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DOCUMENT ANALYSIS OF CLASSROOM MANAGEMENT TEXTS UTILIZED BY NOVICE TEACHERS

Ashley N. Christensen

DOCUMENT ANALYSIS OF CLASSROOM MANAGEMENT TEXTS UTILIZED

BY NOVICE TEACHERS

By

Ashley N. Christensen, Ed.D.

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Supervisory Committee:

Dr. Elliott Ostler

Dr. Amanda Steiner

University of Nebraska at Omaha

Abstract

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The purpose of this qualitative study was to analyze how textbooks inform and prepare teachers for handling behaviors and the management of the classroom. By reviewing 55 textbooks provided to the researcher by current midwestern K-12 classroom teachers and administrators, analysis was completed for pre-service and novice teacher stages. Textbooks were categorized by strategies focused in secondary, primary, proactive, reactive, and manifesting conflicts. While all the textbooks offer information that every teacher can benefit from understanding, after analysis, it was concluded that in the training and supporting of teachers, matching texts to specific outcomes is beneficial. Additionally, this type of document analysis uncovered the importance of common language and definitions, the need for further research in historical and cultural changes in classroom management, and the documentation of current responses to current student and faculty needs.

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"Education is the most powerful weapon you can use to change the world." - Nelson Mandela.

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Chapter 1

INTRODUCTION

"Some teachers, who once believed that all students could achieve, have lost faith in the face for the real difficulties in their students' lives and have come to blame the culture and characteristics of the child for the school's failure to effectively serve all of our students." (Howard, 1999, pg. 63) Teaching is a multidimensional, demanding profession that requires regular adaptability in the classroom. In the school buildings, students are changing, along with the shift in the generations and an ever-changing society. Pandemics, technology, lack of resources, budget cuts, and a never-ending list of societal changes. Kids are not immune to the stresses of the world. Outside influences are impacting the students in and outside of the classroom (Carrion, 2019). Children are being influenced younger and younger, through social media, internet, and television (Dahlgren, et al., 2021). Parents are working two or three jobs, with less time to spend at home with their kids. The cost of living continues to increase, causing added stressors to parents. The domino effect of the pressure so society leans heavy on parents, in turn influencing the children (Carrion, 2019 &Nowicki, 2022).

Students are under a great deal of pressure. Many high school students are working part-time jobs, managing classes, sports, and family life. Students at younger ages are helping support their families. More students are entering into foster care systems, probation, involved in drugs and alcohol. Outside influences are impacting the school system in a negative way (Fauth, et al., 2007 & Thompson & Mehari, 2017). Neighborhood schools are experiencing high numbers of truancy, increase in drug usage, fights and altercations at an all-time high in buildings, while dealing with a serious

teacher shortage and lack of resources (Fauth, et al., 2007; Thompson & Mehari, 2017; Smith, et al., 2020). Schools with low-income and free or reduced lunch buildings are continuing to struggle to fully staff their buildings, including coaches, security staff, and paraprofessionals (Fallon, et al, 2015). Kids are resilient, but the impact of these issues does not happen without consequences in the classroom.

In the classroom, lack of engagement is at an all-time high. Students are spending large amounts of time starting at cell phones and other electronic devices (Calderon-Garrido, 2022). Many hours in the day, students do not look up from their hands. With every re-direction comes a battle between students and teachers. Arguments, defiance, and aggression are common occurrences in public-school classrooms (Thompson & Mehari, 2017; Smith, et al., 2020). Teachers are being required to handle more and more in the classroom than ever before (Thompson & Mehari, 2017; Smith, et al., 2020).

Examples of this type of behavior illustrate the concerns. In a public school in an inner-city middle school, one student wanted to watch YouTube videos. The teacher advised the student this was not the time and took the computer. The student stood up, engaged in a very heated verbal argument, calling the teacher multiple names while using extremely foul language. During the altercation, the teacher requested security come and take that student to their administrator. For over ten minutes, the student continued to disrupt the learning environment, including taking other students' computers. The teacher attempted to de-escalate the situation, offering options and redirections. The student ignored the teacher and continued to run around the classroom. Security arrived and escorted the student to the administrative office.

Another incident in a public-school high school during class, a student came into a classroom that was not their assigned class. The student was asked to leave by that classroom teacher. The student proceeded to talk to their peers and refused to acknowledge the teacher. After multiple attempts, the teacher stepped into the student's view and asked the student to please leave. The student turned and continued to talk with their peers. The teacher asked one more time before calling for security, and the students continued to disrupt the learning environment by talking to their peers. The student was removed by security after five minutes.

Another incident, the student proceeded to tell the teacher they did not care what the teacher thought and started wandering around the room. The teacher requested that the students sit in their assigned seat and begin working on the homework and leave others alone. The students started throwing pens, staplers, books, and papers. The teacher called for security to have the student removed from the classroom.

Many such scenarios are common occurrences. Truancies and lack of engagement are only increasing. Students are defying expectations and rules blatantly. Teachers spend significant time arguing with students over cell phones, seating arrangements, work completion, staying in assigned areas, and following school rules, including the use of illegal substances on school property. Many students are outwardly defying requests by teachers, while becoming argumentative and aggressive. Within any 30-student classroom, 2 to 10 of the students are causing consistent interruptions to the other students (Smith, et al., 2020). Teachers are spending great lengths of time re-directing and behavior managing instead of teaching content (Smith, et al., 2020).

In preparing to become a teacher, classroom management and intervention of inappropriate behavior are part of the learning. This learning continues for in-service teachers through mentoring and professional development. To support teacher growth, textbooks are assigned or suggested as a source of expertise. Topics include how to handle the classroom, classroom management, behavior support, content-based engagement, and how to be prepared for the first few days of school.

Statement of the Problem

Students' disruptive behaviors make it significantly harder to teach in a general education classroom. Eliminating these behaviors leads to more academic progress and positive social interactions. New teachers and preservice teachers can be ill prepared to handle disruptions in the classroom and manage the classroom. Research to better understand how preservice and in-service educational leaders can increase preparedness for new teachers and their abilities to handle the classroom can improve the selection and creation of sources that support teacher growth. Quality materials can continue to support teachers' ability to change and adapt in the classroom emerge.

Purpose

The purpose of this study is to discover how teacher textbooks are aligned with improving the level of preparedness to handle the classroom and to support students who have behavior problems that inhibit their ability to function appropriately in the classroom. This study examined textbooks provided to pre-service and newly certified teachers to help prepare them to manage behaviors in classroom, and ways to continue to adapt in the classroom as students change. At the stage in the research, many pre-service

and newly certified teachers have taken a limited number of classes, an array of textbooks and completed limited coursework on classroom management.

Framework

The Principles of Andragogy Malcolm Knowles, known as the father of adult education, made 4 assumptions, regarding the characteristics of adult learners, using the terminology *andragogy*. These assumptions are based on the difference in characteristics of adult learners compared to children. These 4 principles of andragogy determined in 1980 were as follows:

1. Adults need to be involved in the planning and evaluation of their instruction
2. Experience (including mistakes) provides the basis for the learning activities
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life
4. Adult learning is problem-centered rather than content-oriented. (Knowles, 1980; Kearsley, 2010)

The principles of adult learners will be used to study the strengths of classroom management textbooks. Andragogy in delivery of classroom management content is assumed to be a positive connection to increased knowledge and skills in teachers.

Central Research Question

The following research question was utilized to better understand this relationship:

How does the content of classroom management textbooks help prepare novice teachers in classroom management and behavioral support techniques in the classroom?

Questions that support the research include:

1. What are the current <u>sources</u> that teachers have utilized to support their efficacy in managing their behaviors in the classroom?

2. Within the sources provided, what target audience are the <u>strategies</u> created to effect change?

3. Within the provided sources, what are some of the common tools provided?

4. With Knowles stages of learning, where do the texts provide the support?

5. Within Knowles 4 principles, where should the texts add information to provide support?

Approach

Pragmatic research draws upon the most sensible and practical methods available to answer a given research question. In this research, using document analysis, information was gathered from textbooks to understand how preservice teachers and newly certified teachers were trained to handle the classroom, specifically focusing on managing the classroom and behaviors. Bardach states that likely sources of information, data, and ideas come from two general types: documents and people (p.69, 2009). Documents in research are considered social scientific work and considerations. Documents are a form of field research, used as stable things in the world, and how they are consumed and used in organizational settings, play an important role in analysis and considerations on the relationship between production, consumption and the content (Prior, 2003, pg. 26) Using documents to gather facts, therefore consideration should be taken on the intent the document was created, the more serious the writer's intention the more dependable the document (Caulley, 1983, pg. 23). Using a constructivist approach,

textbooks will be evaluated and coded based on their content, knowledge on classroom management and behavior support.

Significance of the Study

Teaching is hard. An increase numbers of teachers leaving the profession is alarming and problematic. The statistics mentioned around teachers leaving the profession in the first five years are also alarming and worrisome. Every day, experienced teachers discuss the problems and struggles they are facing in the classroom. New teachers can experience all those concerns, plus the added stressors of being a new teacher, learning the ropes, finding the balance between what was taught in the classroom versus what works in practical applications.

Perhaps the findings of this study will help to determine whether teacher's education programs and onboarding programs have chosen appropriate supplemental texts to guide teachers through their pre-service experiences, novice years, and even further into their teaching careers. Examining textbooks for content to support teachers in their various stages of teaching and determining appropriate choices for beginning teachers.

This study has implications past learning how to prepare teachers for the management of their classroom and their first years. While each year it is becoming increasingly more important to have highly qualified and trained teachers, it is even more important to understand how to support and train those teachers. The implication of this study has the potential to shed light on how adults learn in a way that can potentially improve or build a teacher's efficacy. This study has the goal of enhancing and improving how teacher preparation programs select textbook companies and curriculum

is designed, induction programs are supported through textbooks, novice teachers are guided, and potentially how to improve the transitional period of training new teachers from pre-service teachers to novice teachers, specifically in the area of classroom management through appropriate training material.

Outline of the Study

A review of literature relevant to this topic is presented in Chapter 2. Chapter 3 describes the research design, methodology, and procedures that were used to gather and analyze data for the study. Chapter 4 is a comprehensive report of the findings and results from the study, including any data analysis, tables, and descriptive statistics. Chapter 5 provides the conclusion of the study, and a discussion of the findings present in the study.

Chapter 2

REVIEW OF LITERATURE

Historically, adult learning all started with early great teachers. Sages from ancient China, Hebrew prophets, and Greek philosophers were the foundation of formal teaching. These ancient experts were the teachers of adults, and this learning has a distinct set of assumptions different from the pedagogy of teaching children (Knowles, 1977). During these ancient times, learning was perceived as the process of enquiry in which the learned had the primary active role, where the teacher was the role of guide. Knowles argues that Socrates developed the idea that engaging the learning is through the process of dialogues is in fact the process of enquiry, starting at a young age. Knowles inquired about 12th century pedagogical systems that evolved the education system after Socrates' development (Knowles, 1977). Ancient models of schools were described early as pedagogy but shifted in the 12th Century to what is now called andragogy. Malcolm Sheppard Knowles, the American educator known for his use of the term andragogy, differentiated learning from children to adults (Knowles, 1988; Franco, 2019). Knowles argued that adults learn differently than children, where adults base their education on their need to know, self-concept, experiences, readiness to learn, orientation to learn, and motivation (Knowles, 1988). The basis behind this theory is that adults have lived more experiences and are more intrinsically motivated to learn about what is important to them (Franco, 2019). Teaching adults is different than teaching children. These two concepts intertwine in the teaching of teachers (adults) who are responsible for students (children).

Teacher Preparation Programs

Teacher education programs in the early 19th Century in the United States consisted of one classroom, with a short period of professional training, if any, through experienced teachers (Lefebvre & Thomas, 2020; Frazer, 2007). With the need for reform, education experts fought to provide opportunities for change and growth, leading to the universities and college institutions of higher education structuring preparation programs for teachers (Darling-Hammond, 2006; Fraser, 2007). In years leading up to 1980, four-year undergraduate programs were utilized to prepare young men and women to become teachers through teacher education programs (Lefebvre & Thomas, 2020). These programs made up 90 percent of the training teachers obtained.

In the last 20 years, with a great influx from 2005 to 2010, over 40 % of American teachers were trained and prepared to enter the classroom through alternative routes (Feistritzer et al., 2011). Lefebvre and Thomas (2020) argue that while universities and state licensure programs are diverse in their offerings, they cover the same foundational knowledge on pedagogy, content, and traditional state requirements through a wide range of forums. Teacher preparation programs aim to focus on the "neglected species" as Malcolm Knowles coined the term (1973). Theorists and practitioners are creating new ways for teacher education programs to educate soon to be teachers. Colleges, practitioners and adult educators are beginning to understand what characteristics are specific to adults. Andragogy was created and established to meet the physical and psychological climate for adults as learning, including training through respect, collaboration, supportiveness, openness and fun. Andragogy calls for educators

and teacher preparation programs to be read to plan and assess their own learning (Knowles, 1984; Booth & Schwartz, 2012).

Due to an increase in educational accountability across the nation, teacher education programs are highly competitive in trying to secure funding and grants to support and make education programs that much more successful. The United States Department of Education has been integral in creating and holding teacher preparation programs (TPP's) more accountable and organizing new requirements (United States Department of Education, 2021; Carinci, 2020 & Livers, et a., 2021). These requirements are facilitated through the Council for Accreditation of Educator Preparation. Teacher quality can be impacted through the skillfully selected standards. These standards can impact not only teacher quality but affect student success. TPP can impact quality teachers through needed teacher candidate sections, training of those candidates, and a combination of both (Carinci, 2020). Candidates' preparedness, or perceived preparedness', changes over time as they learn and gain experience through coursework, practicums, and hands on learning (Livers, et al., 2021). Teach for America states that university-based teacher education programs and alternative routes are challenging to define. University based teacher education programs are based off a four year or five-year undergraduate program in a college or university (Lefebvre & Thomas, 2020; Zeichner & Hutchinson, 2008). Teacher preparation programs (TPP) vary from university to university. In a typical program for a bachelor's degree in Education starts with picking a focus. Focuses include secondary education, elementary education, library services, and Early Childhood inclusive at two major universities as representatives across the United States.

A Bachelor's degree leads to the completion of potential endorsement, usually through one of the above focuses. Prospective teacher education program candidates apply to the university of their choice. Applicants interested in the educational field go through an application process in which certain requirements must be met. One of the many requirements is often a requirement of a cumulative grade point average (GPA) of with the lowest at 2.5 or higher, which is configured through the admissions process (University of Nebraska at Omaha, 2021; California State University, 2022; United States Department of Education, 2022).

California is offering 40 different integrated teacher education programs on 20 different campuses. Thirty of these are in the areas of mathematics, science, bilingual education, and special education with kindergarten through 12th grade endorsements (California State University, 2022; United States Department of Education, 2021). California's future teachers can begin their teacher preparations during their freshman year or college and continue through graduation. The integrated learning program includes clinical preparations and practice in the classroom with a skilled mentor. California requires 600 hours of clinical experience for teachers to be equipped to handle the classroom (California State University, 2022). California State University's (CSU) admissions requirements for their teacher education program includes a minimum of 2.75 grade point average in the last semester of completing college coursework, attend mandatory information sessions, pass the multiple subjects pre-requisite test, passing of background credentials, two recommendations forms, and an interview with a writing component (California State University, 2022)

Certification requirements in each state may vary, but licensure in Nebraska is based on the completion of a teacher education preparation program from an accredited four-year training institution (NDE Rule 51, 2020; United States Department of Education, 2021). Nebraska Department of Education and the National Council of the Accreditation of Teacher Education awards the teacher candidates of their endorsement certification after completion of all necessary programing and the passing of their state tests, in Nebraska known as the Praxis Core Academic Skills test, which assess basic skills of first-time teachers in Nebraska and a secondary requirement of a subject assessment in teacher candidate's endorsement area to be considered (NDE, 2020). During their programing, teacher candidates must meet the requirement of credit hours, in this case 120, with a minimum GPA of 2.75 in all required coursework (University of Nebraska at Omaha, 2021; United States Department of Education, 2021). California State University's education program requires 50 credit hours of foundational courses, three stages of preparation courses, pass the three required Multiple Subject California subtests, pass the basic skills requirement, and successful completion of coursework including Student Teaching clinical practice (California State University, 2021; United States Department of Education, 2021). The College of Education offers many different programing options, but basic requirements remain the same. After their required credit hours, candidates must meet the required classroom practicum and clinical experiences, including passing all necessary evaluations (University of Nebraska at Omaha, 2021; Carinci, 2020; California State University, 2022).

Adult learners learn differently, according to Malcolm Knowle's theory of Andragogy. With that, adults' learners have different aspects that come into play when

they are considered for alternative education programs. Adult learners are unique in their relationships with their work and their learning is based on their realities, experiences, perspectives, adult learning principles in the classrooms and the multiple roles they may hold (Booth & Schwartz, 2012; Knowles, 1984). Secondary options for obtaining a certification in education is through post baccalaureate education, usually through a master's program. Master's programs are designed for students who have already received an undergraduate degree in an area of concentration. This program is designed to support adults who seek an initial teacher certification through advanced studies in instructional practices that are informed through research and coursework (Lefebvre & Thomas, 2020). Alternative programs, although hard to define, include any fast-track programs or university-based programs taught for and by teacher educators and cater to postbaccalaureate and graduate students in Master of Arts in teaching (MAT) programs (Lefebvre & Thomas, 2020). Once admitted, candidates must meet the state department of education requirements for teacher certifications. The structural features of TPP's falls in two different categories, the completion of coursework and the experience provided in their field work (Carinci, 2020).

Some programs associated with a master's level education program are elementary and secondary Accelerated Certification for Teachers (ACT), Career Advancement and Development for Recruits and Experience Teachers (CADRE), and Teacher Academy Project (TAP) (University of Nebraska at Omaha, 2021; NDE, 2020). Elementary ACT programs require the completion 57 credits, must already hold a bachelor's degree, pass necessary PRAXIS I and II exams, enrolled full-time including practicum experiences, and accepted into the program University of Nebraska at Omaha,

2021: NDE, 2020). Secondary ACT program includes the completion of 42 credit hours, including endorsement work requirements that adds additional credit hours to the program, PRAXIS I and II passing scores, full-time enrollment with practicum experiences and entrance into the secondary college and teach learning concentration University of Nebraska at Omaha, 2021). One of the final programs offered is the TAP program, which prepares candidates in the initial education content coursework through a classroom setting, with the completion of a capstone project in their clinical practice. They must meet the 20 hours per week in their practicum experience, completion of 33 credit hours, and complete the PRAXIS I and II exams, participate in the MOEC school district, and fulltime enrollment with an internship experience (University of Nebraska at Omaha, 2021; United States Department of Education, 2021).

Columbia University has various differentiated programs based on specialties and educational goals. The teacher's college at the University of Columbia requires the completion of an online degree application, undergraduate transcripts with 2.75 GPA requirement, an application fee, two letters of recommendation, the passing of the SRE test and be eligible for completion of certification requirements (University of Columbia, 2021). This degree requires the completion of 32 credits which earns a professional certification to service student's 7th through 12th grade after the completion of appropriate clinical hours (University of Columbia, 2021; United States Department of Education, 2021).

Coursework in TPP's is developed and organized into seven categories. The seven categories that prospective teachers need for teaching success are: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge,

knowledge of learner characteristics, knowledge of education contexts, and knowledge of educational ends, purposes, and values (Carinci, 2020). These categories fall under three areas of requirement: pedagogy courses, subject matter courses, and foundational courses. TTP's are evidenced to have lack of preparation, absence of theoretical nature of classroom management in coursework (Kwow, et all., 2021). Many content-based courses requirements are taken outside the school of education programs but are required for a teacher education program. Teacher candidates enrolled in secondary education are required to take more content-based courses, like mathematics (Kleickmann, et al., 2013). The structure of Pre-Kindergarten to 6th grade instruction is common where university teacher programs deliver curriculum in stand-alone courses, connected to a content area. The curriculum is then pieced together in the student teaching part of the program (Boche, Bartels, & Wassilak, 2021). High school education courses, including content-based education courses are much more rigorous in the secondary education programs than in the middle and elementary programs (Carinci, 2020). High school teachers have shown greater increases in content knowledge over the course of TPP's due to their more rigorous and focused content area classes (Kleickmann, et al., 2013 & Carinci, 2020).

Clinical practice is the final step to teacher preparation programs, which includes a semester long experience in any metropolitan area school. This is considered a capstone experience, which set requirements that must be fulfilled, including evaluations made by professors and teacher mentors (University of Nebraska at Omaha, 2021; NDE, 2020). Student teaching is a culminating experience for teacher candidate, where they have teaching opportunities, observe master teachers, and build relationships with faculties (Brown, Lee & Collins, 2015). Student teaching and practicum experiences can vary in

lengths of time and hours required, but ultimately give insight and hands on practice of what teaching involves.

Experiences in student teaching and practicums can be the most critical aspects of teacher education programs, giving the opportunity to gain knowledge of working with children under the guidance and mentoring of an experienced teacher and develop their own understanding of teaching through lived experiences (Sumrall et al., 2017). Student teaching occurs near the end of a student's program and offers the opportunity to practice and apply what they have learned in the classroom to real world experience under the supervision of an experienced teacher (Sumrall, et al., 2017). Active learning allows teacher candidates to learn by doing (Livers, et al., 2021). This is a critical component in preparations for teachers, increasing their identity and growth (Askit, Niemi, & Nevgi, 2016).

Teacher Induction

Classroom teachers are expected to create learning environments that are culturally responsible towards individual students and their needs (Kwok, et al., 2021). These challenges are the beginning of the challenges that experienced, teachers where added challenges can increase these for novice teachers. Novice teachers, who are any one person who is teaching for the first time, with no consensus on what verifies how many years' experiences ends the novice stage (Farrell, 2012). Retaining teachers is gradually becoming an increased challenge, as well as the increased number of students that need educated every day (Lynch, et al., 2016). What is it that really makes novice teacher's first few years stressful? What are they learning before entering into this force?

Teacher preparedness can be greatly impacted by teacher candidates' sense of preparedness after completion of their coursework, practicums, and student teaching. These elements influence a teacher candidate's self-efficacy and a positive correlation with teachers' sense of preparedness and actual preparation (Livers, et al., 2021). Educating and creating high-quality teachers is central to the vision of providing a high-quality education to all students (Black, 2021). To do so, it is imperative to recruit and retain quality teachers. Beginning teachers enter the field vulnerable and impressionable in the culture and working conditions of this new context they are entering (Van Zandt Alen, 2014). The gap in preservice and in-service education falls on the fault of none, even the best preparation programs may exit graduates too soon, where putting more supports in place can assist in ensuring teachers remain in the professional long enough to develop the knowledge, skills, and practices that are needed to effectively provide opportunities for student learning (Van Zandt Alen, 2014).

To ensure access to highly qualified and effective teachers, one way is to stop the revolving door of teachers in and out of the classroom (Hodges, et al., 2020). Salary, working conditions, teacher preparation, and mentoring support are some of the items contributing to some new teacher's decisions on whether they will stay or leave the teaching profession (Kutsyuruba, et al., 2017). The revolving door is reaching a critical point, with 40-50% of beginning teachers leaving the profession within the first five years (Gillham & Williams, 2016). This phenomenon has led to the proliferation and revamping of the teacher induction and training programs. To support beginning teachers, many countries and universities have offered programs through the launching of induction programs (Jaspez, et al., 2021). Induction programs are a systematic process

specifically designed to orient newly recruited people to their work and support them

through ongoing professional development (Ohio Department of Education, 2011, p. 12

& Gillham & Williams, 2016).

One approach to stopping the revolving door is to intentionally and direction

serve teachers needs and understand the role of teacher induction programs (Hodges, et

al., 2020). The goal of improving the quality of teaching lies in identifying where the

current problems exist in the continuum of teacher learning. Being an older concept that

is still applied today, age old adages can continue to impact current changes. This can

lead to better policy and practice regarding teacher education programs and the obtaining

and retaining of high-quality teachers (Knowles, 1979). Institutions of higher education

rely on veteran teachers and schools to prepare newly inducted teachers and provide the

necessary support. The teacher induction programs serve as the bridge between the

university setting and the classroom, providing support through clinical application to

novice teachers. This idea supports the development of preservice teachers (Hodges., et

al, 2020). Induction programs provide a system of support that addresses the many

challenges that threaten the performance of teachers (Gillham & Williams, 2016). There

are three broad possible positions on the lack of effective teachers: supply/demand,

preparation, and retention.

Malcolm Knowles claims for educational training programs to work, executives

in the company need to treat adults differently as learners than children (1979). School

teaching is constructed and made for children; most adults learn through active

processing. Training should use experimental techniques, less transmittal techniques

(Knowles, 1979). Adults have much greater responsibility in owning up to what they

need as learning and creating their own learning strategies, unlike children. Adults benefit from individualized and self-directed learning, understanding that they will gain more from those directly supervising them, serving as consultants and understanding the role they play (Knowles, 1979).

Williams and Gilham state that mentoring is a huge aspect of teacher induction programing. This key component of programing supports new educators in reflecting on their progress and participating in self- assessment on the challenges that new teachers face (Gillham & Williams, 2016). Knowles uses andragogy as the proposed theory that teachers should be applied to the real world of teaching, through real experiences in a climate of trust, co-operation, and clarification of expectations (Haycock, 2009; Knowles, 1990; CIT 2005, p.7). Mentoring matches experience teachers with novice teachers to help understand and navigate, survive and thrive the beginning of their teaching career (Kutsyuruba, et al., 2017). Mentors can be used to help guide, collect, and reflect on the evidence of the practice of the new teacher (Ingersoll & Strong, 2011). Mentor teachers can help in refining new teacher's practice through reviewing their student learning, providing instructional planning, observing and setting professional goals that the new teacher can strive to achieve (Gillham & Williams, 2016; Womack-Wynee, et al., 2011). Mentoring has personal benefits as well, through building stronger confidence, reducing stress and increasing motivational learning for mentees (Kutsyuruba, et al., 2017). Mentors' role is to support, support in development, coaching, guidance, advocacy, counseling, help, protection, feedback, and information that is thought to be common knowledge, but requires increased explanations (Kutsyuruba, et al., 2017; Cook, 2012).

Most school districts start new teachers with some type of induction program. Most induction programs follow a set guideline that works to prepare teachers for their first years as educators. These guidelines can include district-assigned mentor, mandatory new teacher orientation to the district, and a yearlong induction program (Hodges, et al., 2020 & Jaspez, et al., 2021). This induction process included following district staff in orientation of protocols and structures, employee handbook review, organization charts for teachers of the evaluation procedures, attend professional learning on district frameworks, curriculum expectations, assessments, and available resources (Hodges, et al., 2020 & Jaspez, et al., 2021). Another key component to this induction, support process was the help in navigating the transition from "student" to professional. The induction process is ultimately to develop novice teachers in creating the tools and strategies necessary to meet the needs of their students and fulfill their self-efficacy, emotional resilience, and thrive to preserve in the profession (Hodges, et al., 2020).

Ohio's Department of Education used the Ohio Resident Education Program to focus on a few select challenges of teaching, including understanding district policies and school cultures, designing and delivering instruction, adapting to a variety of learning styles, motivation and assessing students, and communicating with students, parents and colleagues (Gillham & Williams, 2016, pg. 219). Features of teacher preparation programs quality cannot always be determined about the success of teachers, teacher retention, and TPP graduation rates. Other factors can include faculty, cooperating teachers, selection of candidates, peer effects, teacher candidates' backgrounds, teacher characteristics, and other factors not covered in this text (Carinci, 2020).

First Year

Preservice teachers are after those with the least amount of preparation for classroom management than any other pedagogical skill, while first year teachers are closely behind (Kwok, et al., 2021). Teaching in the first few years of the career can be taxing and intense on both a personal and professional level. Feelings of tension, dissatisfaction and insecurities affect the teacher's ability to teach (Jaspez, et al., 2021) Teacher's qualities and abilities are one of the most significant factors that contributes to student achievement and educational improvement (Kutsyuruba, et al., 2017) Teachers can find themselves disproportionately in stressful environments (Doran, 2020). One challenge can be that many new teachers are teaching in high-needs, high poverty rates schools who are struggling to meet the academic challenges of schooling (Doran, 2020). Another comes from expectations of school districts that can make teacher's feel uncomfortable trying to follow the scripted, and tightly structured curriculum guides, while trying to use their professional judgement to do it in a way that meets student's needs. With these challenges, another mentioned many times is their lack of self-efficacy and confidence in their abilities to lead in classroom management, as well as content (Doran, 2020). These experiences are based in the classroom, but outside of the classroom experiences could also cause significant challenges for novice teachers. New teachers have described that their programing shielded them from aspects of teaching that are challenging, like paperwork, dealing with parents and families, and not being exposed to some of the outside factors of teaching (Doran, 2020).

Teachers are arguably expected to do the impossible. Teachers are expected to maintain classroom routines and management, to plan critically engaging and effective lessons, understand their students' needs and challenges, while accommodating different

learning styles, disabilities while understanding the different components of curriculum and assessment (Gholam, 2018).

Student achievement can significantly worsen in the classroom for first year teachers before steadily rising as teachers gain experience (Goodwin, 2012). Teacher education program graduates' beliefs and practices in the field are impacted by their preservice programs and field work they completed. The impact of their experiences in their teacher preparation programs affects more than just their first-year teaching. The challenges that classroom life can aid in the choices that first year teacher candidates make in selecting their first teaching experience (Jones & Saye, 2018).

A long-repeated discussion of the gap between educational theory and classroom practice has not only been prevalent but discussed in many capacities. The idea that inquiry-based instruction that is supported and advocated by many universities in their TPP's, is not the practice that is being experienced by the classroom teachers, specifically in the newly certified teachers (Jones & Saye, 2018). McMahom et al. (2015) empathizes the crucial concerns of the tension and struggles between the research about teaching, accomplished through TPP, and the actual practice of teaching. Specific challenges that presented themselves in the first few years come from three causes: teachers finding their identity and role as a teacher, ability to responding to individual needs, and establishing a healthy environment and relationships with other teachers and students in their classroom management routine (Jaspez, et al., 2021). The learning curve is not only for students but teachers. Teachers struggle just as much as students to navigate their way through the first year. (Goodwin, 2012).

The first year of teaching focuses on the beginning of teachers navigating their own classroom for the first time without the support of a cooperating teacher, university supervisor, or peer support. These teachers are finding ways to construct, deconstruct and reconstruct their identities as teachers form their conceptions, classroom experience, and idealistic view of what teaching is like (Jones & Saye, 2018). The transition from preservice teacher to first year teacher can be called and characterized by transition shock (Chong, 2011). In this transitional phase, teachers feel more unsupported than ever (Jones & Saye, 2018). Teachers expressed that the most challenging part of the first year is the implementation and dissonance between their preservice beliefs and in services practices. Novice teachers often feel overwhelmed, ineffective, and unsupported (Goodwin, 2012). The clash between beliefs during preservice experiences and what reality looked like as a first-year teacher proved to instill guilt and overall problematic perceptions (Hawley, 2010). To effectively improve behavior and classroom management, subsequently improving academic abilities in the classroom, it is important to incorporate instruction on classroom management practices into pre-service and newly serviced teacher preparation programs (Flower, McKenna & Haring, 2017; Womack-Wynee, et al., 2011).

First Year-Impact on Classroom Management

Classroom and behavior management has been labeled as the biggest challenge that surfaces during the first-year teaching (Goodwin, 2012 & Mitchell & Arnold, 2004 & Beran, 2005). Classroom management is the facilitation of a classroom environment that is created to ensure academic learning, while simultaneously maintaining students' socio-emotional well-being (Kwok, et al., 2021; Crosby, et al., 2019; Evertson & Weinstein, 2006). When it comes to the classroom, highly effective teachers are often

skilled in teaching areas in pedagogy, classroom culture, and motivation, which takes time to feel prepared in (Pressley, Croyle, & Edgar, 2020) Teacher candidates and their sense of preparedness in classroom management is directly related to their sense of self-efficacy (Giallo & Little, 2003). School experiences and classes or units on classroom management help candidates feel more prepared and successful (O'Neill & Stephenson, 2012 & Giallo & Little, 2003).

Many teachers claim that they are unprepared for dealing with the significant behavior problems that are occurring in the classroom (Beran, 2005). Teachers that are in their first three years have stated that their behavior problems in their classroom are due to feeling ill prepared for the realities of the classroom, and ultimately dealing with unruly students (Mitchell & Arnold, 2004 & Goodwin, 2012). One challenging student can negatively impact the interactions with the rest of the class for many first-year teachers due to the lack of tools available for that teacher to utilize. Teacher candidates who feel confident in classroom management felt more successful in the classroom management aspect when given methods and support in this area (Livers, et al., 2021). Novice teachers argue that in the first year, they don't have the professional skills to deal with the greater or more extreme behaviors, therefore prompting them to get rid of all the research based instructional practices in favor of more mediocre teaching tools, such as lectures and textbook teaching (Goodwin, 2012, & Livers, et al., 2021). Teacher level not considered, a successful classroom management system begins the first day of school and is crucial for the potential success or failure of the school year (Bohn, et al., 2004 & Stronge, 2018).

Complexities that occur in the classroom environment and the diversity of events in the classroom can create a major challenge, for both first year and experienced teachers (Flower, McKenna, & Haring, 2017; Pressley, Croyle, & Edgar, 2020). Different levels of teacher focus on different classroom management issues, where novice teachers can be focused on students being off-task and disciplinary problems, while seasoned teachers are focused on the engagement level and learning process of students (Pressley, Croyle, & Edgar, 2020). A classroom full of students with the responsibility of managing and inspiring their learning while upholding a respectable classroom can be overwhelming and reach levels of complexity that many struggle to handle. Processing the experiences in the classroom changes a great deal with the level of experience the teacher has changes (Boshuizen, et al., 2020). Teachers perceive and interpret classroom events very differently depending on their awareness of the classroom situation and how they monitor the classroom in the first place. Research focuses on the common situations that occur but there is little on the effect that a teacher's awareness and ability to manage the classroom has on the handling of significant events (Boshuizen, et al., 2020). To better support new and pre-service teachers, to eliminate the issues with new teachers entering the classroom unprepared, it is imperative to understand what new teachers and teacher candidates know and process classroom management (Kwok, et al., 2021).

Classrooms are second homes to children. Children spend more time at school than they do in their own houses with their families. Effective classroom management relies on constant event awareness, monitoring, recognition of who needs attention, and knowledge on how to act and react (Boshuizen, et al., 2020). Teacher preparation in classroom management can be altered again, when given the cultural and racial divide

between teachers and students, and the perceptions of teachers in the misbehaviors and engagement of students (Sullivan, et al., 2014; Kwok, et al., 2021). Environment is critical in creating a learning suitable for all students to learn and reach their student's greatest potential. Educators that are insufficiently prepared with classroom management techniques contribute to greater discipline disparities with students. Those with proper strategies to implement structure and procedures in the classroom decreases the problematic behaviors. Lack of knowledge, skills, and self-efficacy to address problematic behaviors increases the exclusionary discipline addressing the behaviors, which unproportionate affects students of color (Cook, et al., 2018, pg. 136).

Students' behavior dictates the level of academic material covered in a school day (Flower, McKenna, & Haring, 2017). Having a strong relationship through interactions with their teachers, their responsiveness and tolerance with students who are socially and academically challenging (Williford, et all., 2017, pg. 1544). Small tokens of acknowledgement can increase proactive behaviors in the classroom. Educators equipped with the knowledge to address these behaviors benefit. Classroom techniques like greeting students, reinforce students frequently, establishing cues for behavioral expectations, engaging students with opportunities to respond, and voicing high expectations and beliefs in students can be proactive classroom management techniques (Cook, 2017). Knowles's theory of andragogy claims that new teachers learn through experiences, learning what they need to know, motivation to learn it, and readiness and orientation to their learning (1988). Novice teachers are embracing Knowles's theory through trial by fire, by learning as they go in their first year.

Chapter 3

METHODS

This pragmatic study explored how sources provided for novice classroom teachers develop the skills necessary to support students in the classroom that demonstrate disruptive behaviors. The following research question was utilized to better understand this relationship: how does the use of textbooks in teacher education programs and the onboarding process help prepare novice teachers in classroom management and behavioral support techniques in the classroom? This study explores different textbooks and their purpose in supporting teachers.

Role of the Researcher

Teaching has been one of the most rewarding experiences, but also one of the most challenging. I have struggled and struggled again to manage my classroom, be the best teacher I can be, and show my ever-growing list of students how much I care, while also creating the best learning environment I can. However, after trial and error, I've found many ways that work with students to help eliminate the behavior I am experiencing in the classroom. While far from a flawless plan, as the years progress in my teaching career, the behaviors continue to get worse and require more creative ways of engaging with students. Experience has been the greatest teacher. As I continue to work towards supporting and seeking new ways to support new teachers, I seek to find ways to create opportunities for new teachers to be prepared before they enter the classroom alone.

As these questions continue to float in my head, I sought to understand what needs were in place to support new teachers and preservice teachers? While researching, I

realized that I had my own preconceived notions and thoughts about how best to support these teachers. Because of my desire to obtain and retain the number of effective teachers and keep our new teachers in the profession, if possible, I have worked to remove myself from the research. While interviewing my participants, I recorded all responses verbatim and asked the same questions to all participants. Using the participants exact words and phrases, I presented the data in its purest form without filtering their thoughts to maintain fidelity.

My viewpoint is present and unable to be ignored. Being one of the many new teachers that struggled with classroom management and handling behaviors, my experience is one that can be a learning opportunity for others. My experiences have led me to this study, one I am passionate about and eager to solve. Through textbook analysis, I can examine recommendations, processes, and suggestions being taught and suggested for implementation for new teachers. Through the textbook analysis process, I can examine where, if any, the flaws in the education of new and novice teachers lies in the textbooks being given to teachers as training tools for the classroom.

Research Design

"Qualitative research is a situated activity that locates the observer in the world. Consist of set of interpretive, material practices that make the world visible." (Creswell & Poth, 2018, p.7). Exploring how novice teachers are advised and taught the skills and concepts of classroom management may help define how they view their roles and options. As the unit of analysis was textbooks written for pre-service and in-service teachers, the professional field of education, specifically andragogy, this led to a pragmatic approach (Savin-Badin & Major), Novice teachers were asked to recommend

classroom management texts used in university preparation and in-service programs. These texts were read for key words and concepts, leading to the development of themes.

Document Analysis

Qualitative data was collected through the discovery of themes among textbooks utilized by pre-service, induction, novice, and mastery teachers to support their needs in handling classroom management and behaviors (Patton, 2015). Literature on conducting document analysis for qualitative research is limited (Tight, 2019). Using qualitative means, document analysis focuses on how text is interpreted and constructed in the world, designed to explore latent meaning (Merriam & Tisdell, 2016). The textbooks were obtained through word of mouth through conversation with current teachers in a large high school, through written emails to former colleagues, and through written request on social media platforms of current or former teachers who obtained their teaching certificates. The textbooks were collected through carrier mail, in person meetings, and through online libraries.

Textbooks were selected based on teacher's understanding of the book based on the researchers request, summaries provided on the back of the textbooks, or based on the textbooks title, using key words like "classroom management" or "managing behaviors." Textbook titles that were closely or directly related to classroom management, behavior management, or teacher guides for beginning teachers were selected for analysis. Textbooks were determined credible based on their publication by respectable publishing companies and read for specifics. The textbooks were credible and authentic if they were reviewed, included appropriate citations, and included multiple editions of the textbooks. Many of the textbooks were utilized and marked by the district or college. When the

textbooks were requested, it was noted to the current teachers and administrators that the study was focused on textbooks used for educational purpose by districts and teacher preparation programs.

The researcher used thematic analysis on the text's on how teachers can build a strong classroom through the set-up of classroom management and managing behaviors techniques (Morgan, 2022). The researcher analyzed using the reflexive approach using patterns determined through interpretation of the text where the coding process leads to themes reflecting patterns of shared meaning (Braun, et al., 2019; Morgan, 2022). The researcher analyzed the text for themes specific to the preparation of teachers through Knowles 4 principles.

Figure A: references how the coding procedure occurred.
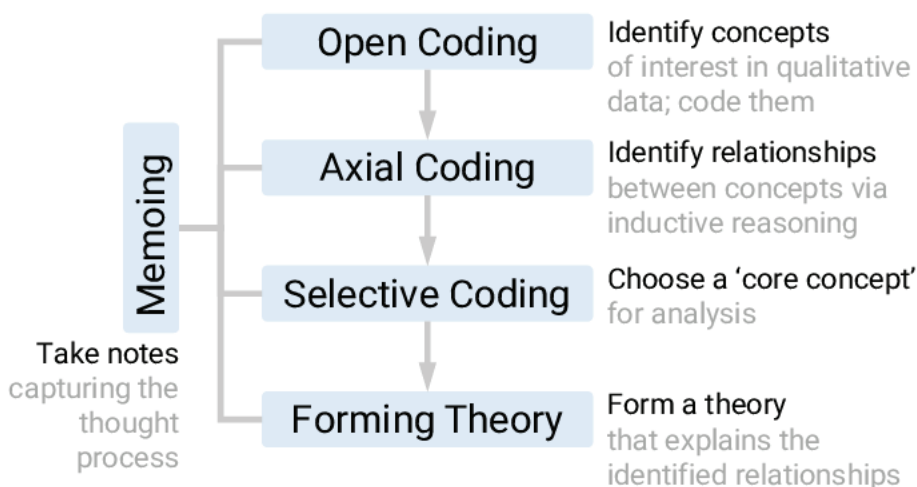
Figure A: Coding Framework (Creswell & Poth, 2018)

Coding was the final phase of analysis. This resulted from reading and memoing the text by describing, classifying, and interpreting the data (Creswell & Poth, 2018). Through the reading and analyzing of the text, a list of significant statements or words were the coding categories. This group of significant statements will be grouped into

broader units for information, called themes (Morgan, 2022; Creswell & Poth, 2018). The themes were identified through phrases and terms that were common among the textbooks. The themes were based on the subject which they were intended to support. The themes are the descriptions of ideas or suggestions for teachers to utilize or understand, to become successful in the classroom. The only exclusion to the textbooks selected were those made for leadership or no direct relation to handling students in the classroom. Finally, the writing of the composite description, created through the incorporation of textual and structural descriptions, shared the theory or series of propositions from the text (Creswell & Poth, 2018).

Summary

The purpose of this study is to examine the supporting texts given to teachers during their student teaching, induction, and novice teaching experiences to help prepare them for managing classrooms and behaviors. Analysis has implications for preparedness for teaching as a career after attending an education program, grounded theory the ideal methodology for this study to find a theory where there is not one document analysis allows for a more objective analysis of the field, without the biases or blind spots that novice teachers could embed in analysis based upon interview or focus group. Uncovering trends and developing a stronger understanding of how to effectively prepare students for their teaching career in the area of classroom management can support not only teachers, but the students who need the adult's expertise to be successful.

Chapter 4

RESULTS

In order to explore common themes and concepts, novice teachers were asked to recommend or send the texts they used to learn about classroom management and dealing with disruptive behavior. A total of 55 different texts were utilized as a part of the study to learn more about the documents used in the teacher preparation and onboarding phase of educator development. Each text was read, highlighted, and entered a database for common and unique facets. The following question was used to analyze the textbooks.

How does the content of classroom management textbooks help prepare novice teachers in classroom management and behavioral support techniques in the classroom?

Within this study, all 55 textbooks were acquired through the request of the researcher to local Metropolitan teachers, counselors, support staff, and current college students. The textbooks were analyzed by the researcher and categorized based on their overall focus of the text in the 4 themes identified in figure 1. Many of the texts were specifically identified in the title, while others were identified after analysis.

The four categories were identified by the researched due to content provided in the textbooks being analyzed. Content specific textbooks were identified as textbooks that provided instruction strategies on a specific type of content. For example, textbooks on literacy strategies or academic conversations fall under content specific texts. Two examples of these textbooks are *Thinking Like a Lawyer* by Colin Seale and *Visible Learning for Literacy* by Douglas Fisher, Nancy Frey, and John Hattie. The next category identified was classroom management specific. Many of the titles included the exact phrase "Classroom Management." Two examples of this are T*eacher-Tested Classroom*

Management Strategies by Blossom Nissman and *Conscious Classroom Management* by Rick Smith.

The third category identified were behavior management textbooks. Many of the titles identified the type of text as behavior specific strategies and recommendations but were still analyzed before categorized. Two examples of this are The *Behavior Code* by Jessica Minahan and Nancy Rappaport, and *Behavior Management* by John Wheeler and David Dean Richey. The final category was identified as textbooks that supported teachers in being an effective teacher, with strategies on classroom management, but also overall needs that have been identified to support teachers. Examples of these texts are The *First Days of School* by Harry Wong and Rosemary Wong and *The First-Year Teacher's Survival Guide* by Julia Thompson. The research categorized the textbooks after reading through, coding, and identifying themes within the text.

Textbook organization counts are organized by context in Figure 1. Figure 1 answers the following question:

What are the current <u>sources</u> that teachers have utilized to support their efficacy in managing their behaviors in the classroom?

Figure 1

TEXTBOOK TYPE	TOTAL NUMBER
CONTENT SPECIFIC	10
CLASSROOM MANAGEMENT	7
BEHAVIOR MANAGEMENT	16
EFFECTIVE TEACHER	23
TOTAL:	55

Figure 1: Categories of Textbooks Recommended by Novice Teachers

Once identified by categories, the textbooks were analyzed and coded to answer supporting questions. First, textbooks were analyzed for themes that support teachers in their efficacy of managing behaviors in the classroom. Themes were identified within the text and coded according to specific strategies and situations they support. Three strategy types were identified. First, proactive strategies were labeled as those strategies that will be utilized to prevent behaviors from occurring in the first place. Many examples were identified. One example is consistently teaching procedures through teaching and reteaching expectations (Smith, 2004; Wong & Wong, 2001; Haven, 2000; Perez 2006). "Most of the thinking and communicating we do involve language." (Greene, 2005) Another common strategy is building positive, meaningful relationships through positive interactions and conversations (Korb, 2012; Crone, et al., 2015; Davis, 2007; Cash, 2017; Howard, 1999) "Locate a resilient kid and you will also find a caring- or several-who has guided him" (Payne, 2013, pg. 101) Another proactive strategy that works with students is providing options and giving choices (Howard, 1999; Liesveld & Miller, 2005; Wong, 2009) A second strategy was identified as reactive strategies. Reactive strategies were identified as those behavior management techniques that happen or are utilized after the behavior occurred. One example of reactive strategies is honest, applicable feedback to the student (Fennell, et al., 2017; Smith, 2004; Habeeb, et al., 2008). Another reactive strategy is communication with parents to discuss the best ways to support their student (Perez, 2006; Daniels, et al., 2015)

The final category is crisis and conflict. "In a typical classroom of twenty, chances are good that one or two students are dealing with serious psychosocial stressors

related to poverty, domestic violence, abuse and neglect, or a psychiatric disorder"

(Minahan & Rappaport, 2012). These strategies are those that are utilized during the

height or peak of the behavior to reduce or eliminate the behavior. For example, creating

and utilizing a specific functional behavior plan (Crone., et al, 2015; Wheeler & Richey,

2019; Minahan & Rappaport, 2017; Jenning, 2019); Kazdin, 2013) Another example is

remaining calm, speaking in a calming demeanor (Greene, 2008; Jennings, 2019; Payne,

2013) "Because our state of mind and accompanying behavior are the most important

influence on our students, it is important that manage our feelings of stress so we do not

start counting the days until vacation the first day of school." (Curwin, et al., 2008).

  Within the textbooks, themes were identified as supports for new and experienced

teachers. These strategies were identified in the following categories: proactive strategies,

reactive strategies, crisis and conflict, and finally other additional support provided not

following under the previous three categories. Strategies that fell under the other category

were co-teaching strategies, mindset of teachers and students, instructional strategies for

reading, writing, and math, engagement strategies, and physiological explanations on

how the brain works in youth. Co-teaching strategies were specific to books based on that

specific topic, like *The Co-Teaching Book of Lists* by Katherine Perez. Engagement

strategies were common in many of the classroom management series, like using videos

to promote the lesson, using topics students are interested in, and finding applicable

meaning to the lessons for students (Holloman & Yates, 2010; Jensen, 2013) Many of the

textbooks had more than one strategy provided, therefore fell under multiple categories.

Figure 2 supports the following supportive question:

Within the sources provided, what target audience are the <u>strategies</u> created to effect change?

	GROUP	INDIVIDUAL	Primary	Secondary	Total
CONTENT	9	3	1	5	/10
CLASSROOM MANAGEMENT	7	**7**	1	1	/7
BEHAVIOR MANAGEMENT	13	14	9	7	/16
EFFECTIVE TEACHER	17	4	1	11	/23
	46	28	12	24	/55

Figure 2: Initial Themes of Recommended Textbooks

During the analysis of the textbooks, the researcher determined that strategies were specifically created to support different audiences. Strategies identified were suggested to support the following audiences: group strategies, individual strategies, primary school students and secondary students.

Primary students are considered students ages kindergarten to sixth grade. Primary strategies differ from secondary strategies in their level of rigor and level of ability. For example, sticker charts and extra recess or free time, displaying students work won't necessarily work in the high school or secondary setting, but could be beneficial in a primary classroom (Wong & Wong, 2009; Thompson, 2013) Secondary students were identified as middle and high school students, grades seven through twelfth. Secondary students would work towards honor roll, computer time, or to go for a walk around campus (Thompson, 2013). Secondary specific textbooks also could start with the title being portrayed as a secondary text, like *Discipline in the Secondary Classroom*, by

Randall Sprick. His methods push a great deal of intrinsic motivation, communication

with parents and outside agencies, appropriate and timely feedback, and social skills

instruction (Sprick, 2006).

Group strategies referred to more than 10 students or a classroom full of students.

A few group strategies that were common were walking around the room, being visible,

having clear expectations for the classroom, and building a strong sense of community in

the classroom for them to take ownership of their behaviors (Jackson, 2009; Kauffman, et

al., 2011; Jennings, 2019; Another is showing respect to the students. "Respect has a

powerful ripple effect on those around us, we give respect often get respect in return"

(Holloman & Yates, 2010, pg. 76). Individual strategies were identified as strategies

used for a specific student in the classroom or specific type of student. Examples of

individual strategies would be like a token reward system, one-on-one conferencing, or a

functional behavior plan for a student (Wong & Wong, 2001; Kazdin, 2013; Silver, 2010)

"Behaviors are identified and defined for reinforcement, and a medium of exchange is

selected." (Maag, 2004, pg. 239) As seen in the previous figure, many of the strategies

fell into multiple audiences and were analyzed accordingly, which results in the totals for

each category.

During the analysis and coding of the textbooks, multiple strategies were

identified repeatedly. These strategies were compiled based on their common occurrence

across textbooks. Strategies identified in this table were mentioned in more than five

textbooks analyzed to be placed in figure 3. The following supportive question was

analyzed to complete figure 3.

Figure 3 supports the following supportive question:

Within the sources provided, what Target audience are the strategies created to effect change?

Figure 3	Group Strategies	Individual Strategies	Primary Students	Secondary Students	Totals
Content Specific	9	2	5	9	/10
Classroom Management	6	5	5	4	/7
Behavior Management	6	16	13	11	/16
Effective Teacher	17	7	13	19	/23
Totals	38	30	36	43	/55

Figure 3: Strategy Types Evident in Recommended Textbooks

Within the provided sources, what are some of the common tools provided?

Figure 4 shows commonalities among the various textbooks. The strategies collected were ones that showed up more than five times throughout the coding and analyzing of the textbooks. Image 1 shows common words and phrases that were popular among the 55 textbooks.

Figure 4	GROUP	INDIVIDUAL	BOTH
PROACTIVE STRATEGIES	• Teaching procedure and routines • Set high expectations • Be prepared • Support, teach, encourage prosocial behavior • Stay active, be passionate. • Engagement strategies	• Engage with parents, families, and support system -sooner the better • Listen, don't talk. • Assume the best, communicate. • 2x10 positive connections	• Student-teacher relationships effect size is 0.72/1.00 • Some don't need to be repaired, but always do • PBIS behavior intervention plans
REACTIVE STRATEGIES	• Discipline should be seen and used as a form of instruction, with structure and choice • Offer alternatives (give sense of power back to student) • Legitimize behaviors that you cannot stop • "I think, I feel, I do"	• RTI-Response to intervention • Behavior contracts • Have students work through alternatives to physical aggression through appropriate choice and phrases of their choosing • Implement tier 3 support through safety plans, strategies, and individualized support for the student • Social Contracts/ask for them to come up with their own consequences	• Nurture a sense of ownership in students by involving them in the decision-making process. • Overlapping strategies
CRISIS	• Isolate student • Give short analysis of how each person can support student in crisis, then move quickly onto normal tasks	• Open communication, before, during, after • FBA-Function Behavioral Assessment • Learn de-escalation techniques	• Assess potential threating behaviors • De-escalation techniques, isolate student

		• Isolate student. get help, start de-escalation routine through childes desired method, take a significant time in recovery phase • Utilize building resources • Emotional coaching	

Figure 4: Common Strategies

Figure B

Figure B: Common Language

With Knowles stages of learning, where do the texts provide the most significant support?

During the analysis process, all 55 textbooks were analyzed based on Malcolm

Knowles' four principles. Each textbook was analyzed for its support in the different

stages of learning and where the textbook would be most effective based on the

researchers understanding of Malcolm Knowles' four principles. Figure 5 shows the relationship between Knowles's four principles and their analysis category for this study. The textbooks were analyzed and categorized into four categories: planning and evaluation, experience, relevance, and problem centered.

The content within the textbooks were used to place each textbook into one of the categories to determine where the textbook would be the most relevant and applicable based on the researcher's interpretation of the content. For example, if the textbook would benefit a college student wishing to become a teacher during their coursework, the textbook was identified in Knowles's first principle and labeled planning and evaluation. At this time, students are gathering the information and evaluating how they can utilize it in their future classroom. The second category under Knowles's second principle was labeled experience. This category was identified as the time in which they are still learning from the experiences they had during their college classes, practicum and student teaching experiences and using the information provided in the textbook, often titled with "first year" in the title. For example, *The First Days of School* by Harry and Rosemar Wong, or *The First-Year Teacher's Survival Guide* by Julia Thompson. These textbooks provide an overall how to start your teaching career in the classroom with outlining procedures, routines, lesson planning, behavior charts, parent contacts, and more.

Knowle's third principle was categorized by content and relevance. These are textbooks that you actively seek based on their content. For example, literacy strategies for engagement or working with students in poverty. These texts are those that are specific to one problem or "relevant" to what is happening in the teacher's career.

Examples would be *Culturally Responsive Teaching* by Yvette Jackson and Zaretta Hammon or *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* by Gary Howard. Knowles's final principle was categorized as problem centered. These are books that are for our mastery level teachers that are utilizing textbooks to support their learning further, through specific content they want to learn or even to support their own mental health. For example, *Mindfulness for Teachers* by Patricia Jennings or *The Peers Curriculum for School-Based Professionals* that help with students with Autism.

Figure 5	
Knowles 4 Principles	Analysis Category
1. Adults need to be involved in the planning and evaluation of their instruction (Knowles, 1980).	Planning and Evaluation
2. Experience (including mistakes) provides the basis for the learning activities (Knowles, 1980).	Experience
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life (Knowles, 1980; Knowles, 1988)	Relevance
4. Adult learning is problem-centered rather than content-oriented. (Knowles, 1980; Kearsley, 2010)	Problem Centered

Figure 5: Malcolm Knowles Analysis Categories

Figure 6 identifies where and how many of the textbooks are most appropriate for

the teachers at the different stages within based on Knowles's principles and the

categories assigned.

Figure 6

Knowles 4 Principles	Planning and Evaluation	Experience	Relevance	Problem Centered
Content	0	0	3	7
Classroom Management	2	3	1	2
Behavior Management	2	4	1	10
Effective Teacher	4	11	5	1
Totals	8	18	10	

Figure 6: Knowles Principles Categorized

Within Knowles 4 principles, where should the texts be used as a support?

After determining the most appropriate stage of learning in which teachers would benefit from the textbooks, they were further analyzed for appropriate timing. During a teacher's career, there are 4 junctures. The researcher has determined the following junctures as analysis points based on Knowles's principles. The first juncture is pre-service, where college students who are hoping to enter the field of education receive their training. For example, *Conscious Classroom Management* by Rick Smith is an example that walks through the different stages of teaching and how to handle them, like ideas on connecting with students, when it's time to ask for help, designing lessons, how to put rules in place, and more. This textbook not only gives ideas on how to get started, but where to start and implement them. Student teachers would benefit from this book more than first year teachers, because they have not experienced student teaching or practicums that have some of those pieces already in place.

The second juncture is induction. This stage is when teachers are newly hired for their first teaching experience and the necessary training before the start of the year. One textbook that would support this level of teacher is *Meeting the Needs of Diverse Learners* by Paula Rutherford. This text covers how to support learners that fall in the gifted and talented area, special education students, and any in between. The text gives ideas on how to write your lessons and supplementary content to keep all students engaged on task, but also being challenged academically (Rutherford, 2010).

The third juncture is novice. Novice teachers are identified as teachers within the first few years of their careers. The section focuses on teachers who have their feet on the

ground, working in the field for a bit and have found ways they have determined work for them. One textbook that supports information this level of teacher would benefit from is *Never Work Harder Than Your Students* by Robyn Jackson. This book focuses on teachers that are on their way to becoming master teachers. Thhis textbook focuses on the feedback and the quality over quantity method to teaching. This textbook's goal is to move the teacher from practitioner to master teacher through principles of reflection and progress on an action plan (Jackson, 2009).

The last and final juncture is master teacher. The master teacher is identified as those with years of experience in education, who have years of expertise under their belt in education and teaching. Master teachers are looking to engage their own brains and continue to learn how to push their students that much farther and engage them on an intellectual level versus just basic behavior management. For example, Culturally Responsive Teaching and the Brain, by Zaretta Hammond, which teaches about things like microaggressions, verbal and nonverbal cues, self-reflection, and identifying triggers which will benefit master teachers, considering they have mastered the classroom management and behaviors, now working to train and teach others (Hammond, 2015). The more advanced information they gather will push them to be better supported as master teachers. The final table of results represents when the textbooks were determined by the researcher would be appropriate tools to support the educator in classroom management and behavior management. The following supportive question was addressed in figure 7: ***Within Knowles 4 principles, what level should the texts add information to provide support?***

FIGURE 7 TIMING	PRE-SERVICE	INDUCTION	NOVICE	MASTER
CONTENT		2	3	9
CLASSROOM MANAGEMENT	3	5	1	1
BEHAVIOR MANAGEMENT	3	3	2	6
EFFECTIVE TEACHER	4	9	6	3
TOTAL	10	19	12	19

Figure 7: Experience Level support through Recommended Textbooks

Different junctures in teacher's career's provide different needs. With the constant shift in students through the generations, teachers are needing different support in the classroom. What worked many years ago does not always apply to what is happening now. Professional development and being a lifelong learner are essential to being able to handle the classroom environment. Different textbooks, including the 55 analyzed for this study, can support teachers based on their junctures and their needs. Knowles understanding of adult learners was used to determine their effectiveness at different stages in teacher's careers. Many of the textbook's that were analyzed have been provided to teachers as professional development tools or sought out due to problems occurring in the classroom. The researcher looked at each textbook to determine where in the junctures the textbook would be the most applicable in supporting the teacher in classroom and behavior management.

Chapter 5

CONCLUSIONS AND DISCUSSION

The purpose of this study is to analyze how textbooks are informing and preparing teachers for handling behaviors and the management of the classroom. Each textbook was written for specific reasons, some more broad and overarching than others. All the textbooks offer information that every teacher can benefit from understanding. After analysis, it was concluded by the researcher that each textbook had its place in the training and supporting of teachers, from pre-service to master. After coding and identifying the themes in the textbooks, there were a few takeaways from the textbooks that the researcher feels are important to note.

Conclusions

Textbooks are essential for sharing strategies and information from experts to researchers and students. Support claims that maintaining teaching with textbooks can be a powerful pedagogical and andragogical tool (Mili & Winch, 2019) When the researcher was analyzing the textbooks, there were a few notable similarities and differences based on the four categories.

Content specific textbooks have a few important identifying points. They are based on one specific content but cover a wide range of strategies and purposes. Most content specific books are aimed towards large groups and primarily focus on secondary students. These strategies focus on engagement and critical thinking skills, setting higher expectations for students and overall aimed towards engagement versus classroom management. It is important to activate students as owners of their own learning (Fennell, et al., 2017) For example, *Visible Learning for Literacy* by Douglas Fisher, Nancy Farey,

and John Hattie, state in the title that it helps students to accelerate their learning in literacy.

This text discusses what to do when the impact isn't being noticed or responded to. Insufficient progress means new strategies, new techniques to keep the classroom engaged and on task. Of the textbooks that were specifically content based spent significant time stressing that improving engagement improves overall classroom performance and structure. Increasing rigor and engagement provides less opportunities for disruption and misbehavior. "Content, procedures, and behavior are the functional trinity of the classroom, and students want to learn them all." (Smith, 2004, p. 18). Content specific books tend to be for teachers who are already well into their career and need new ways to engage with their students and sell their content to the students. The idea that if students are interested in what they are learning, there are fewer behavioral problems in a classroom, therefore content specific books cover strategies and tools for engagement and increasing academic rigor are evident. "One of the hallmarks of successful teaching appears to be keeping all students mentally engage in productive activities throughout the entire lesson, rather than waiting for something to happen" (Billmeyer & Garmston, 2006, p. 1).

Classroom management specific books often have the term "classroom management" in the title. When the researcher was analyzing the textbooks, many of the textbooks were a mix of stories, experiences, passion for teaching, and a series of "how to's in everyone. Almost all of the textbooks included stories of how the strategies being offered were applicable. Many justifications for strategies were from the experience of the textbook writers. Classroom managements books cover a lot of "tips and tricks" for

primary teachers to utilize in the classroom, along with the stories of how the tricks of the trade were applied. As the textbooks shift towards secondary students, the tips and tricks discussed how to structure the classroom, how to get buy in from students and less about the structure of procedures in the classroom. Classroom management textbooks are significantly more likely to talk about the class, and less about individual students, while behavior management books are categorized more so for individual problematic students.

Behavior management specific textbooks are arguably more specific regarding the population it is referring to. Of the behavior management textbooks analyzed, almost all of them talk about the behavior of a student individually. The textbooks cover the psychological information behind behaviors, how to identify the ABCs of behaviors (antecedent, behavior, and consequence) and the paperwork behind the students' behaviors. Behavior management books discussed many of the school wide behavioral approaches like Positive Behavioral Interventions and Supports (PBIS) and Multi-tiered Systems of Supports for Behaviors (MTSS-B) (Wheeler & Richey, 2017; Cash, 2016). These textbooks talk about the three levels of behaviors, level 1 being school wide, level 2 classroom specific, and level 3 tertiary, which is intended for students with pervasive behavioral challenges (Wheeler & Richey, 2017) In behavioral management textbooks, more of the strategies provided are reactive to the behavior already occurring, where classroom management books spend a significant time being proactive to avoid having the behaviors from occurring in the first place to be an effective teacher (Hannigan & Hannigan, 2017; Wheeler & Richey, 2019). Classroom management and effective teaching coincide to create lessons that the students will be engaged in. Effective teacher textbooks cover more than just the behaviors of class as a whole and individual students.

Effective teacher textbooks were interpreted by the researcher as mindset, preparedness books. These textbooks predominantly covered how to be prepared for the first few days or weeks of school, how to set up classrooms, content, lesson planning, and classroom management. They looked at an overall view of teaching and how to be prepared to handle all aspects of the classroom. This was the "first day of school" preparation books, the checklists and almost completely preemptive. Many of their titles even include words like "first day" or beginning the year off correctly. Effective teacher books had the highest indicators in proactive strategies, groups and individual students, and primary and secondary students. Effective teacher books have a wider range of topics that they cover in one book. However, the textbooks that were classified as effective teacher books were written in a teacher centered voice. These textbooks examined and explained what teachers can do to affect the student versus what the system can put into place to affect the student's behaviors. The most significant take away from the effective teacher textbooks was the explanation of the teacher's mindset as one of the biggest factors on how the students will respond, accept, and react to the procedures and teaching that is put in place.

While each category of textbook has unique information and styles of information, they all have a few things in common. All 55 of the textbooks that were analyzed had some form of behavior component, even the content specific textbooks. Teaching is about molding and shaping children through behavior management, even if the behavior is positive. Every textbook discusses how to change the style of teaching to alter and affect the way the student responds and participates in the classroom. Secondly, emotions play a huge role in teaching and learning, for students and teachers. All the

textbooks discuss the need for the teacher to understand their own emotions and use their knowledge of their own emotions to alter their teaching to affect the students. The emotional regulation and mindset of the teacher is one of the leading impacts on how to manage the classroom, which is noted in all 55 textbooks. Another significant take away from textbooks is that giving students choices and communicating solves most of the problems teachers will experience in the classroom. Every textbook highlights the importance of choice and communication. Finally, very few, if any, of the 55 textbooks cover significant behaviors and the de-escalation process for crisis situations. Many of the behavior textbooks can help you identify the behaviors and filling out appropriate paperwork, but very few cover the steps needed to de-escalate more severe behavioral problems or when major disruptions happen, how to handle resituating the classroom.

Discussion

Textbooks have a lot of great ideas on how to manage the classroom. They give tips and tricks, even in content specific textbooks. Textbooks are a baseline of data that teachers can implement in their classrooms to make sure that their classroom management is in place. Textbooks can also be helpful through teacher's careers, as new technology emerges, generations of students continue to change and adapt to their environments, and as behaviors continue to increase in the classroom. Nissman shared in his textbook on *Teacher-Tested Classroom Management Strategies* that "the educational process needs to show sensitive to the environment of the time in which we live" (2009). Teacher shortages are putting more and more students in one class, teachers need more resources at their disposal. Students continue to come with more baggage into the classroom, even with the recent pandemic. Minahan and Rappaport argue that "in a

typical classroom of twenty, chances are good that one or two students are dealing with serious psychosocial stressors related to poverty, domestic violence, abuse and neglect, or a psychiatric disorder" (2012). This is only going to continue to grow with the aftermath of the pandemic, increase classroom sizes, less teachers, and more trauma evident in the classroom.

Textbooks are a necessity in college education, professional development, and overall knowledge for teachers to utilize (Wolfe, 2004). Choosing an effective textbook increased the success of the student and supports the objective of the course (Wolfe, 2004). After analysis, it is recommended that every textbook used has a component of classroom management or behavior management involved. Many of the textbooks analyzed for this study had strategies for engagement, how to implement lessons and tools in the classroom with fidelity for success (Wong & Wong, 2018; Rutherford, 2010); Whitaker, 2012; Seal, 2020). In content specific subject areas and other educational courses, it is recommended that a supplementary classroom management book be provided with the content specific book. While content specific books have great knowledge in them on how to implement a specific lesson, tool, or support for content, it is imperative that the classroom is managed for that lesson to be successful (Holloman & Yates, 2010; Smith 2004; Jackson, 2009).

If, during the four or so years, teacher candidates are exposed to two to three textbooks per class, the exposure to strategies would be extremely beneficial. After analysis, the research learned more strategies than one can put in this document. Exposure to strategies can only benefit the teacher candidates. As the teacher candidates go through the process, it is also recommended for the teacher candidates to try and

implement strategies that they learn during their practicum and student teaching experiences. When they implement those strategies and what they learn, writing down and reflecting what went well and what did not go well would be another thing that would benefit the teacher candidates. After reviewing the textbooks, teacher candidates should always reflect and determine what the textbook is asking and whether they implemented it with fidelity. If it was implemented, with fidelity and it still didn't work, other options from that textbook could be more beneficial. Classroom management textbooks have pages to pages of strategies and ideas on how to support the classroom, specifically the components of classroom management books that tell the stories of how the strategy came into play.

Writing Textbooks

Textbooks are excellent sources of information for new teachers, current teachers, and master teachers. Many of the textbooks that were analyzed for this study were five to twenty-five years old. While the textbooks were still applicable, children changed, but only to a certain extent, it is important for colleges to continue to look for new resources for teachers. In the last 5 years, the importance of engaging in social emotional learning, dealing with trauma, lack of teachers in districts, and dealing with a pandemic are a few of the main issues that we are seeing. If textbooks are not addressing some of these needs in the classroom management books, how are new teachers going to know how to implement strategies that support these issues? While textbooks are not the only source of information, articles and podcasts, and other new technology is at our fingertips, having information all in one textbook is always ideal. As the years continue, it is imperative to

support the writing of new textbooks that support the classroom in multiple pathways, while also finding solutions to some of our recent issues.

As the newest issues continue to grow and be prevalent, the need for common language to be imbedded in the textbooks. One major takeaway and recommendation from this dissertation study is the wide range of vocabulary used in all textbooks. Teaching has acronyms on acronyms, vocabulary that only teachers understand, and a wide range of ideas that can be confusing if not explained in vocabulary that all teachers should know. One textbook that was unavailable was a teacher dictionary. Most of the textbooks had many of the same vernacular but did not always use them the same way. What "consequences" are in one textbook, could be used completely differently in another. Common language is important for new teachers, to truly understand what they are learning in the textbook and what they should be doing in the classroom. Standardized educational terminology could help with creating and teaching educators, specifically in various interventions and effective practices in the classroom. Literature has noted the lack of specific definitions or concepts in education in one place (Van Hoof & Miller, 2014; Holloman & Yates, 2010). Classroom management can include discipline and behavior management that could require administrative support. If the teacher is unsure how to understand the behaviors happening, for example finding the antecedent of a behavior, they might struggle to apply the strategies in the classroom if they cannot identify the cause. The importance of understanding the vocabulary to then apply the strategies is imperative. Within the 55 textbooks, common language and phrases that were apparent in all of the texts are listed below in figure 8. Figure 8 is a list of the words that are repeated over 5 times in the texts that were highlighted to indicate a

pattern and categorized. Figure 8 is list of the common phrases through the 55 analyzed

textbooks.

Figure 8

❖ Building relationships
❖ RTI-Response to intervention
❖ PBIS- Positive behavioral interventions and supports
❖ MTSS-B – Multi-tiered systems of support for behaviors
❖ Strategies
❖ Proactive
❖ Procedures and routines
❖ Consistency
❖ Consequences
❖ Collaboration/communication
❖ Discipline
❖ Structure
❖ Culture
❖ Instruction
❖ Community
❖ Learners
❖ Behavior Expectation
❖ Antecedent
❖ Emotional
❖ Student needs
❖ Engagement
❖ Boundaries
❖ Compassion/passion
❖ Resilience
❖ Mindfulness
❖ Problem solving
❖ Antecedent, behavior, consequences

Figure 8: Common Language within Textbooks

Another significant example of common language or commonalities but

referencing different interventions would be the commonalities in multi-tiered systems of

supports for behaviors (MTSS-B) and Positive Behavioral intervention Supports (PBIS),

which can also directly relate to Response to Intervention for Social Behavior. All are

concepts utilizing frameworks to implement positive behavior in K-12 schools to address

academic and behavioral supports for all students (Ziomek-Daigle, et a., 2016). Having a

common vocabulary will streamline and assist in a better understanding of the

information being provided in the textbooks, specifically related to classroom

management, content specific strategies for engagement, and content in general. The

more information that is cross curricular, the more applicable and reliable it will be.

Vocabulary is only one tool to consider when writing textbooks, another comes in

experience.

Many textbooks for classroom management come with storytelling and examples

of how the strategies and suggestions can be applied or have been applied to show

success. This part of classroom management textbooks is key to the success of them. In

this study, it was very clear that experience is the best teacher. The textbooks were

written from experience, which makes them an effective tool for the new teachers

learning. As textbooks continue to be produced, it is important to that the author's

personality and experience are evident in the textbook. This is important because

strategies that work for some teachers may not work for others based on their personality

and how they interpret what they are reading. The more information gained about the

author or the situation in which the strategy was created, the newer teachers or teachers

who are struggling can apply what they are learning to their own situation.

Experience can only improve and add to the wealth of knowledge that teachers

need to be successful in the classroom. Even bad experiences teach something. With that,

as textbooks continue to be created, the mores perspectives and experiences that can be

applied to textbooks, the more value it adds. Textbooks are deficient in more recent

struggles, therefore the more that new teachers and master teachers are willing to share and document, the better off education is. Many of the textbooks supplied to the researcher were by authors that are popular and well known for their work. They are experts in the field and have a vast knowledge base. However, textbooks are missing the millions of teachers that are master teachers currently, with ideas that venture outside the norm.

The textbooks for this study shared a great deal of similar ideas, which shows that they have merit. However, children are changing and adapting. Teachers are leaving the classrooms. There is a void in how teachers are handling students. Textbooks are outdated, and recent events in history and the times are lacking in our textbooks. The current push for social and emotional learning is a great start, however there are only so many textbooks that are current social and emotional learning (SEL) practices and how that applies to every classroom. New teachers are being bombarded with information, textbooks need to show how these new trends and ideas can be applicable in all classrooms from teachers who are putting them in place now. Taking the articles, periodicals, teach magazines, and experiences of those within current teacher's districts and compiling them into a textbook that can be used for the next few years in teacher education programs can only strengthen teacher education programs. With these new textbooks, teacher education programs would benefit greatly from the students reflecting on what they are learning from their textbooks and writing down what is working for them and how. Textbooks for training new teachers have many roles.

Textbooks for training**.** Textbooks are a baseline of information given in teacher education programs, to new teachers in districts that are on boarding, and utilized for

professional development of teachers who are considered master teachers. Textbooks guide and are used as a framework for teachers to learn new things in their profession. Teaching is predominately the career field that continues to utilize textbooks, even after their education programing. For example, construction workers rarely refer to something they learn in college through textbooks, while teachers are actively seeking new written material to support their jobs. Therefore, textbooks need to be relevant to what the reader is experiencing.

Effective teacher textbooks are strong support for teachers who are just beginning their experiences as teachers, whether that be during their student teaching or practicum experience or as a true novice teacher. Principals and school districts would find great value in providing each begging teacher with what was labeled an effective teacher book for this study. These textbooks are great resources for beginning their career's because they provide lists and what you don't know you don't know ideas for starting the school year. Effective teacher textbooks cover everything from setting procedures and routines to lesson planning, and all the way to how to make parent contacts and bulletin board suggestions. These are great resources to begin a school year, but struggle with more in-depth suggestions, especially with classroom management. When writing textbooks, these effective teacher handbooks come from experienced teachers who want to prepare the next new teacher with information they don't know that they don't know.

Teachers are naturally learners, and most of the time lifelong learners as a personality trait. Many teachers learn by experience, both in what they read and how they apply what they read. As a training tool, textbooks have a wealth of knowledge that can be applied, but what is it that is missing? Reflection. Textbooks provide information,

experiences, and thoughts of the author to try and support the person reading. However, with many textbooks, the idea that the exact way something is written works for all teachers is lacking. Textbooks would do a great service to the reader if they provided opportunities for reflection in their work, if for no other reason than to remind the reader to think on how the tool or strategy being recommended could be applied to the person reading. If textbooks were to add sections on say a proactive strategy on reward charts, they give the idea on how to implement it in a classroom for elementary, but do not give the options for high school and secondary, how will the teacher know that maybe in an older classroom this isn't applicable? If the reflection was written into the text, when the reader is starting their first year or new school year and applies the strategy, learns it works best with "this" type of student, the reflection and understanding of the tools and strategies provided is already done. In addition, as the years progress and the new teacher becomes a master teacher, they have written evidence to provide and mentor the next group of new teachers. Reflection brings about deeper understanding of what they are experiencing, which in turn can lead to more strategies, more support, and more teachers with great classroom management that leads to more student's learning.

Recommendations for Texts

Through this study, many categories of textbooks were identified and analyzed. Behavior specific textbooks were plentiful and analyzed for the sake of understanding how to best support new teachers in the classroom with managing behaviors and classroom management. In all the textbooks, there were some types of proactive and reactive strategies in how to manage students in a way that produces the most amount of student learning. Student learning is the goal for all teachers and having those strategies

to ensure student learning is ideal. One specific area the research struggled to find solid information on was de-escalation and behavior supports for extreme behaviors. In many of the behavioral management books, the information provided was how to identify the behaviors, what antecedents, behaviors, and consequences looked like or how to fill out necessary forms to address the behaviors, but very little information was provided on how to apply those techniques in the classroom.

As the research for this study, many of the techniques and experiences in the classroom were from mentors and trained professionals, but it was difficult to find textbooks that walked through the process of hanging those extreme behaviors or any testimonials and experiences from authors of textbooks. Extreme behaviors are becoming more prevalent and the more resources and textbooks available to provide teachers with those experiences would be beneficial. The more information that can be documented and written for teachers, the more beneficial and important role that textbooks can play in the education and training of future, new, and master teachers.

Application to Adult Learners

According to Knowles and his four principles of adult learning, adults want to learn what is applicable to them. Ideally, teachers will find out during the experience that something is going the way they hope, so they will seek out the textbooks and resources that are applicable to what they are lacking or struggling in. Unfortunately for new teachers, even as adults, they do not know what they do not know. The effective teacher category textbooks are ideal for this population because it gives them a starting baseline of information that they will need to feel semi-prepared for what is to come with teaching. As teachers progress through their careers, situations occur that they are unsure

how to handle. The joy of teaching is that every day is different, every class is different, and there is always room for improvement. Children are adapting to the world and what is happening in the world, therefore teachers also need to adapt. To adapt, teachers continue to seek out textbooks, articles, podcasts, videos, and peers to bounce ideas and learn new ways to work with students and manage the classroom. Textbooks fit into this mold because adults actively seek the knowledge, they are lacking that applies to their interest or need. Textbooks on smaller topics, with extensive knowledge, could be beneficial to training of teachers, especially with the increase in teacher education programs for adults who are pursuing their second careers as teachers after experiencing a different degree and career first.

Recommendations for Further Study

This study was based on 55 textbooks through word of mouth. The textbooks were utilized by current and previous educators during their education program and onboarding process. Textbooks were requested through colleagues, former colleagues, former peers, and friends to provide textbooks they had utilized in their own experiences for analysis that they felt were impactful or useful to them. Many textbooks were provided, and 55 textbooks were selected and analyzed for the purpose of this dissertation. This study was limited to the textbooks provided and cannot speak to all textbooks created on the subject. During the study, all information was concluded from analyzing and coding the texts that was sought for this study, based on classroom management and behavior management in the classroom and the best way to support new teachers in this topic.

Textbooks are selected through public schools, college professors, and selected to match the purpose of the lessons they are giving to those reading them. Some teachers seek textbooks to help with specific problems in the classroom, others are given by districts or colleagues to further their knowledge on the topics that they want to learn about. One thing that should be recommended is that the titles match the content in which they are sharing. During the analysis of this study, the book was structured as a novel, named to be catchy, but less informative, and information that was shared did not match the cover or the textbook or the overarching message that the title was relaying. Making sure to be deliberate with the writing will be more beneficial, specifically to inform the readers.

To further the knowledge around textbooks, it would benefit greatly to utilize textbooks within the college and have students utilize the strategies given in the textbooks, then reflect on who or what the strategies either worked best with or did not work for. If you took a few significant size classes and did textbook studies on the strategies provided and used preservice and novice teachers to implement those strategies, with fidelity, then report their findings, it would be interesting to see what strategies would work in what types of classrooms. Textbooks have merit, the knowledge in them has been tried and tested many times, and with the changes in students, the more that is learned about what strategies work best for which types of populations or which books hold the most effective strategies, the more new and current teachers are prepared for the classroom.

Lastly, one final recommendation for future use of textbooks would be to pair a newer textbook with an older textbook to determine the growth and changes of the

strategies provided. Classroom management and behavior management is changing as society or children change, but some strategies are still working, even if they are older. Within the textbooks, finding books that are older to compare to newer textbooks will only bring a greater understanding of how things change and adapt, and if in a future study there is an understanding of that adaptation, then textbooks can start to predict future needs, and start finding earlier solutions to behavioral problems and the training of new teachers can only improve.

As more and more textbooks are created and developed, it would be beneficial to take pre-service and new teachers to journal and write their experiences in the classroom, what works for them, what does not, even things that are not currently in textbooks, would benefit the next generation of teachers. Using programs to allow newer teachers to reflect on what teachers are experiencing in the classroom with what strategies are working to deter negative behaviors or prevent them all together. It would be recommended for new preservice and novice teachers to continue to communicate and share strategies. Knowledge is power, the more information collected, the more collaboration among teachers, and the more strategies we can accumulate, the more support for healthy, strong, and thriving students will be present in the classroom.

Summary

This study examined the use of textbooks in teacher education programs and onboarding process to help prepare novice teachers in classroom management and behavior supports in the classroom. Through word of mouth, 55 textbooks were provided for analysis. Supporting questions were utilized to determine the important aspects of textbooks in relation to what new teachers needed to know. All aspects of research were

examined in the textbooks and analyzed, where the researcher investigated adult learners and the use of textbooks in the training of those learners. Through the analysis of the textbooks, categories were created based on the different phases of teaching, adult learning, and the tie to classroom management and behavioral management in the classroom. The need for textbooks will always be there, therefore the more information and the more textbooks that can be created and utilized, the more prepared teachers can be to manage the classroom.

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