



Classroom Management in Kentucky

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Abstract

Classroom management is a daunting challenge for educators to implement. Knowing what style works best for an individual requires time that new teachers don't have early in the school year. This research project evaluates the different types of classroom management Kentucky educators use in their classrooms. Using a mixed method of interviews and surveys, educators from elementary, middle, and high schools share how classroom management differs for each age group. The questions in the surveys and interviews discuss student behavior, parent involvement, previous classroom management training, and individual strategies that different teachers implement in their classrooms.

Information from interviews and surveys provides insight into the most effective forms of classroom management. By comparing the similarities and differences in classroom management methods across different ages, incoming educators can better design their classroom management strategies to fit the needs of their students and provide the best learning environment possible. Classrooms effectively managed throughout the day provide more learning opportunities for students, reducing the number of distractions and behavior issues that occur.

Methodology

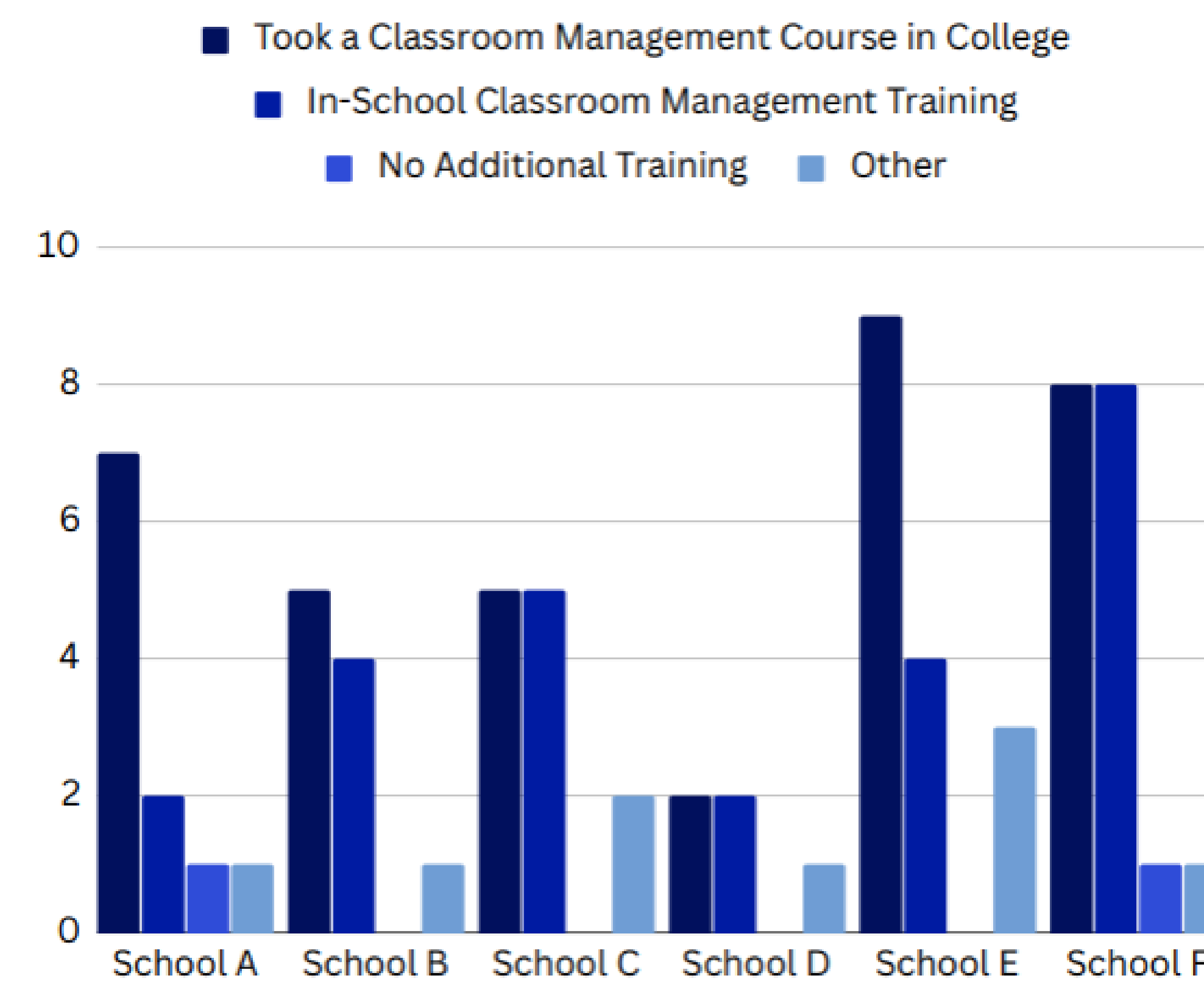
Data was collected by a combination of surveys and interviews. Both the survey and interview questions addressed teacher backgrounds, classroom arrangement, and the effects of procedures and building positive relationships with students. The interview questions provided more in depth answers regarding each subject while the survey questions provided more general answers. Schools A, B, C, and D were all elementary schools. School J and H were middle and high schools respectively.

Results

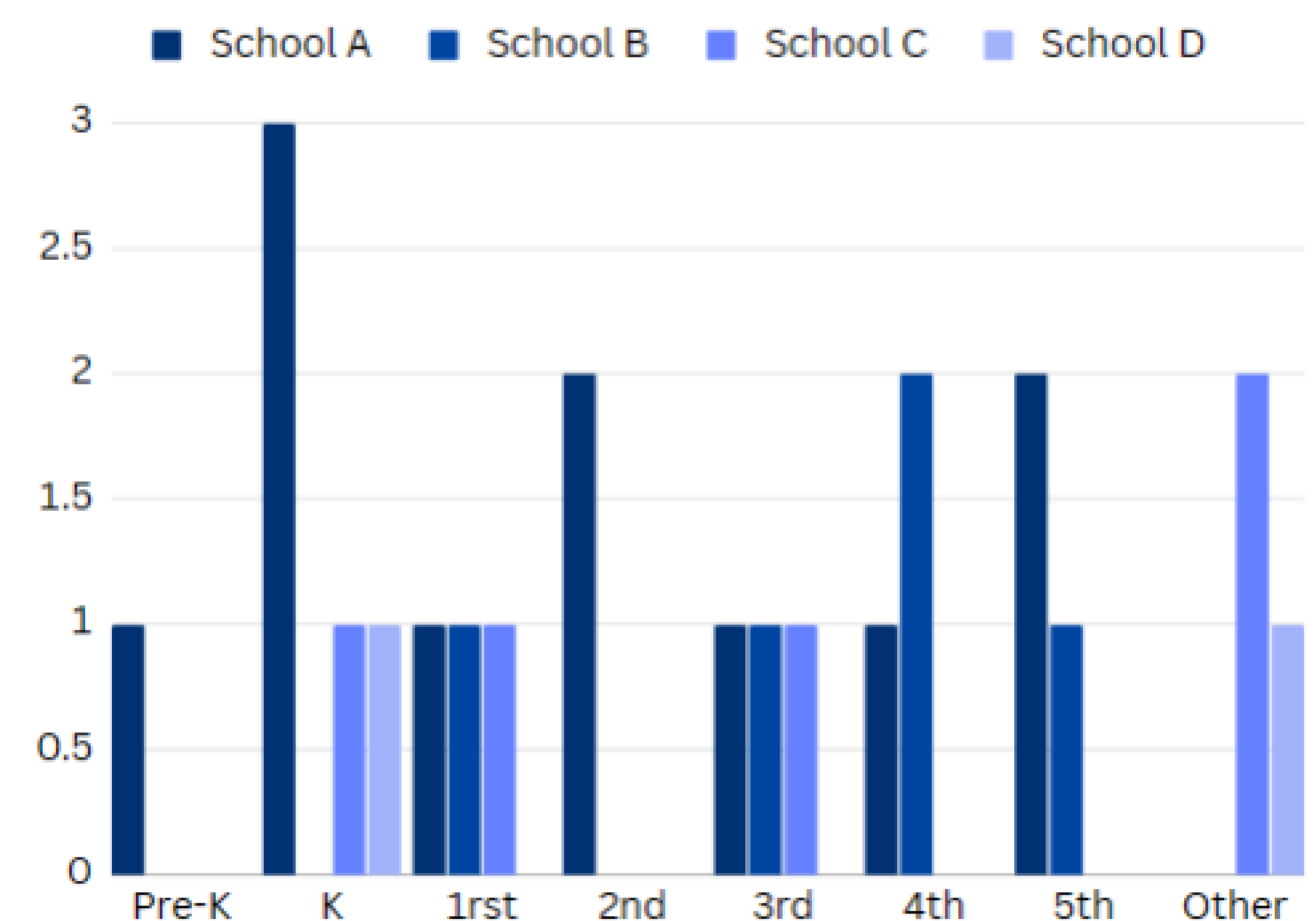
- While a majority of the subjects took an undergraduate class in classroom management, they all agreed that a majority of their classroom management was developed through experience in the classroom.
- All subjects agreed that building positive relationships with their students was essential in managing behavior regardless of whether or not they have the same class or multiple classes.
- Teachers who have multiple classes throughout the day must find different ways to build positive relationships with their students than teachers who have the same class.
- 100% of the subjects agreed that procedures have a positive impact on student behavior and classroom efficiency.
- Regardless of the grade being taught, all teachers surveyed and interviewed implemented procedures in their classrooms.
- Many teachers use similar methods of managing individual student behavior. Nonverbal cues are often used as a method of redirection without drawing attention away from the lesson.

Data

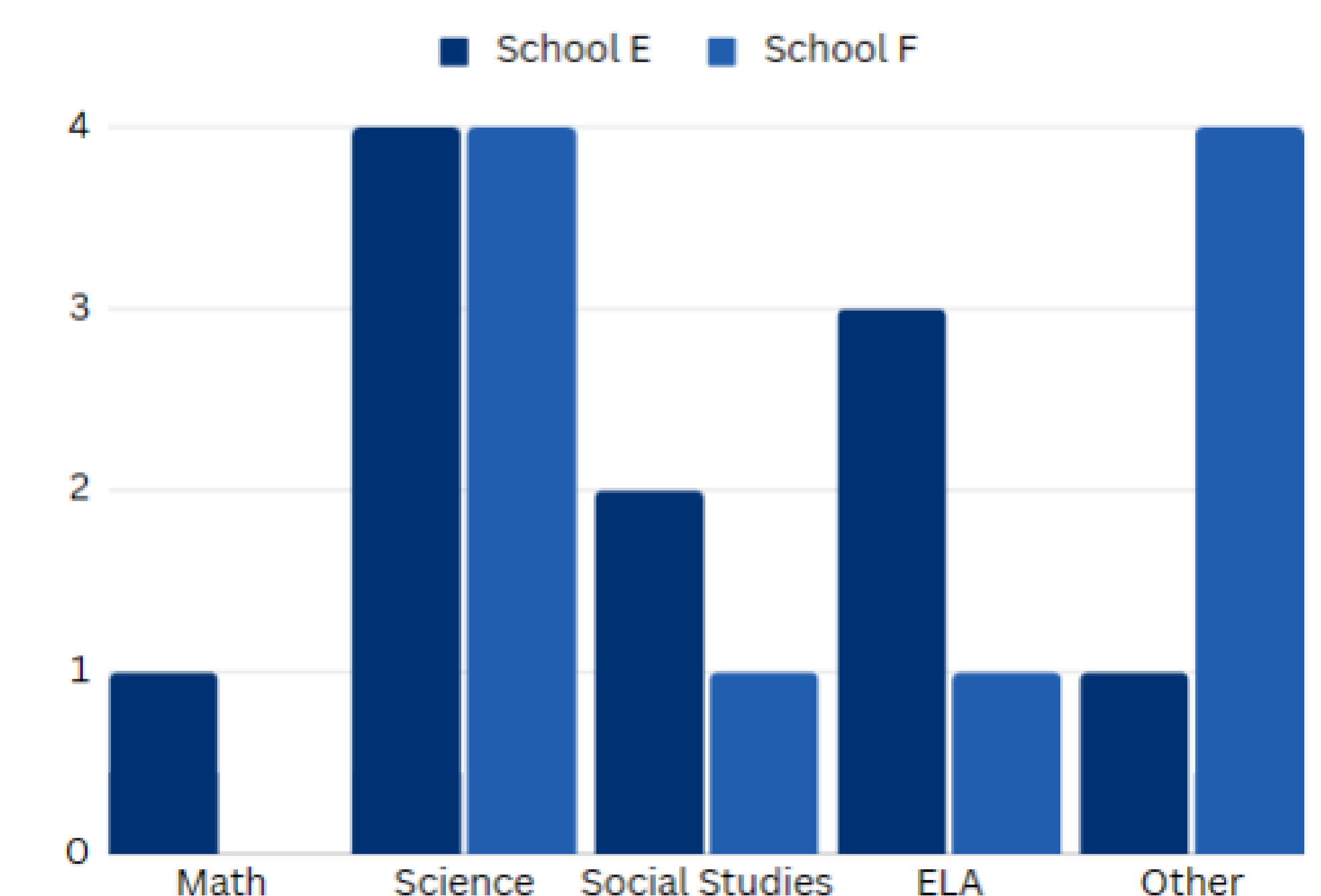
Teacher Backgrounds in Classroom Management Training



Grades Taught at Different Elementary Schools



Subjects Taught in Middle and High School



Quotes

"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."
- Interview Participant

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

"The type of relationship has a direct impact on the student's motivation and actions. If a student has a positive relationship with a teacher, they are going to try harder in that class. Inversely if a student has a negative relationship with a teacher, they are less likely to view that class in a positive manner or want to excel at that subject matter. It has long term effects on student learning and can change the student's love for a subject"
- Survey Participant

"This [positive relationships with students] is the biggest piece to managing students behavior. You have to know and understand your students, their needs, and where they are emotionally on a day to day basis. They have to trust that I am a safe adult, that I have their best interests in mind, and that I will take care of them if something were to happen."
- Survey Participant

Conclusion

In conclusion, effective classroom management heavily relies on the implementation of procedures in the classroom and building positive relationships with students. The teachers who participated in this study all used procedures as the foundation for the rest of their classroom strategy methods. These teachers also emphasized that building positive relationships with students builds rapport and trust between the teacher and the students. Students are more willing to work hard and behave well for teachers that they have a respect for.

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>