

Running head: Teaching Strategies

Teaching Strategies Used to Maintain Classroom Order

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Abstract

With the ever evolving environment of the classroom setting the role of the teacher is constantly being challenged and the responsibilities remain the same. Teachers are required to create a safe learning environment for student learning. Although this is an overwhelming responsibility it is not impossible. This study explored teachers' perceptions, from a southern New Jersey public school, of five teaching management strategies (coercive, task-oriented, laissez-faire, authoritative, and intrinsic). All of the respondents in the study felt that it was quite beneficial to identify and understand the teaching strategies that were presented to them. In doing so this will allow them to develop and maintain effective strategies that will produce an environment conducive to student learning and overall growth.

Chapter 1:

Problem Statement

Classroom management strategies are an important part of teachers' success in creating a safe and effective learning environment for students. Researchers have found that certain classroom management strategies can have either a positive or negative effect in the classroom. However, others may argue that depending on the circumstances certain strategies may vary in order to create an effective learning environment.

Elements of the Problem

The purpose of education is to provide a safe environment and assist the learning of all students. Therefore the expectation of teachers is to use pedagogically sound strategies that will allow students to learn. This interaction is hindered due to variations of outside influences within learning environment. These environmental and personality influences require teachers to use a variety of strategies to maintain an orderly classroom setting. Consequently a specific strategy may not necessarily be suitable for all classroom environments. The success of classroom strategies may be enhanced if combined with other strategies to compensate disruptive behaviors. When educators cannot identify and apply effective strategies to implement in the classroom they inhibit the opportunities for effective management and student growth. This paper will examine five teaching strategies; Coercive, Task Oriented, Laissez Faire, Authoritative, and Intrinsic to determine whether or not teachers feel that understanding and improving teaching strategies is a worthy goal which benefits learners.

Purpose of the Study

Classroom order is a pervasive problem and a major issue for the school community. Parents expect schools to create appropriate, nurturing learning environment for their children. They expect teachers to use pedagogically sound interaction strategies and they expect their children to receive life-long learning skills from their teachers in an environment that will enhance these experiences. Teachers are the primary factor in maintaining classroom order not only because they are responsible for those students, they are also charged with increasing overall student learning performance within the school. Teachers realize that in a typical classroom with students from a variety of families with different values, socioeconomic statuses, and child rearing philosophies, an appropriate learning environment can only be maintained by effective classroom strategies. (Beall, 1999)

The purpose of this quantitative, action based study is to examine to what extent teachers agree with classroom management strategies. Research shows that specific strategies are necessary to provide a safe and effective way of learning for students. Little research exists with regards to what types of teaching strategies are most effective in the classroom. Once these strategies are identified teachers can evaluate them and determine which strategy or strategies would be most effective for their classroom setting. The research cited by this researcher indicates that the uses of particular strategies can be beneficial for positive classroom management.

Research Question

Teachers interact with students using a variety of strategies to maintain an orderly classroom environment consistent with learning. Some strategies may be pedagogically sound, others may not be. This researcher will explore the following question:

How does identifying and understanding teaching strategies influence how teachers maintain classroom management?

Cusick, (1998) presumes "control is the major issue and is always at the center of student- teacher relations. Orderly behavior can never be expected; it is always problematic and always requires attention" (p. 46). One of the most general ways to view classroom order is through strategies teachers use to maintain order and each strategy's impact on children. Five strategies have been identified in the literature: (1) coercive, (2) laissez-faire, (3) task oriented, (4) authoritative and (5) intrinsic. (Darling, 1998) It is important for teachers to understand these strategies in order to develop life long learners among their students.

Chapter II

Literature Review

In this chapter the researcher will review the literature of several researchers who contributed to the study of teaching management strategies. The researcher will focus on these five strategies: (1) coercive, (2) laissez-faire, (3) task oriented, (4) authoritative and (5) intrinsic. For simplicity constructs will be listed in the review of literature as a cursory review and also to strengthen the validity of the research.

Coercive

A teacher using the coercive strategy to maintain order uses intimidation and expressions of anger. This approach is characterized by the use of sarcasm, yelling, threatening and demeaning students. This type of strategy has been shown to have devastating effects on children (Moore, 2002; Cunningham and Sugawara, 1999; Brophy, 2001, 2002; Moore & Cooper, 2000; Elliot, Witt, Galvin, & Peterson, 2000). Collette and Chiapette (1999) in their chapter entitled "Classroom Management and Discipline" further claim that teachers who are unable to control themselves in the long run lose student respect. They add that once students recognize that things are not under control, they are apt to create more problems that incite further misbehavior. Walker, Colvin and Ramsey (1999) in their book, *Antisocial Behavior in School: Strategies and Best Practices*, further confirm that students in an agitated state who are clearly exhibiting aberrant behavior are likely to continue to escalate their aberrant behavior if the teacher continues to argue, use sarcasm or threaten the student. (Davis et al., 2002)

Laissez-faire

The laissez-faire strategy for classroom order is characterized by geniality and teacher tolerance of disruptive behavior. Rickman and Hollowell (2001) found there is a tendency for student teachers to believe the correct approach to classroom order is a "free-wheeling, laissez-faire," friendly approach in which teachers attempt to become accepted as a peer of their students. Teachers using this strategy believe this acceptance is directly related to the gain of student respect toward them. This respect, in turn, they believe, is related to student compliance. This laissez-faire strategy for classroom order appears to avoid evoking misbehavior from students. However, it appears to fail to challenge students to mature and grow intellectually.

Grant (1998), in Cusick (1998), also argues that compliance based on friendship and geniality is not sufficient to induce students to do the work it takes to learn.

Task Oriented

The teacher selects characteristics of the task-oriented strategy and distributing materials solely for keeping students uniformly occupied. Cusick (1998) in his chapter "Students and Teachers" notes that in some classes "materials are chosen less for their pedagogical value than for their contribution to classroom control. The mode becomes individual work, segmented material, and short answer quizzes" (p. 50). Metz (2002) also found that some teachers use structured written work as a device to quiet a class or keep it calm. Teacher use of word searches in a high school chemistry class may serve as an example of this strategy. While the task oriented strategy may give the appearance of high engagement, it appears that routine assignments that characterize this strategy

replace exercises that would otherwise serve to stimulate higher-level thought processes.
(Donaldson & Stobbe, 2000)

Authoritative

Using the authoritative strategy, the teacher manages student behavior by enforcing a specific and reasonable set of classroom rules (Collette and Chiapette, 1999). This strategy is distinguished from the coercive strategy in that the rules and consequences are clearly established and the consequences are intended specifically not to harm the students' physical or emotional well-being. Gaddy and Kelly (2000), in their description of strategies for creating a safe school climate suggest that firm, fair, and sensitive policies are the key components in establishing and maintaining school discipline. They add that fair, quick and consistent, punitive and positive consequences should be judiciously given using due process. Walker, Colvin, and Ramsey (1999) add that private teacher responses, gentle reminders of agreed upon behaviors, redirecting aberrant students in a non-confrontational way using polite redirecting comments, serves a teacher well to maintain appropriate classroom order. (Duke, 1993) A positive impact of this strategy on students is described by Collette and Chiapette (1999). They believe that this strategy is a positive one that permits teachers to maintain the best possible learning environment in a firm, non-hostile, and constructive way. Young (2003) expresses the need to develop a positive, trusting relationship with an aberrant child as a first step in a strategy for positively influencing behavior and development. Young argues that because many students' home environments are unpredictable, they need exposure to caring adults who value them and who establish school settings that are consistent, predictable, and supportive.

Intrinsic

The goal of the intrinsic strategy for classroom order is to increase student control over him/herself. The use of rewards may characterize this approach. (Ellett, & Teddlie, 2003) Rewards distributed to humans at various intervals can reinforce a desired behavior that persists long after reinforcement has been eliminated (Ferster and Skinner, 2001). Thus, it follows that students who are rewarded for desired behavior will persist to exhibit that type of behavior without additional prompting. Walker, Colvin, and Ramsey (1999) describe three types of behavioral incentives; social reinforcers (praise), tangibles, and privileges to shape student behavior (p. 175). Gresham (1998) also discusses the importance of reinforcement-based strategies that include social praise, tokens/points, and activity reinforcers for training students in social behavior. Walker, Colvin, and Ramsey (1999) emphasize that newly taught behaviors have the greatest chance of replacing maladaptive behaviors when they are strongly supported by the social environment. If the material itself is engaging and meaningful, there is far less likelihood of other competing classroom stimuli triggering inappropriate behavior. Gettinger (1998) identified quality instruction as one of the earliest proactive strategies that should be considered in classroom management. Walker, Colvin, and Ramsey (1999) point out that fewer problems occur when students are fully engaged academically. (Desander, 2000)

The literature review clearly identifies each of the five teaching strategies used to guide classroom management. Although the literature does not state what specific strategy is the best method to use, it does go into great detail on each specific style. The main focus on classroom management tends to be on having an interaction between student and teacher that will develop a safe environment for learning. The literature identifies five teaching strategies that may be used independently or in conjunction with one another. The strategies identified are coercive, task-oriented, laissez-faire, authoritative, and intrinsic.

Chapter III: Methodology

Research Design

For the purpose of this study, this researcher will conduct research on five teaching strategies that are used to maintain order in the classroom. This researcher will conduct a quantitative research design by creating a questionnaire of eleven questions. The Acknowledgment and Informed Consent form, and survey are included. (see Appendices A, B, C).

Sampling

This researcher used a simple random sampling to select the participants for this study. All of the participants from a public high school were requested to complete the questionnaire. Each of the fifteen teachers teaches 6 classes a day with an average number of 24 students per classroom. Subject matter that teacher's represent range from math, English, history and technology.

Variables

Thorough research of literature was performed by this researcher. The literature that was reviewed explained various teaching strategies. In addition to the internet the Educational Resources Information Center (ERIC) was also used. The dependent variable is identifying the type of teaching strategies used to maintain classroom order. The independent variable is teaching strategies used to maintain classroom order.

Method of Data Collection

The data were collected from surveys (Appendix C) distributed to teachers at a South Jersey public high school. The survey was created as a four-point Likert Scale of strongly agree, agree, disagree, and strongly disagree. Eleven statements made up the survey design which was to measure teacher's level of agreement with the statements regarding the use of specific teaching strategies used to maintain classroom order. Survey responses simplified the findings of whether teachers believe that understanding specific teaching strategies could influence how they maintain classroom management.

Data Analysis Procedures

The surveys responses were collected and then tallied on an Excel spreadsheet for calculation of frequencies and explanatory statistics. Frequency distribution graphs for each statement presents an illustration of the results. A chart for each statement will offer a numerical account of the fifteen responses signifying total percentages and total number of responses. The information describes the level of agreement to which type of teaching strategies are used to maintain order in the classroom.

Ethics and Human Relations

All of the responses in the survey will be kept confidential. No participant's survey will be categorized in any way. The researcher will retain all instruments used in the research. Each of the participants was told that their responses will remain confidential, names will not be represented in the research and that their participation is strictly voluntary. Acknowledgement and consent forms were be given to each participant prior to receiving and filling out the questionnaire (Appendices A and B).

Permission was requested for Human Subject Review Committee at Marygrove College and all necessary precautions were taken for the protection of human subjects (Appendix D).

Timeline

The study was conducted during a one-week period in November, 2007. The consent forms were distributed by directly handing the forms to the participants personally. Once forms were signed and returned, the survey was distributed.

Limitation

There will be a demographic limitation with this study. Generalizing the results may be difficult due to environmental factors because the results are from a rural high school. Although this researcher surveyed teachers in a rural public school setting it will benefit future research to focus on various types of teaching strategies to maintain classroom order.

Summary

A substantial amount of research has been conducted on the effectiveness of various teaching strategies. A significant amount of that research has resulted on educating teachers on developing effective classroom strategies. Educators using research on classroom management will not only benefit themselves but the students they are responsible for. With this in mind educators will be able to develop specific tasks that will help generate the result that they want by keeping students engaged academically, which is the goal of the educator.

Chapter IV: Survey Results

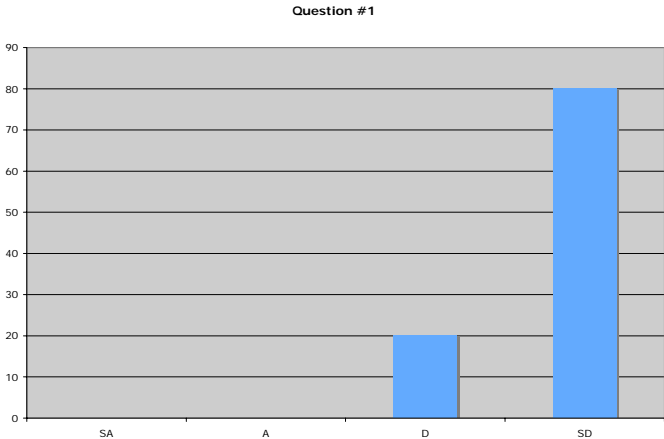
Data Analysis

Eleven questions composed the survey that was distributed to fifteen certified teachers in a Public Senior High School located in South Jersey. Fifteen surveys were handed out, fifteen were completed and returned. Survey statements were designed to help teachers familiarize themselves with what type of teaching strategy they use and to determine what they considered to be successful classroom management strategies. The following questions represented the type of teaching strategies used by the participants.

1. I believe that using the coercive method best describes my classroom management strategy.
2. I believe that using the laissez-faire method best describes my classroom management strategy.
3. I believe that using the task oriented method best describes my classroom management strategy.
4. I believe that using the authoritative method best describes my classroom management strategy.
5. I believe that using the intrinsic method best describes my classroom management strategy.

The following is a review of all fifteen responses for each of the eleven survey statements. Each of the eleven statements will be shown with a matching chart

and graph. The charts will represent total percentages and total number of responses. The graphs will represent the percentage response for each of the four categories of the Likert Scale (SA=strongly agree, A=agree, D=disagree, SD=strongly disagree). The first five statements were used to identify the type of teaching strategy teachers use. (See figure 1-5)

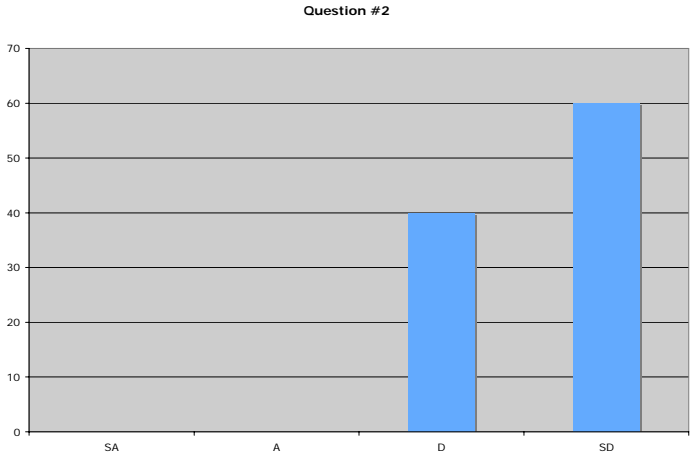


Responses	Rate as %	Number
Strongly Agree	0	n=0
Agree	0	n=0
Disagree	20	n=3
Strongly Disagree	80	n=12

Figure 1

Statement one received twelve strongly disagree (80%), 3 disagree (20%), zero agree, and zero strongly agree responses. The second statement was used to determine the teaching strategy teachers used to maintain classroom management.

(See figure 2).

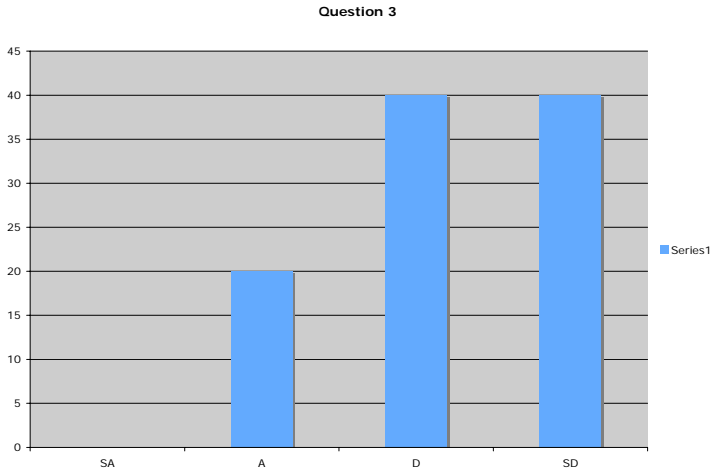


Responses	Rate as %	Number
Strongly Agree	0	n=0
Agree	0	n=0
Disagree	40	n=6
Strongly Disagree	60	n=9

Figure 2

Statement two generated zero strongly agree, zero agree, 6 disagree (20%), and 9 strongly disagreed (60%) responses. The third statement was used to determine the teaching strategy teachers used to maintain classroom management.

(See figure 3).

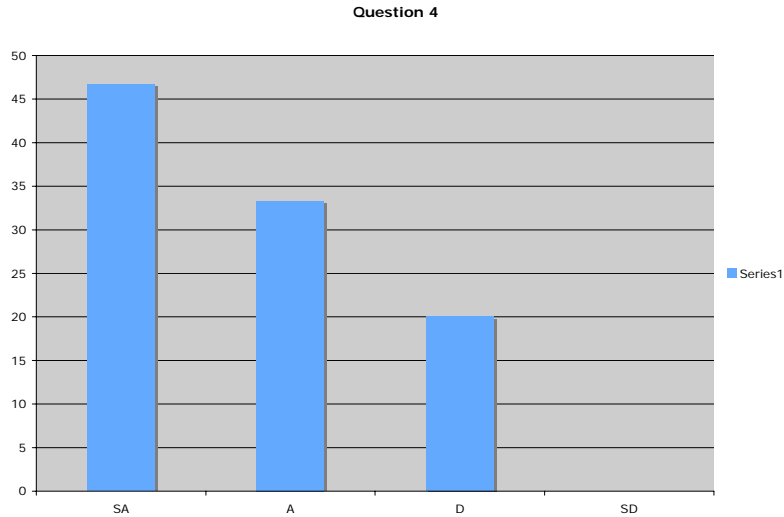


Responses	Rate as %	Number
Strongly Agree	0	n=0
Agree	20	n=3
Disagree	40	n=6
Strongly Disagree	40	n=6

Figure 3

Data for statement 3 indicated zero strongly agreed, 3 agree (20%), six disagree (40%), and six strongly disagreed (40%) responses. The fourth statement was used to determine the teaching strategy teachers used to maintain classroom management.

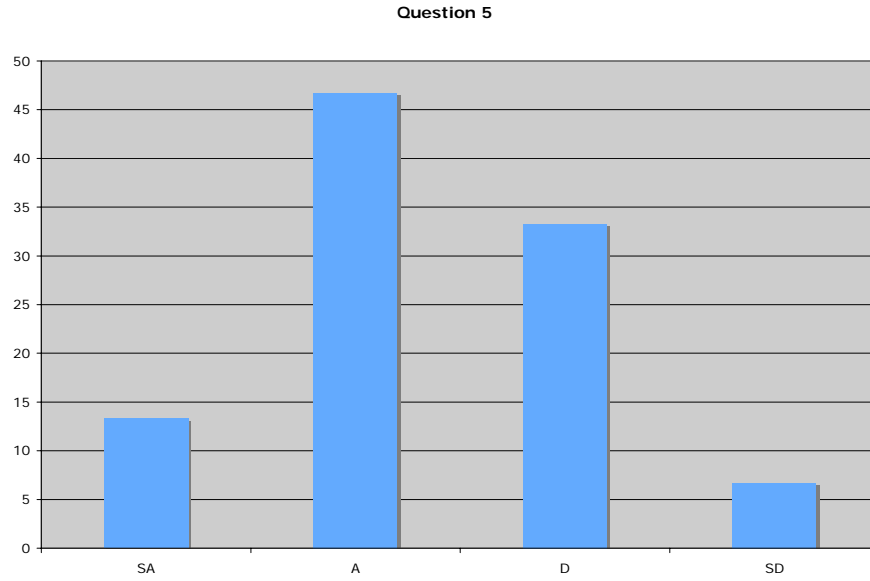
(See figure 4).



Responses	Rate as %	Number
Strongly Agree	46.7	n=7
Agree	33.3	n=5
Disagree	20	n=3
Strongly Disagree	0	n=0

Figure 4

Data for statement four indicated seven strongly agreed (46.7%), 5 agree (33.3%), three disagree (20%), and zero strongly disagreed responses. The fifth statement was used to determine the teaching strategy teachers used to maintain classroom management. (See figure 5).

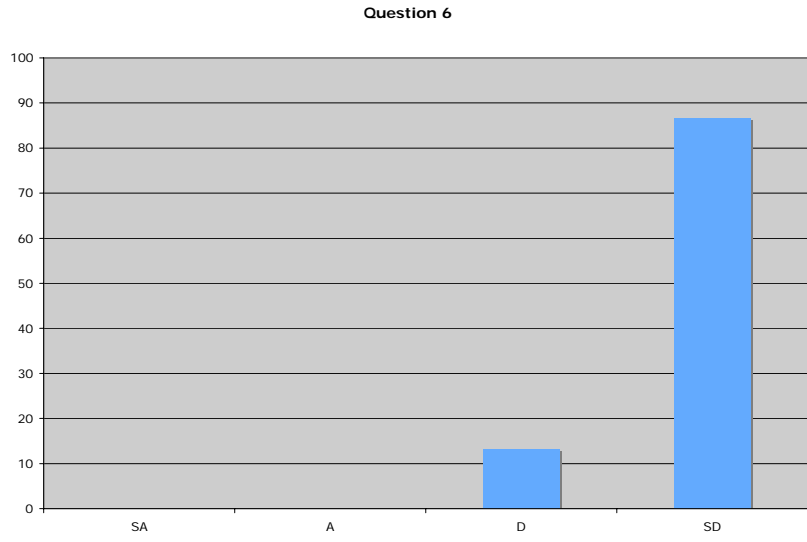


Responses	Rate as %	Number
Strongly Agree	13.3	n=2
Agree	46.7	n=7
Disagree	33.3	n=5
Strongly Disagree	6.7	n=1

Figure 5

Data for statement five received two strongly agree (13.3%), seven agree (46.7%), five disagree (33.3%), and one strongly disagree (6.7%) responses. The sixth statement was used to determine what teaching strategy teachers thought was most beneficial to maintain classroom management.

(See figure 6).

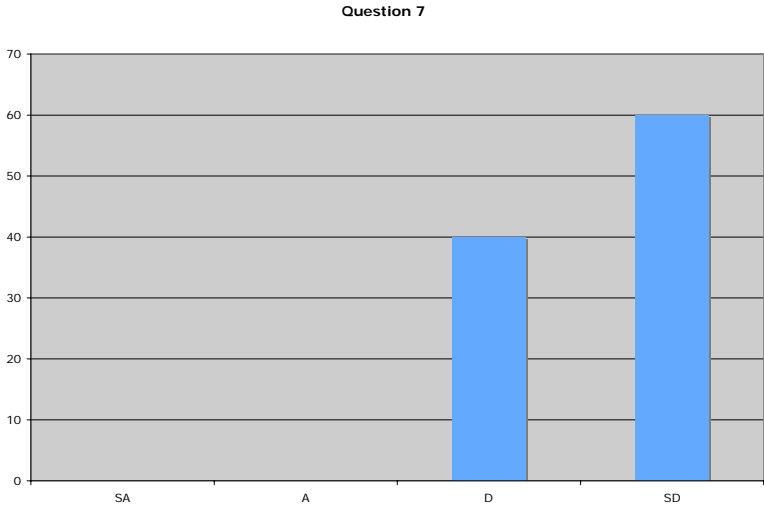


Responses	Rate as %	Number
Strongly Agree	0	N=0
Agree	0	N=0
Disagree	13.3	N=2
Strongly Disagree	86.7	N=13

Figure 6

Statement six received zero strongly agree, zero agree, two disagree (13.3%), and thirteen strongly disagree (86.7%) responses. The seventh statement was used to determine what teaching strategy teachers thought was most beneficial to maintain classroom management.

(See figure 7).

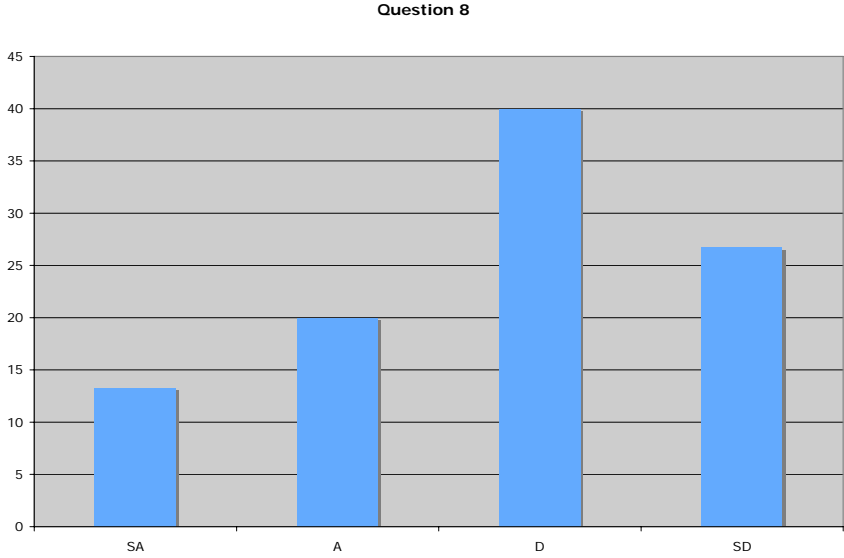


Responses	Rate as %	Number
Strongly Agree	0	n=0
Agree	0	n=0
Disagree	40	n=6
Strongly Disagree	60	n=9

Figure 7

Statement seven received zero strongly agree, zero agree, six disagree (40%), and nine strongly disagree (60%) responses. The eighth statement was used to determine what teaching strategy teachers thought was most beneficial to maintain classroom management.

(See figure 8).

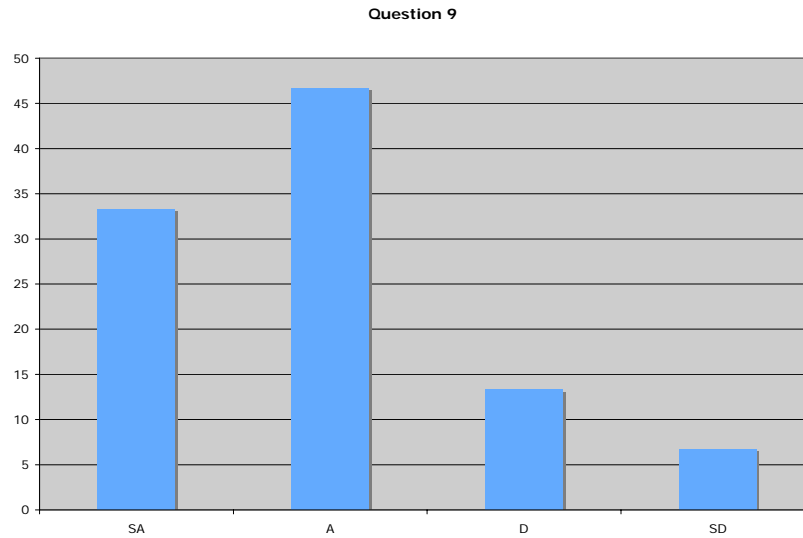


Responses	Rate as %	Number
Strongly Agree	13.3	n=2
Agree	20	n=3
Disagree	40	n=6
Strongly Disagree	26.7	n=4

Figure 8

Data for statement eight received two strongly agree (13.3%), three agree (20%), six disagree (40%), and four strongly disagree (26.7%) responses. The ninth statement was used to determine what teaching strategy teachers thought was most beneficial to maintain classroom management.

(See figure 9).

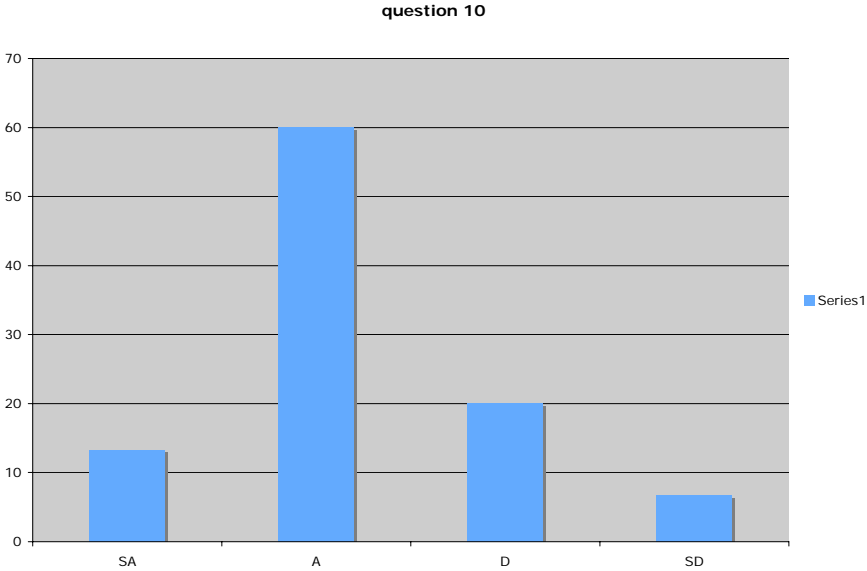


Responses	Rate as %	Number
Strongly Agree	33.3	n=5
Agree	46.7	n=7
Disagree	13.3	n=2
Strongly Disagree	6.7	n=1

Figure 9

Statement nine received five strongly agree (33.3%), seven agree (46.7%), two disagree (13.3%), and one strongly disagree (6.7%) responses. The tenth statement was used to determine what teaching strategy teachers thought was most beneficial to maintain classroom management.

(See figure 10).

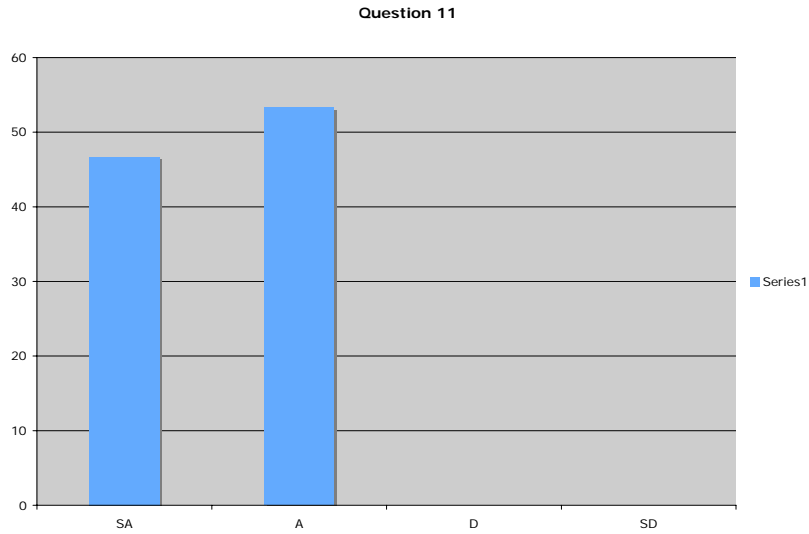


Responses	Rate as %	Number
Strongly Agree	13.3	n=2
Agree	60	n=9
Disagree	20	n=3
Strongly Disagree	6.7	n=1

Figure 10

Of the fifteen responses for statement ten, two strongly agree (13.3%), nine agree (60%), three disagree (20%), and one strongly disagree (6.7%) responses. The eleventh statement was used to determine whether understanding this teaching strategy can influence the way classroom management is maintained.

(See figure 11).



Responses	Rate as %	Number
Strongly Agree	46.7	n=7
Agree	53.3	n=8
Disagree	0	n=0
Strongly Disagree	0	n=0

Figure 11

Statement eleven received seven strongly agree (46.7%), eight agree (53.3%), zero disagrees, and zero strongly disagree responses.

Data Summary

This study focused on how teachers perceive the effectiveness of classroom management strategies for maintaining order. In addition teachers were surveyed so they can have an understanding of specific types of strategies used to obtain order in the classroom. Finally teachers were questioned on the importance of understanding these strategies and how influential these understanding can be in managing a classroom.

The research performed by this researcher demonstrated that the literature clearly defines the five type of teaching strategies used in order to maintain classroom order. However according to the survey that was taken most of the participants agreed that it requires more than one strategy to ensure effective classroom management. This was demonstrated by the percentage of those who agreed on authoritative (80%) and intrinsic (76.3%) strategies.

Figures 12 and 13 illustrate total responses and total percentages for each of the eleven statements in survey (Appendix C).

Response totals	Questions										
	1	2	3	4	5	6	7	8	9	10	11
Strongly agree	0	0	0	7	2	0	0	2	5	2	7
Agree	0	0	3	5	7	0	0	3	7	9	8
Disagree	3	6	6	3	5	2	6	6	2	3	0
Strongly disagree	12	9	6	0	1	13	9	4	1	1	0

Figure 12

Response totals %	Questions										
	1	2	3	4	5	6	7	8	9	10	11
Strongly agree	0%	0%	0%	46.7%	13.3%	0%	0%	13.3%	33.3%	13.3%	46.7%
Agree	0%	0%	20%	33.3%	46.7%	0%	0%	20%	46.7%	60%	53.3%
Disagree	20%	40%	40%	20%	33.3%	13.3%	40%	40%	13.3%	20%	0%

Strongly disagree	80%	60%	40%	0%	6.7%	86.7%	60%	26.7%	6.7%	6.7%	0%
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Figure 13

Statements one, two, three, four, and five of the survey requested respondents to agree to the type of teaching strategy they currently use in their classroom by answering strongly agree, agree, disagree, and strongly disagree. As displayed in the chart above, responses to survey statements, one, two, three, four, and five.

1. I believe that using the coercive method best describes my classroom management strategy.
2. I believe that using the laissez-faire method best describes my classroom management strategy.
3. I believe that using the task-oriented method best describes my classroom management strategy.
4. I believe that using the authoritative method best describes my classroom management strategy.
5. I believe that using the intrinsic method best describes my classroom management strategy.

Data indicates for number one 0% strongly agree, 0% agree, 20% disagree, 80% strongly disagree, for number two, 0% strongly agree, 0% agree, 40% disagree, 60% strongly disagree, for statement three, 0% strongly agree, 20% agree, 40% disagree, 40% strongly disagree, for number four, 46.7% strongly agree, 33.3% agree, 20% disagree, 0% strongly disagree, for statement 5, 13.3% strongly agree, 46.7% agree, 33.3% disagree, 6.7% strongly disagree. Therefore, when asked about the first three strategies there was a large percentage of disagree and strongly disagree, demonstrating that the coercive,

laissez-faire and task-oriented are the least favorable of the strategies used for classroom management. The information gathered on statement four shows 12 participants in agreement, which accounts for 80%, thus demonstrating that authoritative seems to be the most favorable classroom management strategy. Statement five yielded mixed results although 60% agreed and 40% disagreed. These results demonstrate that the intrinsic strategy is a method considered to maintain classroom order.

Statement six, seven, eight, nine, ten of the survey requested participants to strongly agree, agree, disagree, strongly disagree on which strategy is most beneficial for classroom management. The data yielded for statement six 0% strongly agree, 0% agreed, 13.3% disagree, 86.7% strongly disagree, for statement seven, 0% strongly agree, 0% agree, 40% disagree, 60% strongly disagree, for statement eight, 13.3% strongly agree, 20% agree, 40% disagree, 26.7% strongly disagree, for statement nine 33.3% strongly agree, 46.7% agree, 13.3% disagree, 6.7% strongly disagree, for statement ten, 13.3% strongly agree, 60% agree, 20% disagree, 6.7% strongly disagree. Therefore, according to the data, out of the five strategies authoritative and intrinsic strategies were found to be the most favorable and beneficial method for classroom management. Combining both the strongly agree and agree composes 80% for authoritative, which clearly shows that this is the method used most by the participants. In addition, 73.3% found that the intrinsic strategy was also beneficial. Therefore, according to the data, it shows that more than one strategy can and is used when maintaining classroom order. The research concludes when combining the results from strongly disagree and disagree coercive (100%), laissez-faire (100%), and task oriented (60%) were the least favorable strategies for classroom management.

Chapter V:

Summary

The role of the teacher is to provide the necessary support to ensure that students become life long learners. Teachers realize that in a typical classroom with students from a variety of families with different values, socioeconomic statuses, and child rearing philosophies, an appropriate learning environment can only be maintained by effective classroom strategies. (Beall, 1999) However in order to achieve this he or she must understand the strategies used to maintain classroom order. Teachers initiate communication and establish the environment, which leads to student learning. In order to ensure this, teachers must be able to maintain classroom order. Maintaining order is one of the most important aspects to education. Therefore understanding and improving teaching styles is a worthy goal, which benefits not only the learners but teachers as well.

The results of this study demonstrate that participants agree that it is important to understand what type of teaching strategy is necessary and beneficial for classroom management. Participants confirmed that it is possible to use two strategies rather than one to compensate disruptive behaviors.

Conclusion

All participants agreed that identifying and understanding teaching strategies could influence how they maintain classroom management. They also agreed that one might combine these strategies in order to create the safe learning environment that will allow students to learn effectively. All respondents

disagreed with coercive and laissez-faire as an effective strategy for classroom management.

Based on the results of this survey and the review of literature regarding classroom management strategies for effective learning it is important to be able to identify the strategy one uses in order to enhance learning for students. Since the focus of this study was geared toward teachers identifying strategies that can be beneficial to student learning, a conclusion can be stated that teachers believe that teaching strategies play an intricate role in how one manages his or her classroom in order to ensure a safe learning environment for students.

Recommendations

It is this researcher's recommendation that further research take place in efforts to further understand the effectiveness of classroom strategies. Research needs to be carried out in various learning environments in order for these institutions to design professional development that will educate teachers in specific strategies that will ensure effective classroom management. When educators cannot identify and apply effective strategies to implement in the classroom they inhibit the opportunities for effective management and student growth.

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Appendix A

Teaching Strategies

Informed Consent Document

To Participants:

My name is Daniel Roman. I am a graduate student at Marygrove College in the Educational leadership Program. I am asking that you consider being a volunteer for a research project I am conducting. Before you consider and I accept your participation, it is important to clearly state the following information pertaining to this project.

The purpose of this study is to determine how identifying and understanding teaching strategies influences how teachers maintain classroom management.

The researcher will use fictional names for all participants, and for the district itself. The researcher will assure the confidentiality of the questionnaires by maintaining these names in his possession in accord with research law. Questionnaires will be retained only by Daniel Roman and will be stored in a secured and confidential location. They will not be used for any other purpose than the present course research. To this same end, risks associated with this project are expected to be minimal. It is expected that the results of this study will benefit participants by identifying data that is believed to best improve classroom management.

The investigation process for this study is structured to provide valuable information about classroom management with regard to the classroom environment. It is designed to achieve this outcome with no foreseeable harm or risks to any participant. Your participation will involve responding to a questionnaire.

Your participation is strictly voluntary, there is no obligation to participate and you can withdraw at any time without prejudice. Your identity is not required and therefore will be protected at all times. Participant responses will not be singled out as part of this study. Data will only be summarized as total respondent percentages.

The confidentiality of the questionnaires will be maintained according to law. Questionnaires will be retained by Daniel Roman and stored in a secured confidential location. They will not be used for any other purpose. I can be contacted at 856-308-5416 for any questions concerning this study.

Appendix C

DIRECTIONS: Please read each statement completely then circle the phrase that best fits your level of agreement with the statement.

The descriptions below apply to five types of teaching strategies. Please read the descriptions before responding to the questions which follows.

Coercive- Teachers using this strategy maintain classroom order by using intimidation and expressions of anger.

Laissez-Faire- Teachers using this strategy maintain classroom order by befriending students in order to attempt to become a peer rather than educator.

Task Oriented- Teachers using this strategy maintain classroom order by selecting and distributing materials solely for keeping students uniformly occupied.

Authoritative- Teachers using this strategy maintain classroom order by enforcing a specific and reasonable set of rules.

Intrinsic- Teachers using this strategy maintain classroom order by increasing student control over him/herself (The use of rewards to influence behavior).

Please circle the following.

Seasoned teacher 10+ years

Tenured teacher 4+ years

New teacher 1+ years

1. I believe that using the coercive method best describes my classroom management strategy.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

2. I believe that using the Laissez-Faire method best describes my classroom management strategy.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

3. I believe that using the Task Oriented method best describes my classroom management strategy.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

4. I believe that using the Authoritative method best describes my classroom management strategy.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

5. I believe that using the Intrinsic method best describes my classroom management strategy.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

6. I believe that the Coercive strategy is the most beneficial method for classroom management.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

7. I believe that the Laissez Faire strategy is the most beneficial method for classroom management.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

8. I believe that the Task Oriented strategy is the most beneficial method for classroom management.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

9. I believe that the Authoritative strategy is the most beneficial method for classroom management.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

10. I believe that the Intrinsic strategy is the most beneficial method for classroom management.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

11. I believe that the identifying and understanding teaching strategies can influence how I maintain classroom management.

1) Strongly agree 2) agree 3) disagree 4) Strongly disagree

Appendix D

APPROVAL REQUEST FOR STUDIES INVOLVING HUMAN SUBJECTS

**MARYGROVE COLLEGE
Institutional Review Board**

Type all information which you provide. Approval **MUST** be renewed annually if you continue to gather data. This form is for **NEW** submissions only. **IMPORTANT NOTICE: YOU MUST INCLUDE** the instrument(s) [i.e., survey(s), questionnaire(s), schedule(s)], and consent form(s)]. Omission of these items **will delay** the review process. **Submit via regular or interoffice mail the completed, signed and dated form, and all supplementary documents (consent documents, instruments, etc.) to the IRB chair. In addition, electronically submit the application and supplementary documents to the IRB chair.**

Project Title:

Principal Investigator or Advisor

Name: Daniel Roman

Department:

Office Address:

Home Address: 22 S. Myrtle St Vineland, NJ 08360

Office Phone: Home Phone:856-308-5416

E-mail address:droman7663@marygrove.edu

Co-Principal or Student Investigator

Name:

Department

Office Address:

Home Address:

Office Phone:

Home Phone:

E-mail address:

Is this work for your Master's Thesis? Yes_____ No X_____

Proposed Start Date of Project: 11-29-2007_____ Proposed End Date of Project:

Has Funding been requested? Yes ___ No **X**___ If yes, what is the source of funding?

This application is to be considered for (check only one box):

- Basic Review* Expedited Review* Full Review

*cite specific criteria from IRB Guidelines (attached)

Revised 4/07

Categories of Human Subjects to be studied:

Proposed Age Group of Subjects (range): ___24-60_____ Proposed # of Subjects
 _15_____

Participants in Special Consideration Categories:

- | | |
|---|--|
| <input type="checkbox"/> Children under age 18 | <input type="checkbox"/> Non-English Speaking individuals |
| <input type="checkbox"/> Cognitively-impaired persons | <input type="checkbox"/> Students |
| <input type="checkbox"/> Prisoners | <input type="checkbox"/> Wards |
| <input type="checkbox"/> Pregnant women | <input type="checkbox"/> Economically or Educationally Disadvantaged persons |

Other subjects whose life circumstances may interfere with their ability to make free choice in consenting to take part in research (please specify)

If any of these populations will be included in your study, on a separate sheet of paper, explain the rationale for including these vulnerable populations and ways in which they will be protected.

PROJECT OUTLINE

In order to review applications in an adequate and timely way, the Committee wishes to see the highlights of your study. We encourage you to use bullet formatting whenever possible, but to provide complete and accurate information. **Please do not attach your thesis proposal, grant application, etc. These cannot be processed by IRB and will be returned to you.**

Note: IRB review focuses on the scientific merit and adequacy of experimental design as well as on issues of safety and protection of confidentiality

1. Project Description: State briefly but precisely the following: the purpose of the research, the research procedure (including what exactly participants will do as part of the study), method of data collection, and how the results will be disseminated (e.g., thesis, peer-reviewed journal, presentation). Attach questionnaires, interview scripts, etc. Coding sheets for video- or audio-tapes and other data collection procedures are required.

This researcher will conduct research on 5 teaching strategies that are used in order to maintain classroom order. For the purpose of this quantitative research design this researcher will create a questionnaire of 11 questions. The questions will consist of how teachers feel about specific teaching strategies. The questions included in the questionnaire are asked to help to aid in the generation of data that will assist in determining strategies that are used by various levels of

teachers ranging from new teacher to seasoned teacher.

2. Benefits of Research: Briefly describe the expected or known benefits of the research. Indicate benefits specific to the research participant in addition to longer term or more general benefits.

The expected outcome of the research is to determine what teaching strategy is used to maintain classroom management. The finding will aid educators in understanding and applying these strategies in order to maintain classroom order. The intent of the research is not only to demonstrate the use of specific strategies to maintain order it is also to educate teachers on the various types of teaching strategies.

Revised 4/07

3. Anticipated Risks: State in adequate detail any anticipated physical, mental, emotional or social risk to the subjects of this research activity and the degree of likelihood that it may occur. Explain the procedure in detail and the rationale for using it. Describe measures to be taken to protect subjects from possible risks or discomfort. (Risks include even mild discomforts or inconveniences, as well as potential for disclosure of sensitive information.)

The investigation process for this study is structured to provide valuable information about classroom management with regard to the classroom environment. It is designed to achieve this outcome with no foreseeable harm or risks to any participant. Participation will involve responding to a questionnaire.

4. Subjects: Describe how you intend to contact and recruit participants. Attach all written advertisements, posters and oral recruitment scripts. The exclusion of women and minorities in

research studies must be specifically justified. If certain populations are intentionally excluded in your study, this needs to be well documented.

Staff members will be asked if they would like to participate in this research. Staff members (participants) will be given an Informed Consent Document which will explain the purpose of the study and any risk factors if any that may exist. Once signed by all parties (staff members) a copy will be sent back to each participant for their records.

If the study involves deception, when and how will the subjects be debriefed? (Generally, the nature of the deception and its necessity should be explained to the subjects).

5. Confidentiality: Describe in adequate detail what measures will be taken to protect the confidentiality of the data to be obtained and the subjects' right to privacy. Be explicit if data are sensitive. Describe coding procedures for subject identification. Include the method, location and duration of data retention. (Federal regulations require data to be maintained for at least 3 years. Your professional society may require you to keep it longer). If video- or audio tapes will be used, indicate how confidentiality of the material produced by such devices will be protected, and what will become of the recordings after the data has been collected.

Staff members will answer the questions in the convenience of their own homes or even at work. Participants will also be told and have it in writing that all information gathered will be placed in a secure location and that only I will be calculating the data. In addition they will be told that their names are not required and therefore be protected at all times.

Revised 4/07

6. Informed Consent: Describe the process by which informed consent will be obtained. If the participant is a child or mentally challenged, explain how the parent(s)/guardian(s) will be contacted for consent and how the researcher will ensure that the participant understands and

assents to the research. Prepare and submit an appropriate consent form utilizing the attached Policy Concerning Informed Consent document. If using oral consent, please provide a copy (script) of the text you will use.

The Informed Consent will be handed to all participants in addition to the Acknowledgement Consent. They will be required to read it and ask me any questions before signing and beginning the questionnaire. Once signed by all parties a copy will be given to all participants. Teachers may ask question, voice any concerns, and get clarity on any part of the study that is not understood. This may be obtained via written letter or by telephone.

**Federal regulations require that we have current consent form(s) being used on file.
Omission of consent form(s) will delay the review process.**

Revised 4/07

This page is to be signed by the principal investigator. If the PI is an undergraduate or graduate

student, the faculty supervisor must also sign.

_____ Daniel Roman _____ Signature of Principal Investigator	_____ 11-31-07 _____ Date
---	------------------------------

NOTE: A research proposal by a graduate or undergraduate student **must** have the following statement signed by a faculty supervisor.

"I have examined this completed form and I am satisfied with the adequacy of the proposed research design and the measures proposed for the protection of human subjects. I will take responsibility for informing the student of the need for the safekeeping of all raw data (e.g., test protocols, tapes, questionnaires, interview notes, etc.) in a College office or computer file."

_____ _____ Print Name and Title of Faculty Supervisor	_____ _____ Signature of Faculty Supervisor
_____ _____ Office Phone	_____ _____ Date

Appendix E

Ms.
Principal of

Chestnut Ave
, NJ

Dear Ms. :

Thank you for allowing me to conduct my research study at your fine institution. Your cooperation has been helpful and quite beneficial to my studies. Here is the list of staff members who participated in my research. Enclosed are the Informed Consent Document, Acknowledgement and Consent, and Survey Questions.

- 1.
- 2
- 3
- 4
- 5
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- 7
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- 11
- 12
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- 14
- 15.

Sincerely,

Daniel Roman

Participants names were left out to protect their identity

Appendix F

FINAL SUMMARY

Title of Research Project: Teaching Strategies Used to Maintain Classroom Management

Primary Investigator: Daniel Roman

Date Completed: 12-5-07

Send this form to:
Institutional Review Board Chair
Marygrove College
Detroit, MI 48221