



Classroom Management in Kentucky

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Abstract

Classroom management is a skill many incoming teachers struggle to balance while teaching. Good classroom management aids in establishing a learning environment that encourages both social and academic learning. The case studies recorded examine the classroom management methods of a select group of educators. These subjects described their methods of classroom management, whether self-made or research-based, through a series of interview questions. The interview questions establish an understanding of current practice of classroom management regarding rules, procedures, positive relationships, and classroom arrangement. In evaluating different variations of classroom management, the effectiveness, and advantages and disadvantages of different classroom management methods can be determined.

Method

Data was collected from four different elementary teachers through a variety of interview questions regarding classroom management.

- Subject A is a 1st grade teacher at a K-5 elementary school.
- Subject B is a K-5 music teacher.
- Subject C is a 1st grade teacher at a K-5 elementary school.
- Subject D is a 5th grade teacher at a K-5 school.

Data

Comparisons	Subject A	Subject B	Subject C	Subject D
Took an undergraduate class over classroom management	✓		✓	✓
Developed most classroom management skills from experience	✓	✓	✓	✓
Class makeup stays the same all day	✓		✓	
Classroom makeup alternates through the day in block intervals		✓		✓
Procedures are introduced and practiced with students in the first two weeks of the school year	✓	✓	✓	✓
Classroom procedures are integrated in the classroom often	✓	✓	✓	✓
Individual classroom management methods are highly influenced by classroom procedures	✓	✓	✓	✓
Building positive relationships with students reduced overall misbehavior	✓	✓	✓	✓
Positive relationships are built more through everyday interactions with students	✓		✓	
Interactions meant to build positive relationships are integrated into class lessons and activities		✓		✓

Results

- While a majority of the subjects took an undergraduate class in classroom management, they all agreed that a majority of their classroom management was developed through experience in the classroom.
- All subjects agreed that building positive relationships with their students was essential in managing behavior.
- 100% of the subjects agreed that the implementation of procedures is integral in classroom management.

Quotes

"In taking the time to teach procedures and practice them, behavior issues will occur less frequently because the students understand the classroom expectations."
-Subject C

"But that [procedures] is, to me that is the most important aspect of classroom management. A lot of early teachers struggle with that because they don't think about those sorts of things. They're so focused on the teaching aspect that they don't realize that if the students aren't able to function adequately in the space, then not much learning is going to occur."
- Subject B

Conclusion

In conclusion, effective classroom management heavily relies on the implementation of procedures in the classroom.

The teachers who participated in this study all used the procedures of their classroom as a foundation for the rest of their classroom strategy methods. Regardless of the different behavior strategies used by teachers, procedures were a major part of how the strategies were set up in the classroom.

Resources

- Herman, K.C., Reinke, W.M., Dong, N., & Bradshaw, C. P. (2022). Can effective classroom behavior management increase student achievement in middle school? Findings from a group randomized trial. *Journal of Educational Psychology*, 114(1), 144-160. <https://doi.org/10.1037/edu0000641>
- Alarcon, J. D., & Bettez, S. C. (2021). Critical Community Building in Teacher Education: Rethinking Classroom Management. *School Community Journal*, 31(2), 267-291
- Sinclair, J., Herman, K. C., Reinke, W. M., Dong, N., & Stormont, M. (2021). Effects of a universal classroom management intervention on middle school students with or at risk of behavior problems. *Remedial and Special Education*, 42(1), 18-30. <https://doi.org/10.1177/0741932520926610>