (Hung & Smith, 2012).

Ability to Affect Student Growth

Tissington and Grow (2007) asserted that high-quality teacher preparation programs can increase teacher retention as well as increase student learning. Darling-Hammond (2005) concluded:

With carefully crafted policies that rest upon professional standards, invest in serious preparation, and make access to knowledge a priority for all teachers, it is possible to imagine a day when each student will, in fact, have a right to a caring, competent, and qualified teacher working in a school organized to support his or her success. (p. 15)

The problem is that school districts struggle to identify qualities in teacher candidates that positively affect student achievement (Boyd et al., 2007). If unqualified individuals are

admitted into the teaching profession, the risk of poor practice is increased which will affect not only the student but also the public trust (Darling-Hammond, 1989).

Essentially, teacher quality affects student learning, regardless of how the teacher was trained (Tissington & Grow, 2007).

The ability to affect student growth may begin with the knowledge a teacher has of students, be they his or her own students or students, in general,. Jordan et al. (2017) believed that knowing students' periods of development helps the teacher engage the students in relevant ways. Furthermore, teachers are expected to encourage students to construct their own knowledge; or, create their own epistemologies (Walker et al., 2012). Essentially, educators must be able to understand students in order to make developmentally appropriate instructional decisions, thereby positively affecting the students' growth (Jordan et al., 2017). Darling- Hammond (2005) surmised that student achievement increases when students have access to prepared, certified teachers.

Ability to Overcome Challenges

Hung and Smith (2012) found that alternatively-certified teachers face many challenges that include, but are certainly not limited to: 1) low academic levels of the students, 2) low student motivation, 3) low parental support, 4) lack of trust, 5) classroom management and discipline, and 6) lack of resources, any and all of which represent contingencies that may affect the teacher's future in the profession. Ovando and Casey (2010) noted that getting alternatively- certified teachers acclimated to the social dynamics and/or norms of the school is a challenge.

Alternatively-certified teachers may also face challenges that are influenced by the school culture like whether or not the teacher is placed in an extremely demanding

environment (Tissington & Grow, 2007). The demands of an alternatively-certified teacher's environment may be the result of having been inconsistently matched with teaching a subject area that does not coincide with their degree of study or area of expertise (Hung & Smith, 2012). In response to these challenges, an alternatively-certified teacher's lack of knowledge or lack of training/coursework may either influence the severity of the challenge or their ability to deal with it (Cleveland, 2003).

Teachers who enter into the teaching profession without traditional preparation may face demanding challenges (Brown, 2009). In order to face these challenges, alternatively-certified teachers tend to rely on intrinsic motivation to teach or to deal with certain students/situations (Ovando & Casey, 2010). Walker et al. (2012) suggested that pre-service teachers' epistemologies directly influence learning strategies as well as outcomes. In order for teachers to be fully and adequately prepared to deal with any or all of these challenges and more, teacher preparatory programs must be fully aware of all that teachers are asked to do as a part of effectively doing the job of teaching (Darling-Hammond, 2005). Furthermore, Hung & Smith (2012) found that support and training have to be effective in order to help alternatively-certified teachers overcome challenges.

Ability to Mature as a Professional

Darling-Hammond (2005) found that when teachers are not fully prepared, as is the case with many recruits coming out of fast-track, teacher preparatory programs, not only can they not handle the challenges they face as a professional teacher, they can neither effectively address student needs nor can they realize it is incumbent upon them to do so. Given time, Hellsten and Prytula (2011) concluded, teacher motivations change from the entry year after having taught. Walker et al. (2012) deducted that pre-service

teachers become more sophisticated in their degree programs, and these changes may be influenced by their experiences at the university, through reflection, or through a variety of other influences. Understanding these neophyte epistemologies can help progress the teachers' work.

Haj-Broussard et al. (2016) purported that, when alternative certification training aims at preparing teacher candidates to become teachers of record, the teachers tend to stay in the teaching profession which, needless to say, benefits them as well as their hiring school. In lieu of means of helping novice teachers grow, especially those recruits from alternative certification programs, induction programs offered by the teachers' school districts can improve stress management, management of professional time, management of student behavior in the teachers' classrooms, collaboration with other teachers, the teachers' assessment of their own students' work, and reflection on their own pedagogy (Unruh & Holt, 2010). Darling-Hammond (2005) summarized that powerful, effective, and meaningful teacher education should take place before and throughout a teacher's career, combining experience and knowledge and practice to every teacher and not just some, ideally.

Classroom Management

One possible reason that some teachers are not prepared is the lack of attention given in alternative certification programs to training novice, emergency-certified teachers how to control and nurture student behavior in the classroom (Justice et al., 2003). Some teachers may believe their preparatory program could have included more classroom management training (Ruhland & Bremer, 2002). Ficara and Quinn (2014) asserted that classroom management affects lesson effectiveness and student learning.

Establishment

Tricarico and Yendol-Hoppey (2012) stated that classroom management involves managing student behavior, creating rapport with the students, being consistent, establishing guidelines for behavior both inside the class and outside the class, and establishing and following rules. Lauritzen and Friedman (1991) proposed that troubled youth in schools can be the most difficult to teach. Therefore, classroom management must be prioritized early in teacher preparation curriculum at universities as well as prioritized as a part of alternative certification programs (O'Connor et al., 2011).

Acquisition and Effect

Tricarico and Yendol-Hoppey (2012) suggested that classroom management skills must be in place for instruction to be effective. Whereas some teachers may already feel competent about the structure of their classroom and their expectations for student behavior, competence depends directly on knowledge; essentially, classroom management involves knowledge and competence skills, and alternatively certified teachers may not know the importance of either in regard to supporting student behavior (Ficarra & Quinn, 2014). Being able to manage a classroom significantly affects the teacher's ability to monitor student learning and differentiate instruction (Tricarico & Yendol-Hoppey, 2012). How a teacher motivates the students in his or her own classroom may affect their style of classroom management (Martin et al., 2007). Regardless, classroom management and discipline must be regimented in order to foster learning and behavior outcomes (Ficarra & Quinn, 2014).

Leadership and Support

Neumann (1994) argued that even when adequate subject knowledge is in place, dealing with difficult student behavior is a major challenge for emergency certified teachers, particularly. Keeping that in mind, what should not be debated are the roles that leadership and support play in assisting alternatively-certified and entry-year teachers learn how to manage a classroom. Edgar (2012) found that principal expectations focus on a variety of factors including classroom management. Ovando and Casey (2010) suggested that instructional leadership with entry-year teachers is complex. Adding to this, Brown (2009) offered that administrators should be mindful of overwhelming alternatively-certified teachers.

Role of Leadership

Edgar (2012) surmised that principals have expectations for all teachers that include, but are not exclusively limited to: 1) maintaining a professional attitude, 2) possessing adequate knowledge of their subject area, 3) demonstrating the ability to manage their classroom, 4) effective communication skills, 5) practicing a belief that all kids can learn, and 6) showing a desire to help students succeed. Ovando and Casey (2010) asserted that entry year, alternatively- certified teachers have different needs that administrators must meet in terms of professionalism and structure. In this, the authors added that school leaders must be ready to provide multiple means of support in order to accommodate increasing numbers of new and alternatively-certified teachers.

Whereas many of these responsibilities fall on the shoulder of the head principal, assistant principals also shoulder some of the work load when it comes to supporting entry year and alternatively-certified teachers. O'Connor et al. (2011) claimed that assistant principals should monitor and support entry year teachers. They added that

involving assistant principals in supporting alternatively-certified teachers could increase the perception of support inside the classroom as well as outside the classroom, particularly in large systems.

Role of Support

Ovando and Casey (2010) noted that principals and mentors constitute primary supports for alternatively-certified teacher development. Casey et al. (2010) explained that alternatively-certified teachers can benefit from support from peers, mentors, and administrators. Ovando and Casey (2010) concluded that support systems should be collaborative and include multiple mentors in order to combat negative influences that may challenge new and alternatively-certified teachers.

Practical approaches to helping alternatively-certified teachers are valuable due to the seemingly-perpetual teacher shortage (Ruhland & Bremer, 2002). Ovando and Casey (2010) found that alternatively-certified teachers can find support in many areas which many include: 1) instructional leaders, 2) teacher mentors, and 3) support staff and/or their family. Justice et al. (2003) discovered that teachers in urban schools claim to receive less support from administration and/or parents than teachers in rural schools which tends to make the teachers from urban schools more likely to leave the profession. O'Connor et al. (2011) observed that alternatively-certified teachers value the support of other classroom teachers above coursework from colleges, mentors, or consultants.

Brown (2009) purported that alternatively-certified teachers need to be involved in as many school activities as possible to acclimate to the school's culture and to create their own style of teaching. In addition to this, Jordan et al. (2017) mentioned that reflecting on and reconstructing their own learning experiences helps even pre-service

teachers prepare for new experiences. Lastly, depending on the level of engagement, online support for entry teachers can be beneficial; also, the involvement of the instructor in online support systems can affect a teacher's success (Porter, 2011).

Promoting and producing successful teachers should be end-goal of supporting new and alternatively-certified teachers. In a report by Heine and Emesiochl (2007), they proposed that effective teachers have: 1) content knowledge, 2) teaching experience, and 3) training and credentials. In order to improve teacher quality, some states have tightened the requirements for certification while other states have eased them (Boyd et al., 2007). The authors further argued that whether or not teacher preparation and certification actually improved teacher quality involved looking at 1) teacher preparation, 2) certification exams, 3) teacher supply, and 4) hiring practices. Ruhland and Bremer (2002) believed that effective teachers: 1) continue learning, 2) stay interested in their subject, 3) pursue learning opportunities, 4) try new instructional methods, 5) try to reach ever student in their classroom, 6) build and foster good rapport with all stakeholders, and 7) own their own success. Garza (2009) alleged that support via functional feedback could be useful when focused on teacher strength. Functional feedback assists mentors and other supervisory people in giving quality and timely feedback that does the following: 1) draws on mentor's experience in the classroom, 2) draws on mentor's knowledge of theory and pedagogy, and 3) stresses that the mentor's knowledge must match the mentee's needs.

Mentors and Professional Development

Dealing with difficult student behavior is a challenge for most teachers, but the shock new teachers experience can be addressed through focusing on mentorships and

professional development. Classroom management poses a challenge for most teachers (Casey et al., 2011). Teacher beliefs differ as to how to best engage students and manage a classroom (Martin et al., 2008). The shock for new teachers dealing with student behavior comes from forgetting or misperceiving how students act at any particular age (Jordan et al., 2017). For those reasons, classroom management practices should be based on theory and constitute best practices (Ficarra & Quinn, 2014).

Professional Development

School districts may receive minimal guidance in how to improve professional development efforts for their teachers (Ruhland & Bremer, 2002). Slider, Noell, and Williams (2006) reported that, in terms of learning how to manage student behavior, similarities in the literature exist between models that teach parents behavior management skills and models that focus on professional development for teachers. Porter (2011) hypothesized that effective professional development should: 1) be collaborative, 2) be collegiate, 3) be challenging, 4) be social, 5) include feedback and/or coaching, and 6) meet the needs of teachers in a pragmatic fashion. Providing professional development in a self-study format may meet the needs of some teachers, depending on the context (Slider et al., 2006).

Ruhland and Bremer (2002) claimed that the best way to learn what teachers need from professional development is from the teachers themselves. Slider et al. (2006) noted that many training methods are limited by trainees not being able to access the trainer. In addition to this, the authors mentioned that accessibility to resources is vital as it may make the training more convenient. Ovando and Casey (2010) stressed that alternatively-certified teachers need: 1) recognition and appreciation, 2) self-confidence, 3)

professional autonomy, 4) professional and collegiate support, 5) technological information, 6) professional development, 7) in-service development, and 8) time and stress management development. In order to accomplish this, the authors also suggested that alternatively-certified teachers: 1) activate prior knowledge and background experiences, 2) receive valuable professional development experiences, and 3) engage in reflective practices.

Mentorship

Ruhland and Bremer (2002) observed that mentors can be instrumental in supporting new teacher's professional knowledge and growth. The mentor/mentee relationship is vital since learning is done on the job (Garza, 2009). Being close to a mentor can be helpful when it comes to learning classroom management as well as other practical teaching skills (Tissington & Grow, 2007).

Garza (2009) asserted that inexperienced teachers must rely on mentors for guidance and support. Mentoring and support for novice teachers can take place in a variety of easily-accessible formats (Porter, 2011). Teachers learn more from in-service sources as opposed to pre-service sources (Ficarra & Quinn, 2014). Mentoring and peer support are collaborative efforts (Porter, 2011). In order for teachers to be helpful in helping each other learn things like classroom management, teacher who know what they are doing need to be present (Ficarra & Quinn, 2014). Strong mentors positively affect teacher retention because they decrease the isolation of new teachers (Ruhland & Bremer, 2002). Having quality mentors is vital to retaining and training alternatively-certified teachers (O'Connor et al., 2011).

Garza (2009) noted that the process of mentoring is complex and that it may not always meet the needs of beginning, alternatively-certified teachers. O'Connor et al. (2011) indicated that alternatively-certified teachers believe that mentors should be held accountable. For this reason, even mentors need to be mentored through a district's professional development (Ruhland & Bremer, 2002). Ovando and Casey (2010) emphasized that instructional leaders must be very careful about: 1) selecting mentors, and 2) making them available to the mentee(s) they are responsible for mentoring. Furthermore, Garza (2009) mentioned, the level of a mentor's experience will have a meaningful impact on the feedback s/he provides the mentee teacher. A mentor's effectiveness must be monitored (O'Connor et al., 2011).

Recruitment and Retention

Justice et al. (2003) explained that teacher attrition has a large impact on the demand for new teachers. More teachers retiring, growing enrollment, and low retention of teachers drives the need for alternative certification programs (O'Connor et al., 2011). Tatet (1999) concluded that school districts need new approaches for hiring and retaining new teachers. Ovando and Casey (2010) discovered that finding, developing, and keeping teachers has become more difficult due to the decreased number of teacher candidates from college teacher preparation programs and the increased dependence/appeal of alternative certification programs. Lankford et al. (2014) suggested that recruiting and retaining highly-effective teachers will mean raising the occupational prestige of teaching which, in turn, involves employing high-ability people to change the public perception.

Recruitment

In order to make teaching positions attractive, school districts and/or states should: 1) increase teacher salaries, 2) match a teacher's certification with his or her teaching assignment, 3) help alternatively-certified teachers earn full certification as quickly as possible via district assistance, and 4) explore all other means and possibilities that exist to recruit teachers (Justice et al., 2003). Lankford et al. (2014) indicated that, when recruiting to determine the make-up of the labor force, the trends of people's academic abilities is an important factor to consider. Hellsten and Prytula (2011) observed that education programs need to consider recruitment strategies that focus on motivations salient to individuals.

The pressure of recruiting teachers is amplified by increasing demands of school accountability at the state as well as the federal levels (Ovando & Casey, 2010). Hellsten and Prytula (2011) postulated that internal motivations may have more meaning to recruiting teachers than salary; salary and other motivators may keep the recruited teachers in the profession of teaching. Boyd et al. (2007) asserted that schools that appear attractive may not feel the pressures of teacher shortages and, therefore, the pressure to gamble on hiring alternatively- certified teachers.

Retention

Justice et al. (2003) believed that the lack of support some teachers feel in their schools is a major reason for leaving the profession of teaching altogether. Hellsten and Prytula (2011) found that teachers who discontinue teaching after the entry year may just not have had a true desire to teacher after all. To be serious about student performance, however, means being serious about doing whatever it takes to retain teachers in the profession (Justice et al., 2003).

As mentioned before, Lankford et al. (2014) argued that teacher recruitment was tied to occupational esteem. The authors continued that raising occupational esteem of teaching, in order to affect the retention levels of teachers in schools, involves hiring academically-abled people. Some research shows that teacher turnover would decrease if workloads and class sizes decreased (Justice et al., 2003). Ovando and Casey (2010) deduced that, if instructional leaders maintain a school culture of collaboration and cooperation, new, alternatively-certified teachers are likely to stay in the profession of teaching.

Theoretical Framework

Kimble (2019) studied the correlation between Parenting Style and Teacher Style as it applied to interactions between the teacher and the child in kindergarten classrooms. Because teachers serve “in loco parentis” while they are interacting with students at school, it is feasible to correlate teacher style with parenting style. Baumrind’s (1966) Parenting Style Theory began as a response to two main approaches to parenting in the 1940s and 1950s: Authoritarian and Permissive; additionally, Baumrind (1997a) classified these as “conservative” and “liberal,” respectively (p. 321). Baumrind asserted that the polarization of these two styles overshadowed a third style: Authoritative. Together, Baumrind (1966) described these as “Prototypes of Adult Control” (p. 889).

Baumrind (1996, 1997a, 2005) asserted that there exists two major dimensions of child rearing: Responsiveness (characterized by warmth, reciprocity, clear communication and person- centered discourse, and attachment) and Demandingness (characterized by confrontation, monitoring, and consistent, contingent discipline). Parenting has been, from an historical perspective, an issue polarized into two extremes:

the Hierarchical Paternalistic Authoritarian Model (emphasizing child behavioral compliance) and the Child-Centered Rights Position (emphasizing psychological autonomy) (Baumrind, 1996, 1997a). Finding the balance between these two, Baumrind (1996, 1997a) proposed the Authoritative Model where behavioral compliance and psychological autonomy exist as interdependent objectives where children respond in prosocial ways, reason autonomously about moral problems, and think autonomously. In this, the aim, according to Baumrind (1996, 1997a) is for parents to achieve two goals with their children: 1) character (accountability, responsible persistence, and impulse inhibition), and 2) competence (effectively functioning to attain personal and cultural goals—communion and agency). Baumrind (1996, 1997a) posited that it is not the specific disciplinary practice that matters, but how it is administered that matters; furthermore, consideration should be given to cultural contexts as influencing factors of administration which will, comprehensively, determine efficacy and long-term, behavioral effects.

Baumrind (2005) emphasized, “Parenting patterns categorize a particular parent-child relationship at a specific time,” (p. 63) and noted that stability, continuity, and flexibility all contribute to parenting patterns with authoritative parents being more flexible in regulating a child’s behavior than authoritarian parents or disengaged parents. Baumrind (2012) articulated an important distinction between Authoritative and Authoritarian styles when it comes to assertion of power: coercive power and confrontive power. Coercive power (psychological control), which characterizes Authoritarian style, tends to yield child maladjustment, whereas Confrontive power (behavioral control), which lends itself more to Authoritative style, is known to yield child competence

(Baumrind 2005, 2012). Both styles are confrontive in nature (Baumrind, 1997b, 2012). However, Authoritative parents are usually more “responsive and communicative” than Authoritarian parents (Baumrind, 1997b, p. 177). Baumrind described Coercive Power as arbitrary, peremptory, domineering, and being concerned with marking status distinctions; contrastingly, Confrontive power manifests itself as reasoned, negotiable, outcome-oriented, and being concerned with regulating behaviors (Baumrind, 2012).

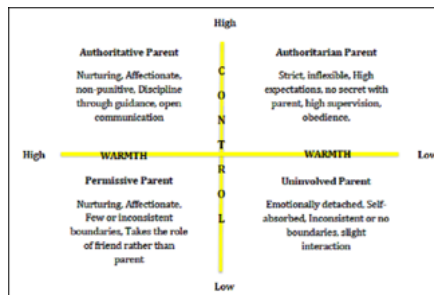


Figure 2. Illustrates the interaction of warmth and control at low and high levels which yield four quadrants of parenting style. Descriptive characteristics of each style articulated in the respective quadrant.

Diane Baumrind’s Parenting Style theory outlines four styles of parenting behavior. When it comes to how a teacher approaches the management of the behavior of the students in his or her classroom, a variety of platforms exist (Ficarra & Quinn, 2014; Martin et al., 2008). New teachers can be unprepared for developmentally appropriate behaviors of students (Jordan et al., 2017). Classroom management must be prioritized early in teacher preparatory curriculum at the university level as well as being a major part of alternative certification programs (O’Connor et al., 2011). For the purposes of this study, the four dimensions of Baumrind’s Parenting Style Theory will be used to categorize teaching styles.

Chapter Two Summary

In order to deal with the growing shortage of teachers in Oklahoma's public school classrooms, the State has begun issuing more and more alternative certificates to individuals who meet the minimum qualifications of the state to be eligible to teach (Putnam, 2018). Alternative certification programs aim to prepare teacher candidates for the classroom and to decrease the teacher shortage (Porter, 2011). Debate exists as to how effective these programs actually are (Tissington & Grow, 2007; Brown, 2009). With proper leadership and support from administration, as well as with appropriate levels of mentorship and professional development, concerns can be addressed (Ficarra & Quinn, 2014; Garza, 2009). Baumrind's (1966) Parenting Style Theory also lends a useful perspective in exploring and explaining the dynamics of controlling child behavior. The next chapter articulates the manner in which the issue of how novice, non-traditionally certified teachers, learning how to manage student behavior in the classroom will be studied.

CHAPTER III

METHODOLOGY

In William Shakespeare's play *As You Like It*, the character Jacques said at the beginning of Act II, Scene 7, "All the world's a stage, And all the men and women merely players" (Bevington, 2002, p. 163). This quote provides the perfect frame for this case study. When interpreting this quote in light of my case study, I find that, within the "stage" of a teacher's classroom, the "players" (the teacher and the students) all have their important roles to play. When dealing with quantitative research, often times the hard facts and figures ultimately fail to illuminate the realities descriptively like qualitative research does. Merriam (1988) suggested that case studies lend themselves to explaining the reason behind certain situations while facilitating an increase of understanding of situations due, in large part, to the contextual nature of case studies. For that reason, a qualitative case study was the ideal method for my study.

Statement of the Problem

In order to address teacher shortages in public schools, many states offer alternative ways to teacher certification. These pathways are meant to expedite the process for individuals interested in becoming professional teachers but who do not have the time or resources to complete

traditional certification requirements. Some of these alternative routes to certification are successful at preparing teachers for the classroom experience, and some of them are not. Often times, particularly with novice, non-traditionally certified teachers, the individual is not prepared for the demands of managing student behavior. Without proper support, these individuals can experience levels of frustration and dissatisfaction that lead them to leave the teaching profession, thus perpetuating the teacher shortage problem instead of stemming it.

Purpose of the Study

The purpose of this qualitative case study was to gain understanding of how novice, non-traditionally certified teachers manage classroom behavior and how district classroom management support facilitates their success. Baumrind's (1966) Parenting Style Theory was the theoretical framework that provided the lens through which participants' experiences were analyzed.

Research Questions

This study employed a qualitative approach to collect data for the following research question. This study aimed to understand how novice, non-traditionally certified teachers learn to manage student behavior in the classroom environment. The questions' open-ended nature aimed to allow participants the freedom to relay their experiences in as much detail as possible.

1. How do novice, non-traditionally certified teachers describe their approach to managing their students' classroom behavior?

- a. What classroom management support does this district offer to promote success for non-traditionally certified teachers in managing classroom behavior?
 - b. What are non-traditionally certified teachers' perceptions regarding challenges that they have experienced with classroom management?
 - c. How has classroom management support offered by this district helped non-traditionally certified teachers meet these challenges?
2. How does Baumrind's (1966) Parenting Style Theory help explain a novice, non-traditionally certified teacher's approach to classroom management and addressing challenging student behaviors?
3. What other realities exist in the study?

The Researcher's Role

Researcher Bias

I graduated in December with an undergraduate degree in English Education. After having turned down five different job offers in rural school districts, I accepted a job in January, teaching English I in a large, suburban school district. I taught five classes each day made up of students who applauded themselves for having "run off" the previous teacher. As I had been told in my interview, this was not just something the students were saying in order to get in their "bluff"; it was confirmed by the head principal and one of her assistants. I was told to teach whatever I wanted to, as long as I gained control of the students' behaviors in the classes.

Thankfully, in spite of the challenges the students and I faced while learning who was in charge of the classroom, I had an extremely supportive group of mentors

surrounding me. Not only were the head and assistant principals “in my corner,” my classroom was nestled in between classrooms of tenured, career teachers who often met with me before, during, and after school hours to plan lessons or to counsel me on my personal perspective regarding my students. I also had a tremendously well-respected and supportive mentor teacher who mentored me during school hours and included me in activities with her and other teachers during lunch, after school, and over holiday breaks.

The methods I used to manage student behavior that first semester came from what I had learned during my teacher preparatory classes and field experiences during college as well as what I could pick up from observing and being observed by other teachers in my hallway. Even my supervising principal and the head principal focused more on educating me how to manage student behavior that first semester than they did about any other component of the job. It was the combination of these experiences during my first semester of teaching that piqued my interest in how teachers learn to manage student behavior in the classroom. I was aware of my personal biases regarding teacher management of student behavior and was careful to analyze the data from this study with extreme trustworthiness and credibility. I followed university policy as well as federal policy along with qualitative research protocols.

Research Design

This study employed a qualitative case study design that utilized interviews, observations, and document analysis for data collection. I used criterion sampling to select eight participants for the study, and I personally interviewed each participant. The criteria for selection will be discussed in the following section. Data collection involved thorough personal interviews with each participant by me. Data was then transcribed,

coded, and analyzed to identify emerging themes across the interviewees' responses. The questions used for the interviews were designed to elicit explicit responses from the participants of the study in order to help answer the research questions mentioned previously in this proposal.

Participants

The sample consisted of eight participants from a public school's district who met the criteria in the following subsection.

Population and sample. The population for this study was the district and school from which I am selecting participants: a large, public school district containing one, large public high school. For the purposes of this study, the sample included novice, non-traditionally certified classroom teachers and the administrators who supervised these teachers. Sampling criteria included non-traditionally certified teachers and their supervising administrator(s) at the secondary level in the selected, participatory, public school district. Participants met the following criteria:

- Currently employed as either a classroom teacher or administrator in a school within the school district.
- Teacher participants must be in their novice years of teaching (one to three years).
- Teacher participants must currently hold an alternative teacher certificate from the state of Oklahoma.
- Teacher participants must be teaching at the secondary level as this allows for participants who teach multiple sections of their subject area to several, distinct, classroom groups of students throughout the school day.

- Administrator participants must be serving in a supervisory role of the teacher participants.

The sample was set at six to eight participants to allow for the recruitment of a wide range of teachers from various subject areas at the secondary level. The level was set at six to eight so as to allow for interviews to be personal, intimate, and in-depth, with participants providing responses loaded with rich, descriptive narratives from their experiences learning classroom management and discipline as a novice, non-traditionally certified teacher.

Sampling method. Criterion sampling was the method best suited to this study. The method of data collection used in this study was qualitative interviewing. Interviewees who participated in this study met the criteria outlined earlier in this proposal. I contacted the candidate participants through email. Once they agreed to participate, I met them in person at a location that was convenient for them. A list of candidate participants in the district who met the criteria for this study was obtained from the office of the assistant superintendent in charge of human resources for the district, then I contacted those individuals myself.

Data Collection

Once a participant agreed to be a part of the study by reviewing the information the researcher provided them and signing the informed consent paperwork, interviews with participants took place face-to-face in either their classroom or in a location of their choosing that was both comfortable for the participant and suited to having an informative discussion between two professionals. This was in either my classroom or the participant's classroom/office--spaces free from unnecessary interruptions and quiet

enough so as to avoid invasive background noises on the recordings. The interviews were scheduled by the researcher at a time and place that was most convenient for the participant allowing for enough time (45 minutes to 1.5 hours) for insightful and descriptively rich responses to all the questions without feeling rushed. These took place at a time that was best for the participant. Data was gathered from the participant's answers to the interview questions and follow-up questions.

Because these interviews were recorded and transcribed (sometime after the interview had ended), the technological devices(s) used to record the participants' responses could have failed. In order to record interviews, a voice recording password protected application on my personal cell phone was used in conjunction with a hand-held, digital voice recorder. Access to the app was password protected on the phone, and the hand-held recorder was locked in my desk when not in use. Each device was tested/checked for functionality and ease of use prior to each interview. I brought along necessary charging cords/extra batteries for each device to each interview. Recordings were uploaded to my personal Google Drive account that was password protected. Interviews were scheduled far enough in advance to allow for scheduling disruptions, and, prior to the agreed upon time and place for the interview, a confirmation email was sent out so that the participant had time to prepare or make arrangements in case the agreed upon time and location was no longer suitable or the participant had forgotten. Data for this study was transcribed and coded.

Instrument

In qualitative research, the researcher is the data collection instrument (Creswell, 2009). The interview questions used in this study are attached to this proposal as

"Appendix A" and "Appendix B." The interview questions were designed to elicit rich, descriptive, narrative responses from the participants. However, they follow a semi-structured protocol, so they are open-ended enough to allow for emergent, follow-up questions based on their responses. I transcribed and coded responses.

Data Storage and Security

Interview data was stored on a password-protected app on my cell phone and on a hand-held digital voice recorder that was locked in my desk between uses. Hard copies of teachers' classroom syllabi, supervising principals' teacher evaluation reports, student discipline referrals from teachers, interview transcriptions, field notes from classroom observations of teachers and students interacting, and reflective memos from classroom observations were stored in a locked box in the lower compartment of the cabinet behind my desk in my classroom. Digital copies of artifacts, interview transcriptions, observation field notes, and memos were stored on the hard drive of my school computer, on two different flash drives, and uploaded to Google Drive. All digital mediums and devices were password protected. Only I have the passwords.

Data Analysis Strategies

Emerson, Fretz, and Shaw (1995) wrote in regard to processing field notes that the researcher's end goal should be "to produce a coherent, focused analysis of some aspect of the social life that has been observed and recorded, an analysis that is comprehensible to readers who are not directly acquainted with the social world at issue" (p. 142). Creswell (2014) noted, "In general, the intent is to make sense out of text and image data. It involves segmenting and taking apart the data (like peeling back the layers of an onion) as well as putting it back together" (pp. 194-195). Merriam (1998) believed

that data is constantly being analyzed even during the collection process. The analysis of my data began the moment the collection of the data began. Wolcott (2009) suggested, “Analysis, used in this narrower sense, follows standard procedures for observing, measuring and communicating with others about the nature of what is ‘there,’ the reality of the everyday world as we experience it” (p. 29). As I gathered and processed the data, my findings from one source of data influenced the analysis of data gathered from other sources.

Merriam (1998) believed that data analysis makes meaning out of the data by “consolidating, reducing, and interpreting what people have said and what the researcher has seen and read—it is the process of making meaning” (p. 178). Furthermore, because collection and analysis of data is done simultaneously, according to Merriam (1998), this study incorporated a constant comparative method to data analysis.

Organize, Prepare, and Read Data

Organizing the data involved typing transcripts of recorded interviews with my participants. It also involved the typing of fieldnotes from observations as well as any documents or artifacts I gathered which could prove salient to the study. Memos were typed along the way, particularly after observations and interviews when I took time to reflect on the experiences. Data was kept organized into binders. Analyzing the data involved reviewing the data multiple times throughout the process. First and second cycle coding methods were used to accomplish this. This generated new insights and a firmer grasp on the main ideas of the entire study. A theoretical framework was used as a lens through which to look at the data. A discussion of this framework and how it was applied

to the data appears later in this manuscript. The major themes that emerged from data analysis are discussed in depth later in this manuscript.

Code data. After reviewing the data to gain a solid understanding of what I collected, I began coding. Saldana (2016) noted, “Just as a title represents and captures a book, film, or poem’s primary content and essence, so does a code represent and capture a datum’s primary content and essence” (p. 4). I used Open Coding then Axial Coding as they are represented by Saldana (2016). This involved highlighting interview transcripts initially, looking for patterns or emergent themes, then I returned to those highlighted transcripts for second-cycle coding processes where I grouped and organized data more analytically, looking to classify or conceptualize those themes. Creswell (2014) posited, “It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant...” (p. 198). Merriam (1998) believed that construction of meaning out of what participants have begins with making meaning out of the data. This occurs through “consolidating, reducing, and interpreting what people have said” (p. 178). I utilized not only the highlighted interview transcripts but also notecards and digital spreadsheets to organize my coded data.

Generate themes or categories. Creswell (2014) found, “Qualitative researchers build their patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information” (p. 186). This took place during second-cycle coding using methods suggested by Saldana (2016).

Convey findings and interpret meanings. Wolcott (2009) asserted, “Truth be known, the real ‘work’ of qualitative research lies in mindwork, not fieldwork, as others

have pointed out” (p. 90). Creswell (2014) posited, “Thus, interpretation in qualitative research can take many forms; be adapted for different types of designs; and be flexible to convey personal, research- based, and action meanings” (pp. 200-201). I utilized both narrative formats as well as figures and tables in order to convey my findings and illustration the interpretative meanings I gathered from my data. Merriam (1998) asserted that, in order to increase assurance of the researcher’s interpretation, “The qualitative study provides the reader with a depiction in enough detail to show that the author’s conclusion makes sense” (p.199).

Data Verification Strategies

Trustworthiness and Credibility

When it comes to the concepts of trustworthiness and credibility in qualitative research, Patton (2002) wrote that "...a credible voice conveys authenticity and trustworthiness...the researcher's focus becomes balance—understanding and depicting the world authentically in all its complexity while being self-analytical, politically aware, and reflexive in consciousness" (pp. 40-41).

In order to establish trustworthiness and credibility in this study, I made contact with participants early and often, preferably face-to-face or, at the very least, on the phone. I was transparent about who I am as a professional and as a researcher. I provided potential participants this information as well as an in-depth description of the purpose of my study, the methods employed during the study, and what was to be done with the data at the end of the study. I also incorporated an adult consent form prior to the interview that outlined all of this information as well as my affiliation with Oklahoma State

University. I was also mindful of my own biases and preconceived notions and worked to avoid subjectivity as much as possible during the course of the study.

To ensure that the data accurately represents what it was intended to represent, I did three things: 1) made sure that interview questions were free from misleading or confusing wording that might skew the data, 2) made sure the interview questions were tied specifically to themes in my research questions for the study, and 3) made sure that information in my literature review was from peer-reviewed studies that served as a framework for my research questions and interview questions.

Reflexivity

Patton (2015) defined reflexivity as follows:

The term reflexivity has entered the qualitative lexicon as a way of emphasizing the importance of deep introspection, political consciousness, cultural awareness, and ownership of one's perspective. Reflexivity calls on us to think about how we think and inquire into our thinking patterns even as we apply thinking to making sense of the patterns we observe around us. (p. 70)

I recognized that, as a traditionally-certified teacher, there was a certain degree of bias that I brought to the scenario by thinking that only traditionally certified teachers could be effective classroom managers. Reflexivity meant being aware of these and any other potential biases when conducting my study so as to preserve the sanctity of the data and not exude a prejudiced perspective on participants because of the pathway by which they came to be a professional, public educator.

Limitations

Several limitations exist in this study. Some of those limitations are the sample size, the location of the study, the criteria for the participant selection, the length of time available for the study, experience of the researcher, and the interpretation of the study by the reader. Because this is a qualitative case study, it is not generalizable. The location allows for the data to only reflect the experiences of the participant in that location under particular circumstances.

The criteria for the participants of the study is a limitation because it only allows for teachers who entered into the profession on an alternative certificate and who have been teaching for enough years to still be on a year-to-year contract (typically three years or fewer). The length of time available for the study is limited to the course of one school year which only allows for data to be collected within a limited amount of time. More research would need to be conducted over the course of several school years to fully understand the process by which novice, non- traditionally certified teachers learn to manage student behavior in their classroom.

Lastly, the experience level of the researcher as well as the interpretation of the reader pose limitations. Because I am a novice researcher, issues of analysis of data as well as creation of a formal study could affect the results of the study. If the reader of the study is not familiar with nuances of life as a public-school teacher on an alternative teaching certificate, then the interpretation of the findings of the study will be limited, as well.

Summary of the Study

The number of emergency certifications for teachers in the state of Oklahoma has dramatically increased. Although a variety of factors can be blamed for this, the end

result is that individuals without proper training or experience are entering the professional arena and are expected to effectively teach. Classroom management and discipline is a key component of the classroom environment (Walker, 2009a, 2009b), and, without proper education and training, beginner teachers are simply unprepared for the challenges that await them in the way of dealing with challenging student behavior (Lentfer & Franks, 2015), which ultimately results in a decrease in efficacy and job satisfaction (Rubie-Davies, Flint, & MacDonald, 2012). Through personal interviews with participants chosen via convenience sampling, data was transcribed and coded in order to answer the research questions guiding the study.

CHAPTER IV

PRESENTATION OF DATA

Chapter Four presents data collected throughout this study. The purpose of the study is to explore the experiences of novice (years one through three), non-traditionally certified teachers (NTC) learning how to manage student behavior in the classroom. The chapter begins by describing the participants in the study and the setting in which the study took place. These descriptions are followed by discussing the themes that emerged from data analysis as well as a discussion of how I, the principal researcher, arrived at such themes. Evidence that supports the themes is presented in the way of vignettes, direct quotations from the participants' interviews, and examples of observational data. Excerpts from teacher participant syllabi are also used to support themes. The chapter ends by presenting each research question and its corresponding answer, followed by a summary of the chapter.

During the course of the study, I interviewed participants who fit the criteria of the study: teachers in their third year or less of teaching who currently hold an alternative teaching certificate (i.e. emergency teaching certificate or alternative teaching certificate) and administrators who currently supervise, or have supervised at some point in their administrative

career, novice NTC teachers. Teacher participant syllabi were collected as artifacts, one classroom observation per teacher participant was conducted, and memos were written following each observation and interview. Pseudonyms are used throughout this manuscript in place of participant's real names to keep their identities confidential.

This study aligns with Merriam's (1998) epistemological perspective of constructivism in case study research. During first-cycle coding, data were coded using Initial Coding. Saldaña (2016) suggested, "Initial Coding breaks down qualitative data into discrete parts, closely examines them, and compares them for similarities and differences" (p. 115). Coding allowed me to gain a better understanding of the data and prepared the data for the next step in data analysis: identification of categories through axial coding. Through the process of axial coding, I organized codes into categories. Saldaña (2016) noted that axial coding works well in studies "with a wide variety of data forms" (p. 245). Because multiple forms of data were collected in this study, axial coding allowed category construction utilizing all forms of data: interview, observation, and documents. Following identification of categories, categories were combined into themes. From these coding cycles emerged the major themes of the study that are listed at the beginning of this chapter. Those themes are: Learning Through Student Misbehavior, Characteristics/Dispositions for Effective Teaching, District and School Level Support, and Learning From Past Experiences.

Participants

Participants in this study were selected based upon specific criteria. Candidates were recruited from the school in which the study took place and were approached in person by me, the principal researcher. Following introductions, potential candidates

were presented with information about the study as well as their responsibilities as a participant should they agree to join. Candidates were not expected to accept the invitation to participate at that time, although each participant did immediately accept the invitation after having reviewed the study overview and their responsibilities.

Administrator Participants

Three building-level administrators participated in the study. These administrators were either currently supervising one or more novice, NTC teachers or had supervised them in the past.

Melanie. Melanie grew up in this community and graduated from this high school where she is now an administrator. She was a teacher in the district for seven years before becoming an assistant principal and then moving into the role of head principal.

Much like another participant in this study, Melanie was already in a position of working with other teachers as a mentor when she first got the idea to become an administrator. Working with building-level and district-level leaders at the time, she admired the work they did and how they worked together as a unit. It was not until she found herself working for a head principal, whom she did not admire, that she made her mind up that she could do it better and would do it better once she got the chance.

Ironically, that same person had been hired as an assistant principal the first time she applied to be an administrator. Soon after, that person was promoted to head principal.

Even though she has been offered jobs in other districts, and, depending on the timeline, pursued other jobs in other places, she is tied to the area on a variety of levels and does not see herself leaving any time soon. She explained that she does not believe

her work in this district is completed. Her commitment is to facilitate improvement of the district through her work with teachers and students.

One of the key motivators that catalyzed Melanie's move from teacher to administrator was the joy that she found helping teachers. She described her move from the classroom to the main office as a result of seeing "just a bigger impact" (full interview transcripts are presented in Appendix A). Now, after having served as a teacher and an assistant principal, the role of head principal seems to offer the maximum opportunities to work with students and with teachers.

Scott. Scott has been an administrator for over a decade. He has served as both a head principal and an assistant principal. He has certifications in this state and in another state. He has worked in high schools both large and small, and he has worked in communities both affluent and impoverished. When it comes to working with students, Scott has learned that, "Kids are kids. Teachers are teachers."

In 2006, Scott was a science teacher and a football coach, working in a building with an administration that was aloof and disconnected from the pulse of the building. He thought to himself, "I can do that better." This experience propelled him on his way to becoming an administrator, leaving the comforts of the district where he knew everyone to join the ranks of a building in another district where crime was higher than nearly anywhere else in the state where he lived at that time. It was this move, and several others, though that "ultimately paid off in big ways" for Scott by allowing him to work with and learn from a handful of people who continue to have an enormous impact on the way that Scott deals with teachers and students as an administrator.

Scott moved to this state in order to be closer to family who lived in the area. Although he was making professional moves towards becoming a superintendent back in his previous state of residency, finding a job as an assistant principal here has renewed his satisfaction, passion, and commitment to building relationships with students and teachers from his office as an administrator. Scott is a student and practitioner of “Restorative Justice.” Scott explained that this perspective takes traditional administrator/student disciplinary interaction and “turns it on its head” by viewing the relationship through the lens of doing something *with* a student to help them avoid making mistakes in the future instead of doing something *to* the student to achieve the same ends.

Of the three administrators who participated in this study, I would characterize Scott as the boldest. This boldness is not completely baseless or the manifestation of some air of false bravado. By his own admission, he has been fortunate enough in his career to work with and be a part of teams led by highly-respected leaders in education. He is also resolute, but not proud. Having been on track to become district-level leader in another state, he finds contentment in his current station as an assistant principal because of the proximity the role provides with teachers and students.

Valerie. Valerie is in her third year as an administrator, having previously taught in the same building where she now serves as an assistant principal. She was a science teacher for five years in her first appointment, and then she taught Spanish for five years before becoming an administrator. Her motivation to leave the classroom and enter the role of an assistant principal was multi-faceted and not, altogether, completely altruistic.

Valerie had found herself as a teacher often being the one who helped the teachers around her. She had been a mentor teacher to new teachers, entering into the profession for the first time. So, the role of an administrator as a helper to teachers appealed to her. Valerie is also the first person in her family to graduate college. Commencement ceremonies had been cancelled at her university due to inclement weather when she was due to graduate with her bachelor's degree, so when the thought of getting another degree...and the chance to actually have her family see her graduate...presented itself, she "leaped at the chance." What she learned through her graduate level classes cemented her desire to become an administrator.

She was not hired for an administrative position after she had first interview for the job. This setback did not deter her; she understood that she still had to complete some coursework in her program. Another factor that influenced her perception was that she was pregnant, due to have the baby within a month of the interview. A second opportunity immediately presented itself because a position unexpectedly came available due to another assistant principal getting hired in another district. Valerie was encouraged to "throw her name back in to the hat," and she was hired as an assistant principal at this time.

Teacher Participants

Five teacher participants were selected to be in this study. All participants have fewer than three years' experience as a classroom teacher. Each is currently teaching under an alternative certificate, and all five have either completed portions of the necessary requirements to earn full certification or are on track to complete those requirements.

Amy. Amy is a Special Education teacher who teaches Geometry to students in a lab-class setting. This setting is meant for students who, cognitively, need a smaller class setting with a lower teacher-to-student ratio than what would typically be found in an on-level/regular classroom environment. Amy is partnered with a paraprofessional who is highly- involved in assisting students in the class.

By her own admission, Amy never thought that she would become a teacher. She admitted that, after her own parents died when she was 14, she was “headed down a path that would have landed her in jail,” except for the help of a few key teachers. She sees her role as a teacher, particularly with students who dislike school as much as she did when she was their age, as a “pay it forward” venture.

Although she is alternatively certified, she had progressed through a college of education as an undergraduate student to the point of the field experience (student teaching). Due to her husband’s job, Amy found herself transferring credits from the university she had been enrolled at in another state to a university where she is currently located. Because of the differences in the two universities, she was able to graduate with a Bachelor of Science degree, foregoing the field experience. She had plans to teach in another district. Then, she got a job as a paraprofessional at her current school and district. After serving two months as a paraprofessional, a certified teacher left, and Amy took over that teacher’s classes on an alternative certificate. Amy brought with her some experience working with students in a school setting because she had been a Head Start teacher for a few years. However, she now found herself working with high school-aged students in a special education, lab class, with students who adored their former teacher.

Becky. Becky entered the teaching profession after having earned a degree in business. During that time, she was working as the manager of a law firm, and she went back to school to complete a degree in engineering. After graduation, she worked as a mathematical engineer, and then, finally, she began substitute teaching in a special education classroom. She currently teaches students who are cognitively classified as having low IQ's and/or displaying behaviors characteristic of conditions such as bi-polar and schizophrenic. Most of the students in her classes are in lab classes all day, meaning their test scores are not high enough in one category to be placed in an on-level, regular education classroom.

Becky never saw herself becoming a teacher, but she is quick to recognize that certain skill sets from her previous arenas of employment contribute to her success as a teacher. Performing clerical duties and speaking in front of people are her strengths. Learning to manage the behaviors of the students in her classes came as a challenge.

Cody. Cody has one year of teaching experience at the high school level. Prior to entering to entering the high school arena, he was preparing to apply to physical therapy school in another state and serve as a graduate assistant coach for his university's football team. He started substitute teaching in the off-season to earn extra money and fell in love with working with high school students. From there, he made his decision to become a high school teacher. He currently teaches ninth grade students and coaches for the varsity football team.

Jaron. Jaron has been a classroom teacher for a total of six weeks at the time of our interview. Four of those weeks, his math classes were taught online as part of the district's "distance learning" response to the Covid-19 pandemic. Most of the time, he

told me, the students did not even log on to be a part of his lessons. Those who did log on, neither turned on their microphones nor their cameras, so he had little-to-no meaningful interaction with them until school resumed in the traditional setting. He is also a new father. His new daughter is only a few weeks old.

Jaron had some experience working with students before entering his classroom. He began coaching high school baseball straight out of high school, and he has actually been an assistant baseball coach for this high school's team for two years prior to entering the classroom as a professional teacher. During those two years, he worked for a parks and recreation department for a neighboring city where he coached and organized summer sports activities for that city's parks and recreation department.

Hannah. Hannah earned her bachelor's degree in Spanish and then entered into the medical profession to begin her career. Although she was raised in a household where her mother worked with young children as an elementary school teacher, Hannah never had any desire to be a teacher. Not long after entering the medical field as a health care professional, Hannah realized that she was not getting the chance to use her Spanish as often as she wanted. Having been an athlete in high school as well as college, Hannah also missed being a part of a team. One night, while at home after the office where she worked had been closed for quarantine, she stumbled across a job posting for a Spanish teacher at a high school. She contacted the head principal of the high school, submitted an application, and was hired for the job.

Hannah draws from her experiences as a high school student and athlete to help her navigate life as a professional teacher. She explained that these experiences are good and bad. She sees herself as a natural leader, and she strives to emulate attitudes and

behaviors that inspired and encouraged her as a struggling high school student-athlete. However, she simultaneously reminds herself to avoid attitudes and behaviors she remembers as being unappealing and unproductive, demonstrated by teachers and coaches she knew in school.

Population and Setting

Tundra High School is one of the largest high schools in the state. It boasts a student enrollment of over 2,600 students each year and employs approximately 130 certified teachers each year, not including support staff positions. Tundra is the only high school in the community. The community supports the school system in a variety of ways. Most notably, the community supports the school system through bond issues. Over 10 years ago, a \$92 million bond issue was passed by the community—the largest bond issue ever supported in this community. This bond financed the building of a brand-new high school campus. In the time that this study took place, the community passed two other multimillion-dollar bond issues that paved the way for expansion of the high school campus' facilities to accommodate unprecedented growth in student enrollment.

Tundra High School resides in a community that is situated on the outskirts of a major metropolitan area of the state. The school employs one head principal and five assistant principals. It is believed that, due to location and quality of facilities, Tundra warrants a considerable amount of appeal to families looking to get away from the metro area. These amenities are also speculated by many to hold appeal for teachers and personnel. Tundra is described by some as being a big school with a small-town feel to it. According to information on the district website, 59.5% of the total student enrollment are White/Caucasian (18.7 % Hispanic or Latino, 11.5% Two or more races). As of the

beginning of the school year, White/Caucasian students comprised 62.25% of the student population (16.9 % Hispanic/Latino, 9.7% Multi-race).

The dramatic growth of the district is significant because of the impact it has had on recruitment of teachers. Tundra High School has not been immune to teacher shortage problems of its own. However, whether due to the condition of its facilities or the financial backing the district receives from the surrounding community via bond money, Tundra has managed to consistently recruit teachers from all certification pathways to work with its students.

Theme One: Learning Through Student Misbehavior

During data analysis, four themes emerged: Learning Through Student Misbehavior, Characteristics/Dispositions for Effective Teaching, District and School Level Support, and Learning from Past Experiences. In this section the first of those themes, Learning Through Student Misbehavior will be discussed. Participants in the study alluded to facing conflict when either learning to manage student behavior or supervising novice, NTC teachers learning to manage student behavior. I grouped examples of conflict into two categories: Student Misbehavior in the Classroom and Teacher Learning Through Her Own Misbehavior.

Within each of the following examples, I include vignettes selected from participant interviews. The purpose of the vignettes is to allow the “voice” of the participant to be heard in order to extract the most meaningful, thematic understanding from participants’ responses. Because their responses reflect their learning experiences, the vignettes also lend themselves to the overall purpose of the study which is to explore

the experiences of novice, NTC teachers learning to manage student behavior in the classroom. Pseudonyms have been used to protect confidentiality.

Student Misbehavior in the Classroom

One of the primary sources of conflict identified by participants in this study was conflict between teachers and students. The teachers in this study learned through difficult disciplinary situations involving students engaged in disruptive behavior. The vignettes are important to the explanation of themes because they allow the teachers' experiences in learning to manage student behavior to speak for themselves. An analysis follows the first two vignettes in this section.

Vignette one. *So, uh, chaos ensued for the first week for sure. And then I figured out, "How can I get them to listen and respect me without being mean and aggressive? Or, just quiet and meek and let them run all over me? Like, what's my happy balance, and who are these kids? And, where can we get...?" By the end of the third week, it balanced out. But, I think it was the fourth day, uh, I had a kid banging his head on the brick wall. And while he did that, another accidentally dropped their text book and then everybody started fighting, and I was like, "What is happening? And, I don't even know what we're fighting about." And it was insane. And I had to run around the little thing over here [gestures], and I think I got [an assistant principal] to come and help me out. I was like, "I don't know what to do...I've completely lost control of this classroom. I have no classroom management. There's no...I don't even know why. He's upset because he missed a decimal on the problem on the SmartBoard. Like, that just set him off And then this followed and this happened." Like...and, so then...it was then that I asked for, "Can ya'll just randomly drop in?" I asked [another teacher], "Can you please drop in, cause*

I must not be using these classroom management strategies that I learned, and I don't know how to get these kids to listen to me." And, it eventually worked.

Vignette two. *Um, so I had a student, and she would get upset. And when she got upset, she would pull out her hand...um, she was autistic and schizophrenic, so she would pull her hand out, and she would cover her mouth but talk with her hand, and that was her other personality talking. So, if she was upset, the hand would come out, and she would start talking, and it was usually the bad side. So [the girl], the girl, was the good side; her hand was the [bad girl]. So, I said, "Let's get started." And she started with the [gesturing with her talking hand], "I don't wanna...I don't wanna get started." So, I was like, "Oh boy. Here we go. I've heard about this. They told me to just take the kids out of the classroom if this happens and just let her have an episode." So, the bad [girl] came out. She was cussing. The other kids were looking around and like looking at me for answers, and I'm like, "I really don't know." So, I just asked the kids to leave, and I mean, she just tore up the classroom. And I just sat there and let her calm down. She tore up the classroom, and then she was fine. Knock over desks, she...once her shoe comes off, that is normally a signal, like, there's no turning back. You just gotta let her get it out of her system. So, the shoe was off, so I was like, "Okay. I hope I don't get hit." And she didn't. She, uh...would turn the desks over. [Laughs] The teacher's desk. She would just go knock stuff over. And it was just...I don't think that it was fake. Like, the look that came over her face, and how it switched—it was not an act. It was truly schizophrenia. And so, you just let it play out, and then she would come down from it, and she would feel so bad. So, she would start crying, and saying, "I'm so sorry." Like, she would see the damage she did, and she would feel awful. So, it was just a cycle—you would see her*

getting worked up, and then the schizophrenia would come out, you would let it take its course, and when she snapped back to reality, she would feel so bad. She thought the class was mad at her, she thought I was mad at her. So, it was just a continuous cycle like that.

Teacher participants in this study learned to manage student behavior in the classroom as a result of the conflicts they faced dealing with students. In the first vignette, the participant described her experience as “chaotic.” For this teacher, the first three weeks were spent trying to find a balance between “being mean and aggressive” and “just meek.” This participant faced conflict in the fourth week when he confronted a student “banging his head on the brick wall” as well as a fight that ensued moments later when two students seemed to be triggered by the sound of a book being dropped. The participant described the environment at that moment as being “insane.” The teacher recognized the part that her lack of classroom management played in dealing with these conflicts, and she chose to reach out to building administrators and other teachers for help. The participant mentioned, “...I must not be using these classroom management strategies that I learned, and I don’t know how to get these kids to listen.” Based on the evidence in the vignette, this participant learned through the conflict of those first four weeks, because they surmised that, in the end, “...it eventually worked out.”

In the second vignette, the teacher faced conflict with a student and learned to mitigate by identifying the signs and triggers that led to misbehavior. The student’s behavior manifested from a combination of autism and schizophrenia and involved violent outbursts which threatened the safety and well-being of anyone in the classroom. The teacher had been warned prior to the first encounter; however, even when the other

students in class looked to her for guidance during the outburst, the teacher could only respond with, “I don’t know.” The teacher learned to recognize what she described as the “cycle” of behavior with this particular student. A cycle the participant also described as “continuous.” Once the cycle was complete, the student demonstrated remorse for what he had done. The participant noted that the student would “feel so bad” and “start crying, saying ‘I’m so sorry.’” Through this conflict the participant learned that with this student, managing behavior began with identifying the cycle of behavior and then “let her have her episode.”

Teacher Learning Through Her Own Misbehavior

One participant in the study seemed to have an advantage when it came to managing student misbehavior in the classroom, because of their own experiences as a student. Whereas the first two vignettes in this section depicted scenarios involving teachers managing misbehavior in the moment it occurred, the following vignette depicts the participant’s experiences as a misbehaving student and how that person’s teachers confronted the misbehavior. Through reflection, the participant seemed to anticipate the type of behavior they would eventually have to confront as a classroom teacher learning to manage student behavior. An analysis follows the vignette in this section.

Vignette one. *So, when I was in middle school, I just had a really...I had a rough up-bringing. Um, and I acted out a lot because of it. So, I remember I was in seventh grade English, and I was sitting in a classroom, and I said something slick off...off my tongue to the teacher, and she looked at me, and she said, “You know what, Hannah? You have a cold heart, and it makes me so sad to see you. And, when you walk into my room, it makes my day a lot worse.” And I remember being like, “Damn! [laughs] That’s*

how I can...like I can control you in that way? Like, that's crazy!" And then, I had a few, um, I had a few coaches...I got the "potential" speech all the time in high school. That's what I call it. "You've got so much potential, and if you would just put all of your...all of the passion that you have into doing this, into the right things, you could go so far in life." Um, and I remember a coach just looking at me like, "You know what? You're really good at athletics, but that's all you're gonna be good at, because you can't get your life together, and you can't get past life the way that you're living." And they were right, like, I can live just being an asshole. [laughs] Like you do have to learn that. But, I just remember being like, "So, all I'm hearing is I'm just an athlete. Like, that's all I am is I'm just an athlete; I'm just a number. That's all I am." And, that wouldn't...those two were the ones that really like...I still think about those, and I'm like, "Dang. They either...like I was...I was either out of my mind causing them issues or they kind of suck." [laughs] Or, maybe some of both.

This vignette showcased a unique example of the theme. Here, the participant learned to manage student behavior in her classroom by reflecting on a negative experience she had when she was a seventh-grade student in school. She learned from her own misbehavior as a student. The participant admitted that, as a student, she "acted out a lot" and would say something "slick" that would provoke the teacher. The teacher would respond with comments like "...you make my day a lot worse." The participant described conflicts with coaches she had as a student in terms of getting what the participant called the "potential" speech. The effect these speeches had at the time on the participant was feeling reduced to being "just an athlete...just a number." The participant noted that, as a student, she was "...either out of my mind causing them issues or they kind of suck....Or,

maybe some of both.” This is salient to the study because this teacher seemed to have an advantage to learning how to manage student behavior, because this teacher remembered her own misbehavior as a student and could almost anticipate the conflicts that would arise from dealing with student misbehavior in their own classroom.

Theme Two: Characteristics/Dispositions for Effective Teaching

This section begins by offering three vignettes from administrator interviews. The vignettes are important to the presentation of data because they allow the administrators’ experiences to speak for themselves. Administrators’ ability to help teachers learn to manage student behavior is rooted in the administrators’ experiences as teachers and as administrators dealing with student behavior. Because support from administrators is a known contributor to novice, NTC teachers learning to manage student discipline in the classroom (Ovando & Casey, 2010), this theme aligns with the purpose of the study by evincing how these teachers learned to manage student behavior in their classrooms via learning the characteristics and dispositions of effective teachers. The administrators perspective suggested that, when a teacher possessed certain traits or dispositions, the teacher tends to be more successful in the classroom. A thematic analysis of each vignette follows the examples.

Vignette one. *I say all the time, and you’ve probably heard me say it before, “I can teach you to teach English, but I can’t teach you to love kids.” Um, and some of our best teachers here are people that are these non-certified people I’ve gone out and found because they love kids. They’re in a job where they love kids. Or, they volunteered in a job where they loved kids. And I can bring them on and teach them how to teach math or English or science. But, you cannot teach people to love kids, and that’s the thing I had to*

realize probably the second year into being the head principal is that you cannot make people love kids. And, so that's when I stopped seeking certifications and started seeking people. So, um, we have a lot of non-traditional, non-certified people that work here now that are certified now. You know, that we've worked with but are just unbelievable people. We have great people who are certified teachers as well. But what I don't...there are...you get one or the other when you get a certified person. You get a certified person who loves, kids, and they got into because they were called in the beginning and they went to college and they listened to their calling. And you also have certified people that missed their calling and end up being a teacher. And, I don't care how much you know about math, but, if you aren't going to love kids, then you're not going to work here. So, you hear across the state, people just also like seeking out these non-traditional people and just bringing them into the classroom. Like, you cannot just find anybody out there and bring them in. Like, they have to fit a certain mold in that non-traditional world to...and I think over the years we've figured out who those people are, what type of people they are, and you can identify that in an interview. And you can pick and build...you can't bring those people in and just let them go. You gotta build and mold them into who you want them to be.

Vignette two. *And, you know, the exceptions [teachers] that just don't work out are those that just cannot let little things go. They cannot adjust to the suggestions. They...they just...I think they come in with this expectation that, "No. I'm the boss, and these kids have to listen to me." Well, I think that they're still kids. You know, and they're gonna do...their brains aren't fully developed as it is, and they're gonna make stupid choices. You know. But it's like the ones that I've seen really struggle is because they*

cannot let it go. And, you know, so this is my deal: "Let's do this. And, let's do this." Um, we do a lot of, "Hey, let's go have you shadow a teacher." We do a lot of that, so they can just see the difference, um, and I will never teach you...you know, we're different people, but if you can connect with kids, it doesn't matter how you teach. I don't have the energy of [a certain teacher in the building], but I was still able to connect to my kids, and she's able to connect to hers. So, what you get is less discipline issues. You know, um, and sometimes that just doesn't click, and so they leave. And so, they leave the profession, you know. And, I think that's where a lot of the times where you don't feel that support from administration. You don't feel...because I couldn't fix it right away for you. I couldn't...you know what I mean? Um, but...at least that's my thinking.

Vignette three. *I mean...so my thing, if there is a situation where this person is so dang out there as a teacher that it's just not healthy for kids, I'm going to work on getting that kid outa there. You know, my big thing is "I'm either going to coach you up or coach you out." And, I'll tell folks that. You know, and as calm as and as laid back as I am, I've also been able to push out more teachers than most have just because of the approach that sharing with you. I'm never going to lose my cool with you...I'm never going to lose my temper if I'm coaching you as a teacher with behavior management or anything else. And I've these honest conversations...I'm gonna say, "I can't coach you anymore. I've gotta work on coaching you out, getting you moved on. This school isn't the right fit for you anymore. Let me tell you why I say that." You know, "I'll always be here when you're ready to come back and start respecting our students, respecting our staff, but right now, I gotta work on getting you out of here." I'll have those honest conversations, you know. And 99% of the time, they're like, "Well, shoot. Okay. Well...."*

You know, when you have those teachers who you feel like you have to move the kid just because they won't let them off, that's when it's time to start pushing on that teacher. Making them realize, "You're not a teacher."

Administrators in this study believed successful teachers love kids. In vignette one, the administrator recognized a difference between people who "love kids" and those who do not. The participant characterized this in terms of people, regardless of certification pathway, who "...have missed their calling..." For this administrator, the conflict between teachers who love kids and those who do not boils down to "...if you aren't going to love kids, then you're not going to work here." Support is offered by this administrator. The participant noted that, as an administrator, the conflict can be managed by being willing to "...build and mold them into who you want them to be."

Administrators in this study believed successful teachers have a very good understanding of child development. In vignette two, the administrator described the conflict between administrators and teachers who "...cannot adjust to the suggestions" that are being made by the administrator to the teacher who is learning to manage student behavior in the classroom. This participant believed that teachers who "...really struggle..." is because these teachers "...cannot let it go." This last phrase implies teachers who are either unwilling or are incapable of addressing student misbehavior and moving on past it. Sometimes teachers do not adjust to advice from administrators, and sometimes teachers cannot or will not let themselves move on from the moments of conflict between themselves and the student(s). In these instances, there seems to be a difference in expectations between teachers and administrators. The teacher seems to

expect immediate intervention from the administrator and change from the student, and the administrator expects the teacher to utilize the advice that has been given.

Administrators in this study had expectations for teacher behavior. Vignette three noted a difference between the expectation of the administrator and the failure of the teacher to implement administrator guidance. Specifically, administrators noted lack of teacher success in instances when they have provided support for teachers toward effective characteristics and/or dispositions to become more effective, but the teacher did not make the necessary changes or adaptations. The participant said, “I’m either going to coach [a teacher] up or coach [a teacher] out.” However, this administrator recognized that dispositions are difficult to influence, and these situations may not always lead to desired outcomes. Sometimes, failure to meet expectations lead to conflict between administrator and teacher, leading to dismissal of the teacher. According to the participant, without change, the interaction between teacher and principal may lead to, “Making them realize, ‘You’re not a teacher.’”

Theme Three: District and School Level Support

This section presents the supports that were offered to teachers at the district and school/building levels. In this district, support for teachers began at the district level and was then passed on to building-level leaders. Participants in the study seemed to suggest that, overall, district-level support was fairly absent. There was a week of trainings provided by the district to new teachers prior to the beginning of the school year, but most of the support for teachers came at the building level.

Teacher Syllabi

It is the expectation of every administrator at this high school that teachers should provide parents/students with a course syllabus at the beginning of the course. According to school policy, each teacher's syllabus should include information such as the teacher's school contact information as well as a description of the course they teach and the course goals and objectives. Teachers have autonomy in deciding how to arrange the information in their syllabus. Some teachers present the information in their syllabus as austere as they can, and others choose to incorporate a variety of fonts and font sizes, pictures, and graphics. The syllabus serves as structural mechanism to help teachers organize their classroom.

All teachers are required to include in their course syllabus a section for discipline protocol in their class. From the artifacts I gathered, this section is nearly uniform regardless of grade level or subject area taught. For example, one participant's syllabus included the following protocol outline:

Discipline Procedures

- Verbal and/or written warning
- Teacher-student conference
- Teacher detention with written assignment/Parent notification
- Principal referral
- Severe disruptive behavior at any time may result in an immediate office referral

Another teacher's syllabus contained their version of the discipline protocol:

Discipline Process:

- Verbal and/or written warning
- Teacher-student conference
- Parental notification
- Detention with the teacher
- Office referral
- Dependent upon the frequency and severity of the offense, the student may be advanced to any level or sent to the office

In these two examples, the process for controlling a student's behavior begins with a written representation of the process by which discipline will be managed. In both, there is a clear escalation of both severity of consequence as well administrative involvement. Even though including a discipline protocol in the syllabus was an expectation of all teachers, at no time in any interview did a participant (either teacher or administrator) reference the syllabus as a reliable or effective means of controlling student behavior. Furthermore, I did not notice any of this information posted anywhere in any of the teachers' classrooms when I conducted an observation. The syllabus allowed for structure, but it did not guarantee teacher follow through.

A few of the participants included sections in their syllabus entitled "Classroom Rules and Procedures" and "Classroom Expectations" or simply "Expectations." These sections are included in addition to the discipline procedure section, but it was not clear if these sections are required. It seems that this additional information supplements the procedural content by articulating more specifically what constitutes appropriate behavior and what constitutes inappropriate behavior in the class. For example, one participant's syllabus listed:

Classroom Rules and Procedures (in addition to the Student Handbook):

- Respect the property, space, and ideas of others.
- Students are expected to bring all necessary materials to class each day.
- All rules, policies, and procedures in the Student Handbook will be followed in this classroom.
- Food and Drinks are allowed but only [School's name] school food and drinks.
- You will not be allowed to go to the Vending Machines during class. NO EXCEPTIONS!
- Academic dishonesty will result in a zero and possible disciplinary action.
- Cell Phone use will not be tolerated unless specified by the teacher.

Two other syllabi included:

CLASSROOM EXPECTATIONS

- Be respectful to others
- Work independently and cooperatively
- Use your class time wisely
- Always do your best work
- Be on time, and be prepared
- Follow all [School's Name] rules
- **Cell phone use during class is up to the discretion of the teacher.**

Although not specifically part of this study, data suggests that cell phone usage in class often leads to student misbehavior. One participant dedicated an entire section of her syllabus specifically to cell phone usage and classroom policy regarding cell phone usage in the class.

The evidence here suggests a controlling environment in written policy. In spite of written documentation, teachers and administrators still face incidents of dealing with student misbehavior. Essentially, it seems that, in these syllabi, there is a high level of control in terms of telling kids *what* will happen to them when they misbehave, but there does not seem to be much attention given to explaining *how* it will play out from one step or *why* certain behaviors (e.g. having a cell phone out in class) qualify as “misbehavior.” Offering such explanations could be viewed as a nurturing component because it takes into consideration the rationale attached to rule from the teacher’s perspective while also lending credence to the students’ understanding of why the rules/expectations exist at all.

Building-Level Support

It is known that administrators must provide support for novice, NTC teachers learning to manage student behavior in the classroom so that those teachers can be successful (Ovando & Casey, 2010). In this school, administrative support for all new teachers (i.e. teachers that are new to the district as well as novice, NTC teachers) begins

with generalized, district-level trainings which serve as a base upon which the more specific, building-level supports are built.

Proactive and Reactive. One of the administrator participants in this study defined her approach to helping teachers learn with terms like “proactive” and “reactive”:

So, I think you can be...so here is a piece of being proactive that I think is necessary, but a lot of it...and this is a flip-flop from you normally would think...but a lot of it is reactionary. The training is reactionary. You have a situation that they either handled great, and we tell them, “You did a good job.” Or they had a situation that they handled, and it didn’t go great, and we say, “Ew...let’s think about what we did.”

For teachers learning to manage student behavior in the classroom, being “proactive” seems to align with directive control. The participant admitted, “I’m not sure you can be just really proactive.” Support is provided to teachers by this administrator through reflection. The first part of the vignette painted a picture of how the administrator walks a teacher back through an instance of student misbehavior and asked the teacher reflective questions. Repeatedly, the administrator referred to how learning is done through reflecting on the reaction the teacher gave to student misbehavior. The administrator noted, “The training is reactionary.” Support for learning happens through reflection.

To, For, and With. Another administrator participant in the study supported teachers by considering what is done *to* a kid, done *for* a kid, and done *with* a kid. He explained:

It’s just really sitting with the teacher, getting in their classroom and watching what they do, how they do it, and making sure they realize

whatever they do with classroom management, whatever they do with the student is to change the behavior. It's not punitive. It's not just to punish the student.

Learning to manage student behavior began, for this administrator, with offering the "why." This administrator explained that teacher behavior does not have to be directive or controlling when addressing student behavior. This administrator even emphasized, "It's not a punitive measure. It's not control." The goal is to change the behavior. The administrator referred to this maxim several times. For teachers learning to manage student behavior in the classroom, learning to balance nurturance and control means getting students to change their behavior "...however it could be done."

Routines and Predictability. According to one of the administrator participants in the study, support is offered to teachers by administrators in terms of encouraging teaching practices that involve routines and predictability. They also believe in the importance of communication as the means by which the routines and predictability establish legitimacy. This participant clarified:

Well...and I think that's kind of what I told you: if you have the right classroom management, and that includes everything that I've said, you know, you have a set...you know, you have your routines, you have these little things that are in place so that kids know, kids know what to expect with you and, hey, you're going to know what to expect from them right? Because they know. If you're constantly...so, no classroom management, you're going to have a lot of discipline.

This administrator's view of control and nurturance in regard to managing behavior echoes of parts of the other two administrators' views. The routines could be interpreted as those "proactive" strategies. The predictability comes with communicating "why" things happen so as to avoid merely doing something *to* a student in favor of doing things *with* a student.

Theme Four: Learning from Past Experiences

One theme that emerged through the coding of the data was Learning from Past Experiences. This theme aligns with the purpose of this study because it evinces participants' use of familiar mental and emotional processes by a participant as a means of understanding or dealing with challenging student behavior. Specifically, when novice, NTC teachers were faced with student misbehavior, they learned to manage that behavior through modeling influential teachers or playing the role of a parent.

Modeling Influential Teachers

For the teacher participants in this study, when they were not sure what to make of their new station in life as a professional classroom teacher, or, when they encountered a situation with student behavior that was unfamiliar to them, they seemed to seek understanding and direction from something...or someone...they did know and/or understand, and that meant modeling a teacher or teachers who had been influential in their life. For one participant, it meant identifying a negative influence and then trying to do the exact opposite of what that teacher had done.

This section includes vignettes from participant interviews. These vignettes establish a context and provide a rationale which help to understand the participants' experiences learning to manage student behavior in the classroom.

Vignette one. *Um, you know, he...he was, essentially, like a father figure to me outside of my house. Not that I had a bad home life or anything, but, um, you know I was your typical high school kid. I didn't really care about anything. And, um, you know, he was a guiding factor for me, leading me to go to college and try to better myself.... I just try to mimic my classroom management and my teaching style after Mr. Hunter, like I said, who is kinda my role model leading up to this. I don't want to be that typical coach that, you know, I just sit here and hand you a worksheet, you know, how like most people equate to coach/teachers. Um, I mean, that's how mine were in high is all the coaches were history teachers and, you know, one of my history teachers literally slept in class—he was the basketball coach. Um, so, and that's something I had deeper conversations with my wife about is, "I don't want to be that guy." Um, and that's why I think I've tried to model myself after Mr. Hunter. Um, just...I feel like it's helped me to not get complacent, and, you know, not just blame things on kids, and you know, "Well, you're failing—it's your fault. You should have done the assignments a month ago."*

In terms of modeling influential teachers, this participant tried to envision what Mr. Hunter did as a teacher, and then emulate that in his own classroom. Trying to be "Mr. Hunter" means being a "mimic" of Mr. Hunter in both teaching style and classroom management style. The participant described Mr. Hunter as "role model leading up to this point." Being like Mr. Hunter involved avoiding certain, ineffective teacher behaviors that the participant described as "typical." Even though the participant certainly knows that he can never be Mr. Hunter, beginning to learn to manage student behavior in the classroom by imitating what a positively-influencing force in his life as a student like Mr. Hunter was a sound place to start.

Vignette two. *I was like, “My goal is to help them see their potential through the way that I’m teaching and through my subjects.” So, I think that that has shaped me drastically, because when I do things, I always think, like, “I don’t want to be the teacher that those kids remember was so awful.” So, every morning when I come in, I like...all I have to do is better than this teacher in seventh...this seventh grade English teacher. That’s all I have to do. All I have to do is be honest and transparent and as caring as I can, because it...there’s gonna be days that suck. There’s gonna be days that are hard. There’s gonna be certain things...certain subjects that are difficult for me to get through...and I might muddle through those, but as long as those kids know where my heart is and that my heart is not to make their life awful but to help them improve in Spanish and in life, then, if I can do that, then my...I’ve met my goal.*

Modeling an influential teacher is something that teacher participants in this study utilized in order to learn how to manage student behavior in their classroom. For this participant, *influence* seemed to work in reverse. Although there must have been some positive examples for this teacher to follow from when they were a high school student, the example of what *not* to do also mattered. This participant discussed the conflict between teachers and students when one of their seventh-grade teachers “flexed their power.” She elaborated by comparing these kinds of teachers with “managers of a prison.” This method of managing student behavior is “purposeless”, according to the participant. In this example, managing student behavior meant “being better” than teachers who abuse their power over students. For this participant, that meant being a positive influence on students as a teacher and as a person.

Teacher Parent

For participants in this study, the line between teacher and parent seemed to blur. When learning to manage student behavior, these participants often found themselves thinking first what they would do as a parent and then resorting to those patterns of behavior as a means of dealing with challenging behavior in the classroom as a teacher.

Teacher participants in this study used phrases like “my kids” when referring to students in class and “if this were my kid” when learning how to manage student behavior. One participant mentioned saying to students, “I love each and every one of you and cuddle you like my own children.” This perspective is particularly interesting in light of the fact that the participant told me that her parents passed away when she was 14 years old. She stated that she would have been in jail if it had not been for the investment that certain teachers made in her life at pivotal moments when she was growing up.

One participant expressed how the parent/teacher experience can complicate how she negotiates situations involving students. She shared a narrative about a female student who was getting harassed by some boys at school. The boys would corner her and blow marijuana smoke in her face. The participant processed her own involvement first from the perspective of, “If she were my daughter....” Then, the participant resorted to contacting the female student’s parents, explaining what their daughter had conveyed, explaining what she as the teacher had done in terms of contacting administration at the school, and then listening as the female student’s parents as they responded in a way that was very different from how the teacher would have handled it as a parent.

The familiarity that develops between people in a student-teacher relationship can contribute to this feeling that a person is somehow more like a parent than a teacher to a

student. For one participant, familiarity triggers parental instincts and emotions which, often times, are not teacher instincts and emotions. The teacher explained:

Especially after you have them for a full year, and you're like, "Oh man...like I'm so...like...." You've spent five minutes, like, listening to what went on at work yesterday. "I'm so sorry you only got that much sleep, but...". I'm like, "Okay. You guys...actually, we gotta learn math." Oh, yes. So, I actually have a sophomore at home. And, he is in geometry, and it's killing me, cause he's got a C in geometry. And I am a high school geometry teacher! "Can you please let me help you?"

For participants in this study, learning to manage student behavior in the classroom materialized into two basic forms: drawing from experiences with influential teachers and drawing from experiences as a parent. When learning to manage student behavior in the classroom, novice, NTC teachers may try to make sense out of their new role by emulating or mimicking something or someone they already understand. In some cases, inspiration may be drawn from intentionally avoiding influencers that demonstrated what *not* to do or who *not* to be.

Research Questions

The purpose of this qualitative case study was to explore the experiences of novice, non-traditionally certified (NTC) teachers learning to manage student behavior in the classroom. The following research questions guided the study:

1. How do novice, non-traditionally certified teachers describe their approach to managing their students' classroom behavior?

- a. What classroom management support does this district offer to promote success for non-traditionally certified teachers in managing classroom behavior?
 - b. What are non-traditionally certified teachers' perceptions regarding challenges that they have experienced with classroom management?
 - c. How has classroom management support offered by this district helped non-traditionally certified teachers meet these challenges?
2. How does Baumrind's (1966) Parenting Style Theory help explain a novice, non-traditionally certified teacher's approach to classroom management and processing challenging student behaviors?
 3. What pertinent findings fall outside of the framework?

Based on the data presented and analyzed earlier in this chapter, these questions are answered below.

Research Question One: How do novice, non-traditionally certified teachers describe their approach to managing their students' classroom behavior?

Novice, NTC teachers often receive little-to-no training in classroom management prior to entering into the classroom as a professional teacher (a citation is needed here). In this district, some support is offered to new teachers prior to the beginning of the school year. That support will be discussed later in this chapter. For the participants in this study, much of their approach to classroom management stemmed from an understanding of classroom management based on information given in district/building-level trainings. Some participants had completed coursework in classroom management as a part of either their undergraduate degree program or as a part of coursework attached

to earning full, teacher certification. The rest of the participants simply based their approach off of experiences they had had working as a substitute teacher, talking to other professionals in and around their department, and/or reflecting on past teachers who had influenced them in some way.

All of the teacher participants in this survey expressed that their approach to managing their students' classroom behavior involved respect. This respect was gained through classroom experiences as students engaged in misbehavior. These teachers recognized that student misbehavior may be offensive to the teacher, but the teacher believed that getting to "the root of the issue" was what was important. Through these experiences, teachers learned to respect how much students' behaviors in the classroom were influenced by factors outside of the classroom.

Several participants noted that communication is the primary medium through which respect travels when dealing with classroom behavior. One participant expressed a vested interest in the student's behavior when communicating with the student, partnering with the student in not only the exploration of what caused the behavior but also in exploring the interventions used to overcome the behavior for better behavior in the future. Approaching classroom management out of respect meant learning how to navigate student misbehavior through effective communication.

Another participant explained that she believed communication empowered respect in the classroom. This teacher respected the students' ability to behave autonomously until such a time arose that the students showed they could not handle the freedom(s) they had been given. For this participant, they sometimes wondered if allowing students to behave autonomously may be too lenient an approach to begin with.

However, in their experience thus far, respecting the students' desires to sit next to friends or play on their phones after the lesson created "buy-in" from the students and fostered a spirit of cooperation in the times they needed the students' respect in return. One participant explained that her approach demonstrates respect with reciprocation of respect as a goal, utilizing communication to re-direct wayward behaviors.

Two teacher participants in this study taught SPED classes. Learning to work with these students happened in real time with no prior training having been offered before stepping in as the classroom as a teacher. They explained that, depending on the student's disability, misbehavior may be the manifestation of the student's cognitive disability. In these instances, misbehavior possibly stemmed from a students' intellectual challenges instead of from their conscious will to defy a teacher's rules. In these classes, although respect remained an important factor, exhibiting respect from teacher to student looked very different than it did in the other participants' classes. As mentioned earlier in this chapter, one of these participants took over for a teacher, beloved by the students in class, who left with just a few weeks left in the semester. This participant's attempt to manage her classroom sternly and then become more flexible was ultimately unsuccessful. This approach which left her in a situation where she felt like giving the students a say (autonomy) would work best. Because this teacher respected and acknowledged the fact that students did not want their beloved teacher to leave, she was able to create a classroom environment where behaviors were mutually conducive to learning through acknowledging her students' emotional attachment to their former teacher.

The other participant, who also taught SPED, worked with students who were more cognitively and behaviorally challenged than the students in any of the other

participants' classes. This participant noted that, in her classroom, student misbehavior almost always rose out of the student's intellectual challenges. This teacher explained that she respected those mental and emotional limitations and learned through incidents of student misbehavior to approach the students with respect, modeling the behavior(s) she expected them to display in class.

Participants in this study also described their approaches to managing student behavior as "student-centered." For each of these NTC teachers, putting the students' needs before their own was evidence of how they managed behavior in their classrooms. Each participant described an approach that resounded with putting the students' well-being (both long term and short term) as a first priority.

In learning to manage student behavior, these participants explained that they remembered what it was like to be a student. Their approaches stemmed from needing their students to know that the first year in high school represents the unique opportunity to begin anew. For one participant, her student-centered approach honored the emotional and mental motivators, influencers, and triggers that students bring to class that sometimes catalyze behaviors that really have nothing to do with the teacher or the curriculum. She recognized that those behaviors were caused by something much deeper, an emotional or psychological need, going on inside the student.

For the SPED teachers in this study, recognizing the exceptional students in their classes fostered a culture of student-centeredness that transcended the instructional modifications attached to each student. These teachers delved into the personal interactions and relationships they formed, developed, and nurtured. In some cases, these

students and teachers had the benefit of being together (either in class or as a part of a caseload) for four or more years of high school, depending on the student and their IEP.

Another participant approached the classroom from a student-centered perspective in a way that resembled the other four participants. Like the two SPED teachers in this study, his approach honored the special needs of the students in his class and aimed to meet those needs in a way that fulfilled both academic priorities as well as interpersonal priorities. By communicating with students who misbehaved, this teacher managed student behaviors in the same spirit as two other participants by getting to the core of the issue(s) while also creating a partnership between himself and the student. He explained that he was committed to helping his students in the short and long term.

Research Question One, Sub-question A: What classroom management support does this district offer to promote success for non-traditionally certified teachers in managing classroom behavior?

The support offered to non-traditionally certified teachers by the district is limited to one week of trainings prior to school beginning in the fall. If a teacher is hired during the semester or in between semesters, he will not be able to attend these meetings. According to one of the administrator participants in this study, this week of meetings is ultimately not providing these teachers with the support that they need. Another administrator in this study was largely unaware of what exactly was offered to new teachers (non-traditionally certified or traditionally certified) at these meetings. A support offered during this week of meetings/trainings is something within the district called “The Buddy System.” This support will be discussed below.

District programs. In regard to the opinions of the teacher participants in this study about the district programs available to them to help them learn how to manage student behavior in the classroom, they are of one mind—the meetings offered prior to school beginning were not helpful. What was overwhelmingly helpful, however, were the pairings made between new teachers and mentor teachers as a part of “The Buddy System.” These pairings were the result of prolonged, deliberate, strategic conversations between building-level administrators.

Participants expressed delight, gratitude, and humility when it came to the help they received from their mentor teacher and other staff members in their department and within the building. Theme Four: Learning from Past Experiences also provides insight into the answer for this research question. For example, NTC teachers often “mimicked” behaviors of influential teachers from their past as a way of learning how to manage student behavior in their classrooms. Part of learning from past experiences involved learning from other teachers’ past experiences. Candidates explained how learning to manage their own students often involved learning from the experiences of other teachers in their own department or hallway.

Professional Learning Communities. Professional learning communities were also another type of support offered to teachers in this district. Although Professional Learning Communities (PLCs) were mandated by district-level leadership, the work done in PLCs was overseen by building-level administrators. Only one participant cited her PLC as being incredibly supportive. That is not to say that other participants did not find support in their PLC. However, there was only one participant who mentioned the PLC specifically. Furthermore, in spite of being mandated by the district for teacher

collaboration, the PLCs' primary purpose was for teachers to collaborate on instructional goals and strategies, not classroom management and discipline.

District-level support for these novice, NTC teachers existed, but no direct support came to novice NTC teachers from the central office in this district. Oversight and support for new teachers is conducted exclusively by building-level personnel and systems. Learning to manage student behavior in the classroom came primarily from interacting with co-workers, learning from their experiences and drawing from past experiences with other teachers.

School-level supports were the most common supports for the teacher participants in this study. Although the district required teachers to have a class syllabus, the syllabus for each teacher primarily served as a structural mechanism to help teachers organize their classrooms. Neither in interviews nor in observations did teachers or administrators refer to the syllabus as a means whereby teachers learned to manage student behavior or refer to the syllabus as evidence that a teacher had successfully learned to manage student behavior. There did not appear to be any follow through with the syllabus once it had been introduced at the beginning of the semester.

Building-level administrators helped teachers learn through reflection and using terms like "proactive" and "reactive". Reflecting on how a teacher reacted to student misbehavior as well as encouraging teachers to become proactive in preventing further misbehavior was one method of support. Administrators also supported teachers by framing the management of misbehavior. Learning the difference between what a teacher did *to* a student, *for* a student, and *with* a student was integral in supporting teachers. Lastly, administrators supported teachers by encouraging good management practices

like establishing classroom routines and becoming predictable in how student misbehavior would be managed.

Research Question One, Sub-question B: What are non-traditionally certified teachers' perceptions regarding challenges that they have experienced with classroom management?

Participants in this study perceived challenges they experienced learning to manage their classrooms as inevitable and surmountable. When dealing with conflict, participants learned the value of communication. They also learned the importance of finding a balance nurturance and control when it came to managing student behavior in their classrooms. Each participant explained the importance of communication when dealing with managing student behavior in the classroom. Participants perceived communication as the most effective way of managing conflict.

One challenge that these NTC teachers experienced was uncertainty regarding how to handle the many different types of student misbehavior in their classrooms. Two participants expressed initial feelings of anxiety and nervousness prior to dealing with challenging student behavior for the first time. One teacher believed in building personal confidence prior to these moments by recognizing the anxiety and reminding herself that she is the adult. Similarly, one other teacher reminded herself that, when students exhibit challenging behavior, it is important for the teacher to get to the root of the issue and not take the behavior personally. In addition to these two teachers, another participant's perception lent a helpful lens to this belief. This participant recognized that it is the actions of the kids that are disrespectful, not the kids themselves.

For teachers of SPED students, a challenge they experienced is that it can be difficult to determine whether the misbehavior is the cognitive choice of the student or if it is a manifestation of their limitations. Participants in this study perceived the challenge of learning classroom management with these students as being about *how* the teacher communicates to students as it is *what* the teacher says.

Participants in this study also perceived a challenge when building relationships with students. When one teacher took over another teacher's class, the new teacher perceived student misbehavior as being the result of feelings of abandonment the kids in the class felt. For another participant, relationships were non-negotiable. Both of these participants taught students who 1) had either been neglected or coddled because of their cognitive delays, or 2) had been told they would never be able to learn. For these participants, building relationships minimized behavioral issues in their classrooms, but building took time. The participants perceived that, once they knew how to relate to the students, misbehavior issues decreased.

Two additional challenges identified by participants included finding a balance between leniency and control and not taking student misbehavior personally. One participant struggled with finding the balance between being too lenient and too strict. But, like two of the other teacher participants in the study, she perceived the challenge in the context of finding how best to relate to the students. Two of the teachers in the study recognized the futility of relationships that are built on an abuse of power. One of these teachers mentioned that students need to be both seen and heard. Secondly, each participant recognized the propensity for challenging behavior to be hurtful and taken personally by the teacher. When so much personal emotion and energy is dedicated to

managing the classroom, it is only natural that a teacher could take student misbehavior personally. However, the perception shared by these participants points to the importance of teachers not confusing what the student *does* for who the student *is*.

Research Question One, Sub-question C: How has classroom management support offered by this district helped non-traditionally certified teachers meet these challenges?

Administrators in the study believed that teachers must have a disposition for success. This disposition includes a genuine love for students and the ability to discern student behavioral needs. Administrators explained that they were able to teach the structural or procedural components for classroom management; however, they could not teach dispositions. These dispositions were necessary as a foundation for building classroom management skills.

The district was minimally involved in supporting novice, NTC teachers in this district. A week of training was offered by the district at the beginning of the school year, two weeks before school began. A monthly email was sent out by the assistant superintendent in charge of human resources, containing important dates/information for mentor/buddy teachers. The most immediate support these teachers received was from teachers in their own departments and administrators at their own building site.

Earlier in this chapter, the building-level supports novice, NTC teachers receive in this district were discussed. Even though “The Buddy System” is a district program, it is the building-level administrators who oversaw the pairings of new teachers with their mentors. These pairings were successful in helping novice, NTC teachers meet the challenges of learning to manage student behavior in the classroom. Most participants

shared how the members of their departments and building-level administrators had helped them navigate the landscape of being a new teacher. This measure of intervention, support, and assistance transcended classroom management. Participants recounted how quickly building administrators responded to questions they had had when it came to student discipline.

Administrators helped participants learn through conflict by utilizing self-reflection and self-evaluation. Learning often happened with these teachers, according to administrators, when looking back at a discipline issue and recognizing what the teacher had done right and what the teacher had done wrong. By reflecting on how teachers reacted to student misbehavior, administrators supported teacher learning by creating proactive measures to prevent misbehavior from happening again. If the teacher's reaction was ineffective in addressing student misbehavior, the administrator helped the teacher become proactive by having them consider what they would do differently next time a student misbehaved.

Participants in SPED classes did not always feel like classroom management support helped them meet the discipline challenges they faced. One participant encountered conflict with administrators who had no experience managing student behavior in a SPED class. Another participant in the SPED department received little-to-no help from her assigned mentor or other teachers. When dealing with an autistic/schizophrenic student's misbehavior, the teacher was repeatedly told that the behavior must have been the teacher's fault, because (the co-worker) had never had those kinds of problems in the past from that student.

Teachers in this study balanced directive tools like class syllabi, class rules, and class protocols with nurturing tools like building relationships and reflecting on student discipline incidents to achieve success as managers of student behavior in the classroom. Administrators in the study provided support for teachers in order to help them meet the challenges of learning to manage student behavior in the classroom. Participants agreed that success began with recruiting people who first “loved kids”. Administrators believed in educating teachers to focus on doing things “with a kid” instead of doing things “to a kid”.

In summary, support systems did exist in this district to help novice, NTC teachers meet the challenges of dealing with managing student behavior in the classroom. However, sometimes that support was beneficial to the teacher, and sometimes it was not. When it comes to the support that is offered to these teachers in this district, it is almost exclusively the result of building-level personnel and systems instead of any direct involvement of the district. The district entrusted these administrators to provide novice, NTC teachers the support they needed to help them meet the challenges of learning to manage student behavior in their classrooms. Building-level support promoted success for these teachers through partnering, reflection, and education. Each of these involved components helped teachers learn to manage behaviors in their classrooms.

Research Question Two: How does Baumrind’s (1966) Parenting Style Theory help explain a novice, non-traditionally certified teacher’s approach to classroom management and processing challenging student behaviors?

Teachers learned to manage student behavior through learning to balance nurturance and control. Baumrind’s theory can be used to these teachers’ approaches to

classroom management and processing challenging student behaviors. Depending on whether teachers used more nurturance or used more control when managing student behavior, Baumrind's four quadrants help identify the teachers' approach by characterizing each of the four styles.

Baumrind's (1966) Parenting Style helped explain novice, NTC teachers' approaches to classroom management and processing challenging student behavior. According to Baumrind (1966), responsiveness and demandingness operate in relation to each other at high and low levels to yield four possible styles of parenting: Authoritative, Authoritarian, Permissive, and Rejecting-Neglecting. Baumrind's (1966) matrix aligned with the purpose of the study to explain how teachers used high and low levels of responsiveness (nurturance) and high and low levels of demandingness (control) to manage student behavior.

In this study, teachers learned through actual incidents of student misbehavior to become managers of student behavior in the classroom. Using Baumrind's theory, a teacher's approach to managing student behavior ultimately fell in to two main categories: Authoritarian or Authoritative. However, certain aspects of these experiences suggested a fluidity between all four quadrants.

Teacher participants with an Authoritarian approach used high levels of control with low levels of nurturance. When participants were overtly directive, their approach was Authoritarian. Evidence from teacher syllabi suggested a high level of control and low level of nurturance from each teacher. Viewed as "proactive" by administrators in the study, these artifacts represented high control/low nurturance and characterized an Authoritarian approach due to the specificity with which they articulated expectations for

student behavior and protocols for the teacher to follow in response to misbehavior. During classroom observations, I noticed teachers using an Authoritarian approach to classroom management when they directly addressed students for violating classroom rules or teacher expectations.

Despite the requirement of a syllabus and administrator recognition of the importance of a syllabus for managing classroom behavior, teachers in this study did not rely on syllabi for classroom management. Instead, participants in this study relied on communication with students, developing a relationship with students, and learning from others as keys to effective classroom management. This approach reflects an authoritative approach rather than an authoritarian approach. For example, in the interviews, all participants expressed views toward classroom management that echoed an Authoritative approach (high control, high nurturance). When participants confronted students regarding their behavior in class and explained why the behavior was unacceptable, they exhibited high control and high nurturance. When participants let students “be heard” during moments of conflict, they used high control and high nurturance.

Participants did explain, however, that they were more Authoritarian at the beginning of the semester in their classes. Teachers felt that beginning the year with a strict classroom environment allowed them to “relax” classroom rules as students learned to accept responsibility for their own behavior. It seemed that these teachers moved between authoritarian and authoritative classroom management based on the needs of their students. Classroom rules and syllabi served as a structure to communicate teacher expectations for behavior early in the semester. Although no participant in this study had rules or procedures posted in their classrooms, they all posted rules and procedures in

their class syllabi. This overt and directive approach to classroom management helped students understand what behaviors are expected and/or discouraged and how behavioral deviations from these expectations will be addressed by the teacher.

However, as these teachers learned to work with these students, they became more Authoritative through communication with students. When participants explained the “why” or let students’ “voices be heard”, they were using equal parts control and nurturance. When SPED teachers focused on *how* they spoke to students as well as focusing on *what* they said, they were increasing nurturance to match a high level of control. Participants who focused on extending respect as a way of garnering respect also evinced an Authoritative approach to classroom management and processing challenging student behaviors.

Research Question Three: What pertinent findings fall outside of the framework?

Some findings in this study fell outside of the theoretical framework of the study. These findings should be considered when exploring how these teachers learn to manage student behavior.

Motivation

Participants in the study described motivators that guided their experiences. For teacher participants in the study, this included motivators that guided their experiences in learning to manage student behavior in the classroom. For administrators, this included motivators that guided their decision to hire/retain a novice, NTC teacher.

Teacher motivations. Many times, a lack of emotional fulfillment in a previous career was the catalyst that motivated the participant to begin looking at becoming a professional teacher. For one participant, her first degree was in business and led to being

the office manager for a law firm. There, she felt that the environment was somewhat pernicious, and she did not feel like she had accomplished anything of worth at the end of a work day. Going back to school to earn a degree in mechanical engineering placed her in an industry that was challenging and, therefore, gratifying to a certain degree, but she explained that she was not working with or around people that shared common goals or values. Substitute teaching in a special needs classroom provided an unexpected caveat into the classroom and awakened her to the validation and fulfillment she had been looking for while earning two very different degrees and working in two very different industries.

Another participant expressed a similar level of unfulfillment in a previous job. When his career as an athlete was cut short due to injury and subsequent operations, he entered into coaching. From there, coaching led to the classroom. For this participant, decreased involvement in athletics as a player created a need to be filled. Coaching fulfilled the initial, selfish/superficial need. Teaching *and* coaching combined to fill the deeper need to be for others all the things Mr. Hunter had been for them.

Two participants expressed how their previous involvement with athletics and a desire to fall back in to that arena in a more powerful and influential way motivated their move in to a high school classroom. One served a brief stint as a substitute teacher and knew immediately that teaching and coaching was where she felt most complete. The other missed athletics and wanted to use her Spanish language skills more than they were in their previous job setting. One was referred by a friend who already worked at Tundra High School. The other applied online for a teaching job at the school “on a whim.” Both found, in education, exactly what they had been looking for: fulfillment.

One of the SPED teachers was the only teacher participant who had been on an education pathway before changing degree plans. She had also worked with young children prior to becoming a teacher. Her story resembled another participant's story in the sense that the other teacher, too, had been inspired by teachers as a troubled teen and was looking for a way to be to other troubled students what a role model teacher had been for them.

Skill Sets Necessary for Effective Teaching

Learning to manage student behavior in the classroom is not the only challenge facing novice, NTC teachers in this school. Each teacher participant in the study noted the lack of other skill sets as causing more anxiety and stress than actually dealing with the students. Most of these skill sets could be described as clerical. In this school, technology platforms essential to classroom management and effective teaching practices coexist but not always in ways that are easily handled.

One teacher in the study explained that, during the week of district trainings, no one explained to him how to fill out a W-2 form. Even when he asked for help, he was told that he should just give it his best effort and that he would be notified if there were problems. This was very disconcerting for the participant as it not only had to do with his wages and taxes, but it also gave a first impression that getting help from anyone in the district's central office was going to be an effort in futility.

Each teacher participant identified the various web-based programs and applications utilized by teachers in the district as sources of major stress and anxiety. These platforms are used in a myriad of ways: lesson planning, data-tracking, taking daily attendance, requesting a substitute, etc. This stress was compounded by the fact

that, in this district, the first four weeks of the semester were taught on-line as a part of the district's response to the Covid-19 pandemic. Posting lessons and assignments and videos took place on one of the platforms—a new platform that was unfamiliar and a challenge to operate for all teachers, regardless of experience. This platform also offered a gradebook that had to be regularly synced with one of the other programs. That program communicated to parents about their child's grades. Learning the “ins and outs” of all these programs required far more time, patience, expertise, and grit than what could be afforded in a week-long set of trainings. One participant did not have access to her district-issued laptop computer until after some of these trainings had passed. At the time each teacher participant was interviewed, school had been in session (either virtually or in person) for several weeks, and some participants still were unsure how to effectively use all the technological applications, websites, and learning platforms they had been told to use. For many of the participants, learning how to manage student behavior in their classroom was much less of a concern than learning how to log in or properly utilize certain technology.

Summary

Chapter Four provided a description of the setting in which this study took place as well as descriptions of each of the eight participants in the study. The chapter also presented a description of how data was gathered and analyzed. The major themes that emerged during the collection and analysis of data were supported through vignettes from interviews, samples from field notes, and direct quotations from participants. Also, in this chapter, each research question was answered, including a detailed look at the theoretical framework used in the study and a discussion of relevant findings that fell outside of the

framework. Chapter Five provides conclusions, suggestions for future research, and an overall summary of the manuscript.

CHAPTER V

DISCUSSION, CONCLUSIONS, SUGGESTIONS, AND SUMMARY

Putnam (2018) found that, in the state of Oklahoma, the Oklahoma State Department of Education has increased the number of emergency teaching certificates each year in order to attract people who want to be teachers, but may not have completed a traditional pathway to certification, into the classroom. Alternative pathways to full certification for teachers are not novel discussions. Brown (2009) recognized that teachers who enter the profession via alternative certification processes may face demanding challenges. Although alternative routes to certification aim to expedite the process, Justice, et al. (2003) posited that, if these teachers feel unprepared to enter the classroom, they will be less likely to stay in the profession.

Regardless of pathway to certification, new teachers may enter into the profession with little-to-no experience working with children in a teaching environment, and this lack of teaching experience and teaching knowledge can create a very challenging experience (Scribner & Heinen, 2009; Ovando & Casey, 2010). Skill sets such as classroom management and discipline of student behavior in the classroom are foreign to new teachers, particularly those on an alternative certificate (Tricarico & Yendel-Hoppey, 2012). Because of this challenge, novice,

non-traditionally certified teachers need guidance and support in a variety of areas, including classroom management (Ruhland & Bremer, 2002).

Chapter Five presents a discussion of the research questions that guided this study through the lens of the theoretical framework, Diane Baumrind's (1966) Parenting Style Theory. This chapter also offers conclusions based on how the findings in this study relate to existing literature and implications for practice, theory, and research. The chapter concludes with suggestions for future research, and a summary of the complete manuscript.

Research Questions

The following research questions guided the study:

1. How do novice, non-traditionally certified teachers describe their approach to managing their students' classroom behavior?
 - a. What classroom management support does this district offer to promote success for NTC teachers in managing classroom behavior?
 - b. What are non-traditionally certified teachers' perceptions regarding challenges that they have experienced with classroom management?
 - c. How has classroom management support offered by this district helped non-traditionally certified teachers meet these challenges?
2. How does Baumrind's (1966) Parenting Style Theory help explain a novice, non-traditionally certified teacher's approach to classroom management and processing challenging student behaviors?
3. What pertinent findings fall outside of the framework?

The following section answers each of these questions with examples from the study's findings. Then, answers are explained in the Discussion through the theoretical framework for the study, Diane Baumrind's (1966) Parenting Style Theory.

Research Question One: How do novice, non-traditionally certified teachers describe their approach to managing their students' classroom behavior?

Teacher participants in this study described their approach to managing their students' classroom behavior in terms of keeping a student-centered focus, aimed at creating relationships based on mutual respect. *Student-centered* implied an environment that was focused on the needs of the individual students in the classroom over the needs of the teacher. These needs ranged from instructional needs to emotional needs.

Participants indicated that the primary method of meeting these needs was through the relationship with the students. Each participant believed that relationships were crucial to being an effective, professional teacher. *Respect* implied a philosophical belief in the need to extend certain courtesies or deference to each other. Sometimes respect was based on status, for example a student showing respect to a teacher because the teacher was the authority figure in the classroom. Sometimes respect was based on a simple recognition and appreciation of each other's humanity. For example, one teacher in this study indicated that she respected students for simply being a member of the classroom.

Teachers in this study confronted misbehavior in their classrooms. For example, some teachers confronted misbehavior by directly addressing the involved students at the time the misbehavior occurred. Sometimes, teachers confronted the students after class about their misbehavior. Sometimes, teachers confronted misbehavior by placing themselves within close, physical proximity to the misbehaving student(s). However,

they also focused on the contextual factors surrounding the situation (e.g. considering the students' mental/emotional limitations, demonstrating respect to gain respect, modeling positive influencers from the teacher's past). Participants shifted their classroom management techniques according to the needs of students. For example, they began the semester with a clear explanation of rules and procedures for the class, and then when misbehavior occurred, these teachers addressed misbehavior at a time perceived by the teacher as being more conducive for communication and reflection with the student. For some participants, this meant speaking to a student or group of students after class had ended for that day.

Research Question One, Sub-question A: What classroom management support does this district offer to promote success for non-traditionally certified teachers in managing classroom behavior?

Two weeks before the commencement of the fall semester, this district provided one week of training for all new teachers in the district. Attendance was required. District requirements for all new teachers were Authoritarian in nature, according to Baumrind's matrix. Information was rarely, if ever, presented in a manner that took into consideration the teachers' experiences or viewpoints. The district trainings demonstrated high levels of control without much attention being given to nurturance. The second week was reserved for building-level training that included all teachers in the building, regardless of years of experience or certification type. Because this week of training put the new teachers in direct contact with peer teachers, new teachers seemed to feel high levels of both nurturance and control. Expectations for teachers were clearly explained while simultaneously allowing the opportunity for teachers to interact with their supervising

administrators and peer teachers. These style of support, the Authoritative style appeared to be far more effective with new teachers. The participants in this study, both teacher and administrator, characterized the week of training offered by the district as being largely ineffective in adequately preparing novice, NTC teachers for the challenges faced in the classroom, managing student behavior. This suggests that the district's Authoritarian style of offering support to teachers was ineffective. One participant noted, "I don't necessarily think I got anything from the mass-PD that was put on by the district or anything."

The district utilized what was called "The Buddy System" where new teachers, regardless of certification type, were paired with a mentor teacher in their department. The assistant superintendent in charge of human resources for the district communicated important information and reminders for the teachers in this buddy program through a monthly email. The pairing of new teacher and mentor teacher was carried out by building-level administrators. Specifically, outside of the week of training prior to school beginning in the fall and a monthly email from the assistant superintendent, no classroom management support was provided for novice, NTC teachers by the district. All support existed within the building where the novice, NTC teachers taught. This Authoritative approach to supporting teachers seemed to provide a framework of expectations and control of new teachers. This framework was, in a sense, the foundation upon which the more intimate interactions between new teachers and their respective supervising administrators/peer teachers could operate in real time at the building level. These building-level methods of support exemplified high levels of control and nurturance. For the administrators in this building, achieving an effective measure of control and

nurturance always required communicating to the student *why* certain actions or interventions transpired. The district-level measures of Authoritative control were paired with building-level measures of control and nurturance, providing support for new teachers from both sides.

Research Question One, Sub-question B: What are non-traditionally certified teachers' perceptions regarding challenges that they have experienced with classroom management?

The perceptions of the teacher participants in this study in regard to challenges they have experienced with classroom management could be described as student-centered. This means that the needs of the student and/or the contextual factors influencing student behavior are taken into consideration before the needs of the teacher. This pointed to an Authoritative style of managing student behavior in the classroom. One participant chose to let the student “get it out of her system.” By this participant’s own admission, once the student removed their shoe, “there was no turning back.” This implies that a teacher may perceive some behaviors as impossible to manage until after the behavior has subsided. With special needs students, misbehavior could be a manifestation of the student’s mental/emotional limitations as opposed to deliberate acts of defiance. In this case, from the teacher’s perspective, letting the scenario play itself out seemed to be the most effective tactic to use to maintain control of the classroom. Again, both of these scenarios imply an Authoritative approach to managing student behavior. Expectations for student behavior as well as consequences for misbehavior were present, but they co-existed alongside a focus on the misbehaving child’s needs as well as allowing for opportunities to understand and explore the roots of the misbehavior. The

argument could be made that the initial approach by the teacher was Lenient, because the misbehavior was allowed to play out before any intervention by the teacher. But, because intervention was delayed for the purposes of understanding the student, the teachers' perceptions and approaches to managing the behaviors were, ultimately, examples of the Authoritative style. The shift between styles also suggests a fluidity in utilizing multiple styles of Baumrind's theory to achieve control of student behavior.

The most visceral examples of teachers perceiving a "hands off" approach as the most effective tactic to managing challenging student behavior were presented by the two participants who worked with students with special needs. This implied a Lenient style approach to managing student behavior, initially. In those classrooms, student behavior had to be filtered through the students' known limitations (cognitive, emotional, behavioral). This means that, when a student misbehaved, it could very well be a result of the student's particular disability or illness rather than a deliberate, conscious decision to rebel or act defiantly. One participant recognized the challenge this presents for teachers, administrators, and other personnel who may be involved when confronting student misbehavior. This participant attributed the most ineffective interventions in large part to ignorance and/or lack of training. For examples, these teachers alluded to situations where ignorant or unsubstantially trained authority figures attempt to discipline the behavior out of the disability of the child instead of recognizing the disability's influence on the child's behavior and attempting to teach the student to behave appropriately in light of...or in spite of...the child's limitations. Again, this implies a fluidity between Baumrind's styles when learning to manage student behavior. What may appear to be Leniency, rarely stays lenient. An Authoritarian approach established expectations and

consequences for misbehavior which pointed to high levels of control with low nurturance; but, when misbehavior occurred, a Lenient style was first employed by teachers at times to gain understanding—high nurturance with low control. The end result blended the two opposing styles to achieve what seemed to reflect an overall Authoritative perception of student behavior by the teachers.

For teacher participants in the study who did not work with special needs students, their perceptions boiled down to understanding what they saw as misbehavior consistent with and characteristic of students this age. Participants mentioned how important it was to “remember who the adult is” in situations involving student misbehavior. One participant remembered how they behaved as a student and perceived student misbehavior in their own class as being consistent with how they behaved at that age. These pauses to gain understanding of student behavior exhibited high levels of nurturance. The ultimate goal was to manage student behavior. This was achieved by participants by learning how to balance what Baumrind’s matrix calls nurturance and control. In this study, teachers’ perceptions of dealing with challenging behavior continually pointed to learning how to effectively shift between Authoritarian and Lenient styles to achieve an ideally Authoritative manner of managing student behavior.

Research Question One, Sub-question C: How has classroom management support offered by this district helped non-traditionally certified teachers meet these challenges?

Based on the interview responses the teacher participants in this study gave, the classroom management support offered by this district has little influence when it comes to helping non-traditionally certified teachers meet these challenges. Participants

explained that the training offered on classroom management and discipline is only one small portion of an exhausting number of topics covered in the week-long trainings. Additionally, if a novice, NTC teacher is hired at any other time during the year after this week of trainings, the district support they received is limited to what information exists in the monthly email from the assistant superintendent.

Teachers were required to have behavioral expectations and disciplinary protocols articulated in their course syllabus. The idea seemed to be that, by providing students with written documentation of expectations and procedures, misbehavior may be deterred. Participants seem to understand that, by preemptively controlling student behavior and providing information to students prior to misbehaving regarding how misbehavior will be handled, the less likely it is that the students will misbehave. No participant had any of this information displayed in their classrooms, however. Furthermore, no participant mentioned of how effective the syllabus was as a means of controlling student behavior.

In spite of district-required written documentation, teachers faced challenging student behavior, and these documents were rarely utilized for classroom management support. For example, expectations and procedures in a document form were only referenced once at the beginning of the semester, and they were not visibly posted anywhere in any teachers' classrooms as a reminder for students. The most effective classroom management support offered by the district to help novice, NTC teachers meet the challenges of learning how to manage student behavior comes from a program called "The Buddy System." Its inception is district-level, but its application and execution are supported at the building-level. The program begins with a district mandate to building-

level administrators to implement the program. The building-level leaders expend intentional, focused efforts making sure to pair new teachers with their mentors. Both Scott and Melanie explained in their interviews the importance of this time spent with mentors. These pairings are intentional as teacher and mentor personal idiosyncrasies, emotional temperance, and natural disposition are just some of the factors that administrators consider when deciding who should be paired with whom. The help they received from their mentor teachers is certainly due to the careful attention given by building-level administrators to pairing novice teachers with compatible mentors. Ultimately, it seems then, some credit must also be given to district-level leaders for creating a program like “The Buddy System.”

Research Question Two: How does Baumrind’s (1966) Parenting Style Theory help explain a novice, non-traditionally certified teacher’s approach to classroom management and processing challenging student behavior?

Baumrind’s theory helped explain how the forces of demandingness (control) and responsiveness (nurturance) play with and against one another (levels of high and low) to create four *styles* of parenting. The interplay of these two forces and the resulting categories or domains of style can be used to help explain a novice, NTC teacher’s approach to classroom management and how these teachers process challenging student behavior.

In 1966, Diane Baumrind transformed the existing beliefs about parenting styles of the day by adding a third (and, later, a fourth) dimension to the theory. During the 1940s and 1950s, there had existed only two basic styles of parenting—authoritarian and lenient. Baumrind challenged the notion of this polarized characterization of parenting

style by suggesting that a third dimension actually existed, authoritative. She explained that parenting style boiled down to how levels of nurturance (responsiveness) and control (demandingness) interact to create distinct parenting styles: Authoritarian (high control, low nurturance), Permissive (high nurturance, low control), and Authoritative (high control, high nurturance); later, she added the fourth dimension, Rejecting-neglecting (low nurturance, low control).

For this study, participants were asked during a personal interview to define in their own words the terms *nurturance* and *control*. Teacher participants were then observed once interacting with students in their class, during which time I described in field notes evidence of nurturing and controlling behavior by the teacher. A course syllabus was collected from each teacher participant and analyzed for policies and procedures that reflected control and nurturance. Baumrind's (1966) Parenting Style Theory can be used to help describe how novice, non-traditionally certified teachers approach classroom management and process challenging student behaviors in the classroom.

When asked to define the terms, *nurturance* and *control*, teacher participant responses varied in terminology but reflected each other in intent. Meaning, although each teacher participant articulated their response to the question very differently from other teacher participants, the underlying understanding of the concepts seemed to be much the same. Each participant seemed to recognize that both control and nurturance are necessary, but less-than-ideal when used exclusively on their own. Each participant recognized that, ideally, a teacher should find a balance between the two in order to get the behavior they desire from the students in the classroom. With too much control

(Authoritarian), a teacher risks becoming a version of the 7th grade English teacher one teacher participant chose each day to avoid becoming. With too much nurturance (Permissive), students may sense a lack of confidence (like another teacher participant strove to avoid) and sets themselves up to be ineffectual as a classroom manager of student behavior.

Only one teacher participant really seemed to evaluate themselves during the course of the interview. Several times, they mentioned that they felt like they were too lenient and believed that possibly created issues with student behavior in the classroom. However, they also admitted to, early in their career as a coach, trying to establish personal status and/or authority as the coach by yelling which did not create an environment conducive to success. For this participant, too much control meant compromising a personal vision of respecting student autonomy and increasing student/teacher interaction which, ultimately, robs the learning experience of the fun that could be had.

Both SPED teachers in this study existed in a world that was unique unto itself, particularly if compared to the classrooms of the other teacher participants in the study. Working exclusively with special needs students meant constantly evaluating student behavior through the lens of that student's disability or limitations. One participant faced influencing styles of two different teachers when learning to manage SPED student behavior. The students' previous teacher used high nurturance and low control (Permissive style) while the teacher whose help the participant regularly sought was high control/low nurturance (Authoritarian style). The participant realized very quickly that 1) both approaches had advantages, and 2) neither fit their personality, perfectly. It was only

by trying strategies of both (clearly setting statutes and protocols like the Authoritarian teacher and trying nonpunitive approaches to managing behavior like the Permissive teacher) that they slowly developed a personal style of managing student behavior, that, depending on the student and the moment, may utilize tactics affiliated with one style more than another.

The other SPED teacher participant in this study, who teaches the lowest-level learners of any teacher in the study, most certainly had to begin each year and, they might suggest, each class period by being Permissive. The story they shared about the autistic/schizophrenic student is not meant to characterize every student in their class. However, it would be foolish to not recognize that this one student typified a unique set of needs characteristic of each student in their classes. Not every student was autistic and schizophrenic, but every student did fall into a cognitive/behavioral category that placed them in their class. This means that this teacher is essentially required to be a different teacher to each student. They mitigate these challenges by keeping expectations for behavior simple and fair while also taking time to build trust with the students before ever creating a single lesson. This seems to imply perpetually shifting, from student-to-student and class-to-class, between Permissive and Authoritarian as they utilize control and nurturance with each student in accordance with what their particular learning or behavioral need is.

It is worth acknowledging that novice, NTC teachers who are learning to manage student behavior in their classroom, experience a fluid movement between Parenting styles on their way to arriving at one style they feel describes them most often. What that meant was that each teacher participant in this study recognized that too much nurturance

or too little control can potentially yield disastrous results for student behavior in their classrooms. So, they shifted between high and low control in some moments (e.g. direct intervening with talkative students or a talkative class) and high and low nurturance in other moments (e.g. respect of student autonomy in the classroom as opposed to limiting student involvement on Zoom).

Research Question Three: What pertinent findings fall outside of the framework?

This study focused on the experiences of novice, NTC teachers learning to manage student behavior in their classrooms, but the experiences these teachers had often included much more than learning to manage student behavior. Their descriptions, like a web, would often begin with classroom management but then branch out into other facets of the profession they were learning to manage, including but not limited to technology, lesson planning, and evaluations. Two important findings that fell outside the framework of this study were the motivations that prompted participants to leave the pathway they were on to pursue a career as a professional teacher and the skill sets that they found they needed in the classroom that were not directly related to classroom management or dealing with challenging student behavior. Both areas were identified based on participant's responses to questions in their interview.

Teacher participants in this study were all motivated to become teachers after having worked as professionals in other industries. Teacher participants in this study all fit the criteria of novice (less than three years teaching experience), non-traditionally certified (emergency/alternative certificate) teachers. Each teacher participant was motivated to leave their current station in life to enter the teaching profession. Responses from teachers in the study ranged from a lack of personal

fulfillment or feelings of dissatisfaction in their previous station. One participant mentioned that they did not feel like they were able to use their bilingual skills as much as they wanted, so they began looking for a new career. Two participants admitted to believing that, somehow, they each knew teaching was where they were destined to be, in spite of their best efforts to avoid it. Each teacher participant explained that they “found what they were looking for in the classroom.”

Administrators who participated in the study were all once traditionally-certified classroom teachers. Their motivations to leave the classroom ranged from believing they could “do it better” than their previous supervisors to having a desire to be a part of a team that helped teachers. In spite of the fact that all three administrators in this study had arrived at and moved through the profession along traditional pathways, each recognized the advantages and disadvantages of hiring novice, NTC teachers. Most of their responses in their interview leaned towards praising the opportunities that hiring people from other professions lent to the classroom. Novice, NTC teachers were characterized by these administrators as being open to all possibilities instead of being indoctrinated by unrealistic expectations. Melanie expressed her admiration for these novice, NTC teachers’ ability to leave something familiar and arrive somewhere foreign as a sign of their determination to succeed.

The degree to which classroom management was tied to other skill sets germane to being a professional teacher was a finding that fell outside of the framework, but was no less an issue that participants mentioned. Uniformly, teacher participants and administrator participants vocalized the challenges of learning to manage student

behavior as well as challenges of learning to manage the other skill sets associated with becoming a classroom teacher.

The skill sets described in Chapter Four could be described as largely clerical. Teacher participants explained their struggles learning to navigate the various computer applications required by the district for teacher use. These included, but were not limited to, web-based attendance and grading platforms, web-based learning management systems, web-based human resources applications, and computer-based word processing/presentation programs. Teacher participants also mentioned challenges associated with learning how to properly plan lessons, create rubrics, utilize introductory presentations, etc. Additionally, administrator participants recognized the struggles facing novice, NTC teachers in terms of learning to master pedagogical best practices and manage time to avoid falling behind or experiencing burn out.

Discussion

This study aimed to explore the experiences of novice, NTC teachers learning to manage student behavior in the classroom. In the study, teacher participants described their approach to managing student behavior in light of district-level and building-level supports. Baumrind's Parenting Style Theory was used to help explain these teachers' approaches to classroom management and addressing challenging student behaviors.

Teacher Perception

Teacher participants in this study repeatedly mentioned their use of communication to convey expectations for student behavior as well as using communication as a means of confronting and managing misbehavior in the classroom. Administrator participants utilized communication with novice, NTC teachers as a way of

helping these teachers reflect on effective and ineffective behavior management tactics. Furthermore, administrators utilized communication as a means of managing the behavior of students and teachers by explaining expectations, offering advice for future reference, and justifying disciplinary actions. The participants' reliance on communication as a means of managing behavior demonstrates a belief that interpersonal disclosure between a teacher and a student can contribute to managing student behavior. This models a high level of demandingness on Baumrind's chart because Authoritative and Authoritarian domains both utilize communication. The manner in which the communication plays out may demonstrate a high or low level of responsiveness, depending on whether it is directive (Authoritarian) or more altruistic (Authoritative).

One problem that arose when classifying a student-centered approach to managing behavior as Permissive was the fact that, according to Baumrind's description, Permissive style makes no requirement for mature behavior, avoids confrontation, and is non-punitive. No participant ignored or downplayed the role of consequences for misbehavior, some of which was punitive. That was not the point being made here. When it came to these teachers' perceptions regarding the challenges they experienced with classroom management, each participant started from a place that drew upon reasoning first before utilizing direct power.

During the observational portion of data collection, I observed teacher's confronting misbehavior in their classroom. Because Permissive style is characterized by its avoidance of confrontation, the argument could be made that these teachers' perceptions, then, do not align with their implementation or practice. That argument would then be guilty of ignoring the *perception* these teachers have or confusing

perception with application. The perception these teachers all had was Permissive, because, their thought processes when it came to the challenges they faced, uniformly began with considering the students' needs, non-confrontationally, responsively, acceptingly. That did not mean that the application of established disciplinary protocols never took place or that misbehavior was allowed to arbitrarily continue. When dealing with student behavior, a fluidity existed between domains of the grid. A teacher may have had a need to be more Authoritarian in a moment or more Permissive at another time, in order to achieve an overall personal style of Authoritative.

Participants often shifted between Authoritarian style and Permissive/Lenient style. Two participants articulated a Permissive approach when they described their particular roles as adults dealing with children. One teacher's perception was largely based on negative experiences they had as a student, dealing with Authoritarian teachers who exerted their power excessively. Another teacher reflected on their first years as a baseball coach and the perceived need to exert their dominance and/or status as the authority figure by yelling at the players or punishing misbehavior with disproportionate punishment (running, for example). Neither participant perceived their relative experiences to be examples of what constituted a best practice for dealing with misbehavior. They, instead, reminded themselves of the fact that students are children who have not learned yet to always control their own behavior accordingly. Accepting this nuance of that role enabled them as teachers to utilize reasoning first instead of immediately invoking punitive power that existed within their role as a teacher.

District-Level and Building-Level Support

Support from the district existed, but it could be characterized as largely Authoritarian. It seemed like the district took an Authoritarian approach to supporting teachers, but the implementation of particular tactics and strategies was more Authoritative at the building level. For example, they teacher syllabus requirement. It seemed that the syllabus information suggested a high level of control, both by the teacher and district/building leaders, by informing student *what* will happen when they misbehave. There did not seem to be much attention given to explaining why certain behaviors qualify as “misbehavior.” Providing these explanations could be viewed as nurturance because it takes into consideration the students’ understanding of the rationale behind expectations and procedures. This equal balance of nurturance and control typifies Authoritative style.

Communication was directive in both the emails and in the trainings. The impersonal nature of both the trainings and the monthly emails conveyed a level of propriety from the district that seemed to leave the interpersonal components for the building-level administrators to figure out. This was not all together Rejecting-Negligent (Permissive/Lenient) on Baumrind’s grid, because, even though it could be viewed as *disengaged* (Rejecting-Neglecting), the first exposure to district expectations for classroom management a teacher who is new to the district receives was from the week of district trainings, assuming that the teacher was hired before the fall semester began. Neither was it Permissive, according to Baumrind’s descriptors, because it was highly directive and an example of the power of the district to oversee a teacher’s classroom management of student behavior.

The mantra of the building level leaders working with these mentor teachers and novice, NTC teachers involved four dynamics: *to*, *for*, *with* and *why*. Doing something *to* a kid might be considered high control and low nurturance (Authoritarian style). Doing something *for* a kids might be considered high nurturance and low control (Permissive/Lenient style). Doing things *with* a kid meant finding an effective, Authoritative style balance between control and nurturance. Considering the administrator participants' responses to working with novice, NTC teachers, the aim of administrators in the high school building seemed to be Authoritative. Two participants embraced their responsibility for guiding the behavior of students and teachers. One administrator advocated for the Restorative Justice approach to dealing with student misbehavior, while another administrator spoke at length about the importance of reflection and collaboration when working with a teacher learning how to handle challenging student behavior. A third administrator promoted interactions with teachers that included paying credence to the needs of the teacher as well as the needs of the student. These approaches fell under the umbrella of being highly responsive and highly demanding which aligns with Baumrind's description of Authoritative style.

Baumrind's Theory

Based on findings of this study, Baumrind's (1966) Parenting Style Theory could be used to characterize the efforts of the district as a combination of Rejecting-Neglecting and Authoritarian. Based on participants' responses, district involvement was both disengaged and unsupportive. Once the week of trainings concluded for teachers who were able to attend, no support was offered outside of the monthly email. None of the teacher participants in the study received any sort of direct support from the district. One

participant even alluded to the fact that what means of support were offered by district leaders during that week, fell well short of their expectations.

Because the district did provide a measure of structure (the week of trainings) and oversight (the monthly email), the district's support to help these teachers could also be described as Authoritarian style. The district did not seem to concern itself with individual teacher's challenges with students. That fell upon the shoulders of the building-level administrators. Whereas Rejecting-Neglecting is low in both responsiveness (nurturance) and demandingness (control), Authoritarian is high in demandingness and low in responsiveness. Once the week of trainings concluded, district-level intervention was limited to requiring building-level leaders to implement "The Buddy System." Essentially, the district helped the teachers meet the challenges of learning to manage student behavior by requiring building-level leaders to operate the "The Buddy System." The creation of the system stemmed from high control; its implementation by building leaders was both controlling and nurturing which aligns with the Authoritative style. Here it seemed that the district controlled the building, and the building controlled the teachers and mentors in it. It was an Authoritarian approach to an Authoritative program that left a Rejecting-Neglecting flavor in the mouths of both the administrator participants as well as the teacher participants in this study.

The administrators who participated in this study shared a common vision/goal for teachers and students in the building that emphasized the importance of building relationships. An important dynamic, then, in the classroom was how a teacher went about building these relationships with the students. Specific to this study, Parenting Style Theory describes how these teachers approached the management of student

behavior and how they processed behavior that was challenging. The teacher participants in this study recognized that, ideally, a healthy, productive balance should exist between nurturance and control when managing student behavior as well as processing the behavior when it became challenging. Administrators practiced what one administrator called Restorative Justice which, essentially, encouraged teachers and administrators to view the balance of control and nurturance through the lens of doing something *with* a student instead of doing something *to* a student. This resonates with how Baumrind characterized Authoritative style parenting because it emphasizes interactions between the teacher and the student that were not focused on status or obedience; rather, it characterized interactions that were friendly, didactic, and disciplinary when needed.

The Authoritative parent and teacher wields a power in the relationship that is both highly responsive (nurturing) and highly demanding (controlling). It is the approach that sets high expectations for behavior, recognizing the responsibility the parent/teacher has to guide the child's behavior, while also recognizing that both parties have rights and responsibilities that should complement each other. Status and hierarchy are recognized, but they are approached with a perspective that is neither focused solely on the parent/teacher or on the child. Administrators in this study recognized their dual responsibility in training novice, NTC teachers as well as the students. Administrators could be viewed as the pinnacle of building-level hierarchy, but the Authoritative approach does not invoke the powers of status without also balancing that power with an approach that is warm, amicable, and grounded in valuing communication and explanation.

Participants in this study often expressed their approaches to dealing with classroom management and challenging behavior in ways that aimed at aligning with the Authoritative style. However, during data collection it was not uncommon to find examples of written expectations (teacher syllabi) that mirrored a more Authoritarian style or observed interactions that may have coincided more with Permissive style. What this meant was that the participants in this study recognized the ideal nature of a balance of control and nurturance within the classroom. However, in their journey to maintain a healthy classroom environment, their approaches or processes fluidly shifted between other domains. This implied that these novice, NTC teachers' have the ability to shift their behavior according to the needs of the situation.

The way that participants responded to the challenges that they experienced can also be explained through Baumrind's (1966) Parenting Style Theory. Nearly all participants recognized their own propensities for mastering some of the clerical duties that were expected of them but inevitably failing at others. When considering the particular skill set, each of the teacher participants seemed optimistic about their ability to develop and improve their professional prowess. Administrators uniformly agreed that teaching someone to teach was entirely possible.

The desire to control their own fate in regard to these skill sets indicated an Authoritarian/Authoritative approach, according to Baumrind's descriptions of each style. From the administrative standpoint, neglecting any one of these skills was grounds for dismissal or reevaluation of a teacher's placement in the classroom. Therefore, it would seem that administrators were highly Authoritarian in directing all teachers to learn and effectively utilize the computer and web-based resources afforded them. From the teacher

perspective, it seemed that their desire to comply for their own well-being as professionals as well as for the well-being of their students indicated an Authoritative style. It is important to recognize that success/failure with any or all of the skill sets mentioned by the participants bore ramifications for the teacher as well as the students. Meaning, when utilizing the on-line learning management system, if a teacher did not use it appropriately, then students at home had little, if any, chance of learning the concepts of the unit. Failure on the teacher's part would ultimately result in the failure of the students. The desire to succeed on behalf of all participants pointed to the Authoritative style.

In this study one of the most important findings was that teachers were able to adjust their classroom management approaches based on the needs of the students. These teachers have not had training in classroom management; yet, they instinctively knew that different approaches were needed to manage student behavior. This finding aligns with the finding that administrators recognized characteristics of teachers that necessary for success. These NTC teachers may have been successful, despite their lack of training, because they possessed the characteristics for success. One of these characteristics was an authentic love for children. Another characteristic was the ability to change practices based on the guidance of peers and supervising administrators.

Conclusions

The purpose of this study was to explore the experiences of novice, NTC teachers learning to manage student behavior in the classroom. This section offers conclusions from the study. How the findings of the study relate to other findings in the literature will

be discussed, first. Then, attention will be paid to discussing the implications the findings yield for practice, theory, and research.

Consistency With Findings in the Literature

Many of the findings of this study were consistent with information found in the existing body of literature. Specifically, this section will examine the resonance between the findings of the study and findings in the existing body of literature regarding the recruitment of teachers, the training of novice NTC teachers, learned skill sets germane to the experiences of these teachers learning how to become professional educators, and the support novice NTC teachers receive.

Recruitment. Ovando and Casey (2010) found that individuals may respond to the allure of professional teaching after experiences in other industries that left them feeling unfulfilled. Principals may be interested in hiring these individuals because of the valuable professional experience they bring with them when they enter teaching (Ruhland & Bremer, 2002). This is consistent with the findings in the study as it pertains to recruitment of teachers. Two administrators in this study explained the appeal of hiring novice, NTC teachers who have already amassed work experience in other arenas of the job market. One administrator praised these individuals' lack of bias towards teaching by describing them as "blank canvases" (Scott, interview, August 27, 2020).

Another administrator described how her view of filling available teaching positions with novice, NTC teachers had changed. Instead of bemoaning the ever-decreasing number of traditionally-certified teachers applying for jobs, this administrator has chosen to embrace novice, NTC applicants as sources of unique areas of expertise due to the prior job experiences they bring with them into the profession. Melanie

confessed that her hiring focus as a principal switched from “trying to find certifications to trying to find people” (Melanie, interview, August 25, 2020). This resonates with Tissington and Grow (2007) who observed that teacher quality has a bigger effect on student learning than how that teacher was trained.

Motivation and influence. Ruhland and Bremer (2002) posited that novice, NTC teachers may enter into the classroom with a substantial amount of confidence in their own abilities to manage students in a classroom because of the experiences managing personnel they have acquired in previous jobs. Furthermore, Hellsten and Prytula (2011) noted that these novice, NTC teachers are often motivated to enter the world of professional teaching by forces other than monetary incentives; these forces may also explain why these recruits choose to stay in the profession. These findings are consistent with teacher participants’ responses in the study. Few participants cited managing a classroom as a concern or challenge during their entry year. Many of the participants had prior experience working with students. For example, two participants had been coaching high-school and college-aged students before entering into the classroom as a professional teacher, and three participants had been employed as either a substitute teacher or had experience working with children in an early-childhood setting before being hired to teach at the high-school level. Therefore, they were able to confidently approach the management of their own classrooms because of their previous work experiences.

Retention. In regard to keeping these novice, NTC teachers in the profession for more than one year, Ovando and Casey (2010) noted the importance of instructional leaders creating and maintaining a school culture of collaboration and cooperation. This

notation is consistent with administration's vision for teacher retention in this study. All three administrator participants in this study vocalized how highly they esteemed the principles of collaboration and cooperation for all teachers in the building, especially novice NTC teachers. The "Buddy System" was highly efficient at facilitating collaboration and cooperation between teachers. Furthermore, several participants confirmed this school's culture by describing their experiences working alongside other teachers and administrators in the building during their entry year. Hellsten and Prytula (2011) theorized that teachers who leave teaching after their entry year may not have had a true desire to teach after all. This coincides with Melanie's comment that teachers, regardless of certification pathway, may leave because they have yet to find their "true calling" (Melanie, interview, August 25, 2020).

Training. Jordan et al. (2017) noted that reflecting on past learning experiences helps teachers prepare for new experiences. This finding aligns with responses of administrators during interviews in this study. Melanie and Scott explained that it is possible to teach a person how to teach. Melanie furthered this explanation by admitting that reflecting on real world experience was key to her training novice, NTC teachers how to manage a classroom. This finding is consistent with Garza (2009) who wrote that real world experience teaching is where learning actually takes place, especially when it supplements a vital mentor/mentee relationship.

Ruhland and Bremmer (2002) found that some teachers believe that preparatory programs should include more training in classroom management. This is consistent with the experiences of the two teacher participants in this study who work with special needs students. Both Becky and Amy recognized early in their entry year that they had not had

enough training in classroom management to help them deal with the behavioral fragility of the special needs students in their classrooms. Becky admitted that where most people have a fight-or-flight response, she had a “freeze” response (Becky, interview, September 30, 2020) when faced with the behavioral challenges of special needs students. Amy, too, found herself dramatically under-prepared to successfully manage the attitudes and behaviors of her special needs students once she entered into the classroom as the teacher.

Involvement. Brown (2009) proposed that alternatively-certified teachers should be involved in school activities as a means of adjusting to the climate of the school and developing their own style of teaching. This is consistent with the experiences of two of the participants in the study who coach as well as teach. Cody recognized the impact that coaching could have on managing student behavior in the classroom. When a student noticed the name plaque on Cody’s desk said “coach”, the student told Cody that he recognized that Cody was not going to “mess around” (Cody, interview, November 13, 2020). For Jarron, coaching presented opportunities to build rapport with students in the classroom and on the baseball field which allowed for more success when confronting misbehavior in either arena.

Skill Sets. Tricarico and Yendol-Hoppey (2012) proposed that novice teachers lack basic knowledge and certain skills possessed by more experienced teachers. This is consistent with the experiences of the novice NTC teachers in this study. However, evidence emerged in the study that suggested there are certain characteristics of a person that administrators look for when hiring an NTC teacher (e.g. loving kids). In addition to feelings of lack of preparedness with pedagogy, several participants voiced their concerns

over not being properly trained or prepared to handle peripheral clerical tasks associated with classroom teaching. Hannah expressed deep frustration with how district personnel handled her questions about properly completing her W-2 form. In addition to this, she shared her confusion and dismay when it came to unclear explanation and expectation regarding first day activities. Specifically, she did not understand whether or not she should have an introductory slideshow prepared. Jaron and Colby also recounted anxious feelings about navigating the myriad of web-based applications the district requires teachers to use for everything from taking daily attendance to reporting personal leave requests. At the time that data collection began for this study, every teacher in the district was also facing the challenges of learning the districts online learning management system as a part of protocol during the Covid-19 pandemic. The acquisition and implementation of this learning platform eclipsed and exacerbated many of the other clerical concerns of the novice NTC teacher participants of this study.

Classroom Management. Jordan et al. (2017) discussed that new teachers are unprepared for the management of student behavior in the classroom. The ability to manage a classroom dramatically impacts a teacher's aptitude at monitor student learning and differentiating instruction (Tricarico & Yendol-Hoppey, 2012). These findings align with the experiences of the novice NTC teachers in this study, but none more so than the teacher participants work with special needs students. Both Becky and Amy recounted examples during their interviews with facing the shock of controlling the behavior of students with special needs in their classrooms. Whereas Amy found guidance and support from other teachers in the special education department of the school, Becky was fed misinformation or even blamed for mismanagement. Neither participant had any

formal training prior to entering the classroom. Becky’s synoptic quip “I watched a GCN training about Autism” seemed to encompass the breadth and depth of both participants’ training prior to teaching (Becky, interview, September 30, 2020).

Jordan et al. (2017) found that some of the shock new teachers encounter when learning to manage student behavior stems from forgetting how students tend to behave at any given age. This is consistent with the experiences Jaron and Hannah shared during their interviews. Both participants expressed the importance of not forgetting what it is like “to be a kid” (Hannah, interview, August 21, 2020) and focusing on “being the adult” when confronting misbehavior in the classroom (Jaron, interview, August 24, 2020).

Support. Hung and Smith (2012) explained that, in order for alternatively-certified teachers to be successful, things like support and training have to be effective in order to be helpful. Two levels of support were offered to novice NTC teachers in this district: district-level and building-level. The experiences of the teacher participants in this study align with this data, particularly on the building-level.

District-level. Unruh and Holt (2010) posed that district-level trainings and pre-service induction programs can help alternatively-certified teachers to be successful in a variety of ways. Darling-Hammond (2005) proposed that, regardless of what pathway a teacher took to achieve certification, teacher education should occur across the span of a teacher’s career. In this district, support for novice NTC teachers begins with a week-long set of meetings but then shifts to the oversight of building-level administrators for the rest of the teacher’s entry year. When asked about district-level supports, participants expressed a certain degree of dissatisfaction or disenchantment with district supports. In this district, district-level leaders could certainly take credit for providing support due to

the provisions offered during the week-long training. Also, the assistant superintendent in charge of the human resources department for the district sends out a monthly email to mentors and their teacher mentees. The email contains date reminders and other provisos, but it is mostly a one-way correspondence. Therefore, findings from this study could be argued to coincide with the literature, but it seems only minimally.

Building-level. Hoepfl (2001) wrote that alternative certification programs should include support from mentors that target the specific needs of the teacher. This would be challenging to do from a district's remote central office. The experiences of the teacher participants in this study align Hoepfl's findings. Both administrators and teachers in this study repeatedly expressed gratitude and praise for the consistent, intentional interactions during the entry year. Hannah, Jaron, and Cody all mentioned how quick administrators were to respond and how consistently support on any issue was provided during their entry year. Both Scott and Valerie shared their tactic of being a constant, available presence of support for novice NTC teachers.

O'Connor et al. (2011) surmised that assistant principals and peer teachers provide a tremendous amount of support to alternatively-certified teachers. Furthermore, O'Connor et al. suggested that these teachers value these sources of support above formal training sessions. This finding is consistent with the experiences of the teacher participants in this survey. Jaron lauded the support that he had received from members of his PLC, and Cody praised the help he had received from other teachers in his hallway as well as other coaches on the football coaching staff when learning how to traverse the challenges of his entry year.

In the mentor/mentee relationship, it is important that mentees not only be paired with someone they can relate to, but they also should be paired with someone who is available and accessible as well as someone who knows what constitutes acceptable and unacceptable practices (Ficarra & Quinn, 2014; Porter, 2011; Ovando & Casey, 2010). This finding is consistent with the experiences of participants in this study. Both Melanie and Scott elaborated on the delicacy and importance of pairing. Matching a qualified mentor with a mentee constitutes the creation of a social and professional dynamic on which the success of the latter greatly hinges on the intellectual and personal constitution of the former (Scott, interview, August 27, 2020).

Implications for Practice, Theory, and Research

The following section discusses the implications of the findings of this study as those findings pertain to practice, theory, and research.

Practice. This study had implications for teachers, building-level leaders, and district level leaders.

Teachers. Alternatively-certified teachers face many challenges when they enter the classroom. An obvious benefit from traditional certification pathways is the chance to build some experience working with students before actually being assigned to a classroom position. For that reason, findings from this study suggest that participants in this study benefitted from previous experience with children. While not generalizable, these findings may be transferrable as they suggest that individuals who are considering an alternative pathway to teacher certification may benefit from the amount of experience they have, on any level, working with student-aged children. Secondly, participants in this study benefitted from strong understandings of subject matter that they were

teaching. This understanding seemed to support their efforts in classroom management because they entered the classroom with confidence. What these teachers actually struggled with was clerical responsibilities assigned to them. In fact, these responsibilities added to the stress they experienced as beginning teachers. Again, while not generalizable, these findings suggest that schools with similar contextual factors may be able to minimize stress of NTC teachers by providing support through assistance with clerical responsibilities. This support may also allow them to more fully focus on classroom planning and classroom management.

Findings in this study also suggest that support in the classroom for these NTC teachers seemed to come from experienced teachers in surrounding classrooms. This finding supports the understanding of the importance of a network of support from peer teachers in the building as soon as possible. Additionally, building-level support systems, in this study, included areas for novice teachers to get involved, learn, and grow in tandem with what they are experiencing in their classrooms. These teachers valued the opportunity to work with other teachers in their departments or hallways.

Building-level Leaders. Findings from this study also suggest that building-level leaders represent vital sources of support for novice NTC teachers. In this study, this support was limited to pedagogical concerns. These administrators recognized the responsibility that comes with teaching a teacher how to teach. First, deliberate and focused efforts were made to pair new, inexperienced teachers with trustworthy, knowledgeable mentors. Furthermore, administrators were familiar with existing means of district-level supports and included strategies and tactics in place to fill any gaps that existed in the trainings offered by the district to novice NTC teachers prior to entering the

classroom. Because the district training was offered at the beginning of the year, findings from this study suggest that building-level leaders' role in training was even more crucial when working with a teacher who was hired after those district trainings concluded. Lastly, these building administrators recognized not only the professional qualifications a NTC teacher candidate possessed but also what personal and/or philosophical qualities they possessed. Perhaps Melanie said it best in her interview, "I can teach you to teach, but I can't teach you to love kids" (Melanie, interview, August 25, 2020). Possessing the personal characteristics that are needed for success supported the success of these NTC teachers as they navigated their own classrooms.

District-level Leaders. Because of challenges associated with teacher shortages, the goal of many districts may be to get teachers into the classroom by any means necessary (citation needed). However, findings from this study suggest that it is important to get the right people into the right positions. The personal characteristics mentioned by administrators in this study could have been emphasized at the district level to encourage success of all teachers. Findings from this study further suggest that the existing district-level support strategies should be evaluated for overall efficiency and effectiveness. Support from building-level leaders was apparent; however, NTC teachers may also benefit from meaningful support from the district's central office as well. In this study, training was passed from district office to the school's main office at the end of the first week of school with only monthly emails appearing from the district after that time. Participants in this study indicated disenchantment when recalling and/or evaluating the district support they had received.

Theory. Baumrind's Parenting Style Theory (1967) was used in this study to examine the experiences of novice, NTC teachers learning to manage student behavior in the classroom. Findings from this study suggest that the relationships of parent/child are often mirrored in relationships between teacher and student. NTC teachers in this study often managed their classrooms based on experiences they had with their own children. This study contributed to Parenting Style Theory by illuminating those similarities and articulating the degree to which teachers may stylistically approach the management of student behaviors in the classroom like a parent would stylistically approach the management of behavior of their own child. Because both types of relationship involve various degrees of responsiveness (nurturance) and demandingness (control), styles of parenting and styles of teaching may both be defined according to Baumrind's Parenting Style Theory. The finding in this study that administrators recognized important personal characteristics for successful teaching may also be transferable to personal characteristics for successful parenting, therefore expanding Baumrind's Parenting Theory. Additional research is needed to further examine this assumption.

Research. Due to the increasing numbers of alternative teaching certificates being awarded by the state, understanding the experiences of novice, non-traditionally certified teachers in the classroom has become more important than ever, especially when it comes to these teachers' experiences in learning how to manage student behavior in the classroom. Classroom management and discipline has been a key component to teacher training for some time. Findings from this study add to findings in the literature by explaining building level supports, teacher characteristics, and administrator respect/support for NTC teachers. These findings further understandings regarding the

expertise that NTC teachers can bring to the classroom. Further, findings from this study indicate that these NTC teachers were able to adjust their classroom management approaches based upon the needs of their students, a finding that one would not expect from a teacher who had not received formal training in classroom management. This finding is important because it suggests that prior experiences and personal dispositions can support the success of NTC teachers in the classroom. Additional research is needed to more fully understand these findings.

Findings from this study also indicate that these NTC teachers experienced additional stress because of clerical responsibilities for which they received little support. Providing support for these responsibilities may be a factor for enhancing the success of NTC teachers, and additional research is needed to explore this finding. Findings in this study aligned with the findings of previous research regarding the need for support for alternatively-certified teachers learning to manage their classrooms (Ovando & Casey, 2010; Porter, 2011; Ficarra & Quinn, 2014; Hoepfl, 2001; Ruhland & Bremer, 2002; Jordan et al., 2017; Hung & Smith, 2012; Unruh & Holt, 2010; O'Connor et al., 2011; Casey et al., 2010).

Suggestions for Future Research

The following section discusses suggestions for future research as extensions of this study. This same study could be applied to other school sites with differing context who employ teachers with alternative certificates to learn about their respective experiences learning to manage student behavior in their classroom. Of the five teachers who responded to my initial request to participate in this study, only two of them were in their first year. I had originally wanted only first-year teachers on an emergency

certificate, but had to expand my criteria so as to recruit more participants. To gather more perspective, a future study could focus on just emergency-certified teachers in their first year. Also, a study could include grade levels other than high school grade levels. Gaining a better understanding of administrator participants could be included in a future study, particularly leaders at the district level.

A future study could also explore more specifically the roles that peer teachers and peer teacher groups like PLCs have on the experiences of novice, NTC teachers learning to manage student behavior in their classroom. These avenues of support resonated throughout the participants' responses to interview questions about support they had received. Additionally, administrators who participated in this study mentioned the importance of pairing mentor teachers with mentee teachers. Future research could include a focus on the degree to which these partnerships influence the experiences of novice, NTC teachers.

Whereas this study was a qualitative case study, a correlational study could be conducted to understand which types of support were most effective for novice, NTC teachers. These findings could be generalized to a broader population. Also, a quantitative study could be conducted to measure levels of NTC teacher efficacy by different support systems provided for novice, NTC teachers.

Summary

Tundra High School has confronted the problem of teacher shortages by embracing the opportunities offered by recruiting novice, NTC teachers. Beginning at the district level during a week-long set of trainings and continuing on via building-level programs like the "Buddy System", teachers on an alternative certificate in the district

receive high-levels of support in their classrooms. The ultimate goal is to retain teachers by teaching them how to teach in real time and offering them as much support as possible.

Chapter II reviewed the literature in regards to alternative paths to teacher certification, the importance of support for alternatively certified teachers, and challenges these teachers face when entering the classroom for the first time, including but not limited to classroom management and discipline. Alternative pathways to education are meant to alleviate the strains districts feel because of teacher shortages. Each year, the state of Oklahoma gives out an abundance of emergency and alternative teaching certificates. The recipients of these certificates enter into the profession of teaching for a variety of reasons. Without proper support, they may leave the profession as quickly as they entered it. School leaders at the district and building levels should provide necessary supports to increase retention.

Chapter III described the qualitative case study methodology for this study. Teachers were selected based on their years of experience and the certification pathway they were pursuing at the time of data collection. Data collection occurred during the 2020-2021 school year. It included personal interviews, classroom observations, memo writing, and artifact gathering. I observed each of the teacher candidates for one class period apiece. Administrator participants were chosen based on whether or not they had supervised novice, NTC teachers. All participants were interviewed for at least 45 minutes in order to allow for rich, insightful answers to interview questions along with impromptu follow-up questions for clarification at the end of the scripted questions.

Baumrind's Parenting Style theory (1966) was selected before data collection and served as the lens through which the data was analyzed.

Chapter IV presented the stories of the teachers and administrators who participated in the study using rich, thick description. Chapter V analyzed the data through the lens of Baumrind's Parenting Style theory (1966). It concluded with findings related to the existing body of literature, implications for practice, theory, and research, and suggestions for future research.

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APPENDICES

APPENDIX A

Teacher and Counselor Interview Questions

1. Could you please tell me about the circumstances and influencing factors that lead to you choosing to become a public school teacher?
2. Describe your first day/week of teaching.
3. What type of training did you have to prepare you for classroom teaching?
4. What successes have you experienced in the classroom?
5. What challenges have you experienced in the classroom?
6. What does the phrase “classroom management and discipline” mean to you?
7. What do you do in your classroom to deal with difficult student behavior?
8. Describe the support that you receive in the building when it comes to dealing with challenging student behavior.
9. Describe a time when a strategy worked to help govern student behavior.
10. Describe a time when a strategy did NOT work to help govern student behavior.
11. When it comes to the terms “nurturance” and “control”, what associations do these bring to mind in the classroom?
12. What do you think are your biggest strengths and your biggest weaknesses as a teacher?
13. Is there anything else you would like to add?

APPENDIX B

Administrator Interview Questions

1. Could you please tell me about the circumstances and influencing factors that led you to become an administrator?
2. Can you please describe your work with non-traditionally certified teachers in this building?
3. What are some of the strengths that they bring to the classroom?
4. Can you please describe some of the challenges that non-traditionally certified teachers have had in this building?
5. What does the phrase “classroom management and discipline” mean to you?
6. Would you please describe the support non-traditionally certified teachers receive when it comes to dealing with challenging student behavior in their classroom?
7. How effective is this support in helping non-traditionally certified teachers find success in classroom management?
8. Describe a time when a classroom management strategy worked when it came to supporting one of these teachers.
9. Describe a time when a classroom management strategy did not work when it came to supporting one of these teachers.
10. When it comes to the terms “nurturance” and “control”, what associations do these words bring to mind when facilitating classroom management success for non-traditionally certified teachers?
11. What strategies would you recommend for helping non-traditionally certified teachers become better prepared for the challenges of classroom teaching?

12. Is there anything else you would like to add?

APPENDIX C



Oklahoma State University Institutional Review Board

Date: 08/10/2020
Application Number: IRB-20-355
Proposal Title: The Experiences of Non-Traditionally Certified Novice Teachers Learning to Manage Student Behavior in the Classroom: A Case Study

Principal Investigator: Matt Cook
Co-Investigator(s):
Faculty Adviser: Kathy Curry
Project Coordinator:
Research Assistant(s):

Processed as: Exempt
Exempt Category:

Status Recommended by Reviewer(s): Approved

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in 45CFR46.

This study meets criteria in the Revised Common Rule, as well as, one or more of the circumstances for which **continuing review is not required**. As Principal Investigator of this research, you will be required to submit a status report to the IRB triennially.

The final versions of any recruitment, consent and assent documents bearing the IRB approval stamp are available for download from IRBManager. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be approved by the IRB. Protocol modifications requiring approval may include changes to the title, PI, adviser, other research personnel, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any unanticipated and/or adverse events to the IRB Office promptly.
4. Notify the IRB office when your research project is complete or when you are no longer affiliated with Oklahoma State University.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact the IRB Office at 405-744-3377 or irb@okstate.edu.

Sincerely,
Oklahoma State University IRB

VITA

Matthew David Cook

Candidate for the Degree of

Doctor of Education

Dissertation: THE EXPERIENCES OF NON-TRADITIONALLY CERTIFIED NOVICE
TEACHERS LEARNING TO MANAGE STUDENT BEHAVIOR IN THE
CLASSROOM: A CASE STUDY

Major Field: School Administration

Biographical:

Education:

Completed the requirements for the Doctor of Education in School
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Experience:

Yukon Public Schools: January 2002-July 2022