

**A PROFESSIONAL DEVELOPMENT STUDY
OF A NEW TEACHER'S
RESPONSES TO MISBEHAVIOR**

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Submitted by

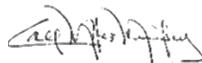


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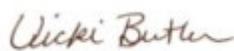


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Abstract

This is a professional development study using action research protocol to deepen inquiry and reflection. The focus is on the educator's learning with the intent to influence student learning and behavior. The context that prompted the inquiry was the barriers that were preventing myself from having the confidence to address misbehaviors in a remote learning environment while mitigating acting out, the same as the mentor teacher can do. The study focuses on four main themes: teacher attributions, student-teacher relationships, teacher confidence, and establishing rules and boundaries in the classroom. Feedback structures that influenced reflection and deepening of inquiry include personal journals and mentor feedback.

I have changed the way that I think about disruptions in the class. I have started asking myself if the students know the rules, do they understand what is being asked of them, am I responding at the appropriate time, and I am creating a positive classroom environment through building a relationship with the student. I believe I have gained a lot of confidence to go into a classroom on my own and recognize the importance of professional growth in order to expand the teacher toolbox to become a more effective teacher.

Introduction

This study was conducted during the COVID-19 pandemic that closed down schools in March of 2020. This moved students from their known environments of brick and mortar schools to on-line instruction where they “logged-in” for class with their teacher daily. The shift from traditional instruction to remote learning looked different at different schools. My goal as a new teacher was to be able to hold the same classroom structure and student relationship my mentor was able to as I worked with her this past spring, including the day our district closed down. However, there were barriers that I encountered, including how I gauge and manage behavior and earn respect on-line, my goal was to reflect on how I could change my own responses and personal beliefs to maintain that positive classroom environment.

Dilemma (or Problem Statement)

It was clear that when I responded to class disruptions and misbehaviors my students did not respond as seriously to my requests as they did my mentor teacher. I was worried that if I could not elicit the same response as her, proper boundaries would be missing that allow me to teach in the intricate world of on-line learning. Through reflective professional development, I discovered ways to mitigate disruptions and misbehaviors during class addressing my own need to firmly set boundaries with elementary aged children and decipher between real student needs and excuses in an on-line environment.

A literature review was conducted to examine studies on situations teachers might encounter in relation to student misbehaviors. I simultaneously reflected on my own growth and changed response tactics and shared those experiences from my personal journals. I reflected on three cycles: teacher attributions, teacher confidence, and setting rules and boundaries when implementing a token system. I looked at everyday disruptions and how my own thoughts and

actions transformed through research and mentor feedback, this allowed me to feel more confident in the management of my classroom.

Rationale

The following literature review directly impacted my own confidence in the classroom. As I worked through the literature review, I reflected on and then change some of my own personal beliefs and biases on how I thought I would control my classroom. This started with simply acknowledging my own teacher attributions. My experience as a schoolteacher is new, but I was able to work with the same mentor throughout all of my internships and student teaching and substitute as a para when I could. This is where I was able to see how different teachers can respond to their students' misbehaviors and what outcomes they had.

There are many elements that play into a teacher response to a student's misbehavior. One of the things that I picked up on with my mentor is that she had a confident and calm response to students' misbehaviors. With class being entirely on-line, she was still able to make her specific communication heard and respected. She addressed students without worry of their action because she knew the structure and expectations, even online, would benefit them. This is why I am choosing this study as my own professional development. I want to have the same success she does with response to misbehaviors by researching and adapting myself.

Literature Review

Introduction

The following literature review analyzes different classroom behavior responses both in the US and outside of the US. The review looks heavily into teacher attributions and how those affect classroom management styles. Understanding that there are varying responses that teachers can give based off of their own attributions, the study looks at both positive and negative responses to misbehaviors. Next, it analyzes studies on best practices to teach and

remind students of classroom rules when implementing them based on teacher preferences in order to make the system successful. Finally, the confidence level of both new and senior teachers rate themselves in regard to classroom management. The literature follows a compare and contrast analysis of the studies on various teacher attributions (teacher beliefs, previous interactions, and their own emotions), ways to respond to student misbehaviors, and elements of student-teacher relationships. The analysis will inform my own learning in the classroom.

Teacher Attributions

Weiner (1985) suggested that teacher beliefs, previous interactions, and their own emotions may contribute to behavior and thus the overall student-teacher relationship and how one might respond. The theory, Attributional Theory of Achievement Motivation and Emotion, looked at the relation of the above three areas. Weiners Theory looked at three areas of locus, stability, and controllability. Weiner suggests that past experiences that the individual engages in will influence a future endeavor depending on the success or failure of a previous one. The higher rate of success with a past encounter will give the subject a higher rate for engaging again.

Others have taken Weiners Attributional Theory of Achievement and applied it to their own studies to see if reactions could be predicted based on the theory. Lucas et al. (2009) completed such study and examined whether teacher attributions were different with students who had real known behavior challenges compared to those with a vignette (hypothetical situation presented to the participants) depicting challenging behavior. The study looked at 60 staff who worked with children with real incidents of challenging behavior (CB). The results did show a relation to the Attribution Theory predictions with the 'real' incidents, but not with the 'vignette'.

Maymon et al. (2018) applied Weiner's Attribution Theory to technology and on-line education and looked at controllability. The study conducted by Maymon consisted of 559 students across universities in post-secondary education. Here the study examined hypothetical and real scenario technology challenges and the stress and anxiety induced by those scenarios. The study showed that the use of technology increased the student misbehavior. Schutt et al. (2009) also looked at controllability and studied 433 teachers in San Diego looking at the effects of teacher's beliefs in an online education classroom in a high immediacy and low immediacy setting. Immediacy refers to the perceived closeness between people with nonverbal and verbal signals (Mehrabian, 1967). The study found that those in the high immediacy setting ranked themselves as having a positive perception of class and instructor's social presence. This study showed that while on-line, the teacher could still create a higher level of positivity through a higher level of immediacy.

There are a number of studies that show have shown the effects of using various instructional responses to student misbehaviors both positive and negative. The question for why a teacher chooses either could be linked to Weiners Theory in regard to past experiences and how a teacher perceives how they want to manage their class. For positive responses to students, Wertheim & Leyser (2002), studied 191 prospective teachers in Israeli and looked at a modified form of the Teacher Efficacy Scale (belief in one's own ability to reach a goal or succeed). These scores showed higher numbers for positive management strategies. The positive management strategies scores were higher among female teachers.

Another example of teachers using the positive management classroom strategy was a study done by Astuti (2016). The study looked at how teachers implemented their chosen positive motivational strategies in the classroom. The study followed four teachers and their

groups of students. The study observed and collected information through observations, teacher self-recall from memory, and through student groups who volunteered to answer questions related to the study. The study analyzed the data into five categories: teachers classroom behaviors, supportive classroom atmosphere, learning sources and activates, use of English, and the way the teacher gave feedback. The study showed that the role and influence of the teacher played an important part in how much the students were encouraged to complete their work. Similarly, Ruesch et al. (2012) completed a study on motivational results and showed a positive correlation with teacher influence. The study consisted of two categories, first being positive motivational strategies and the second being the relationship to student behavior. The findings showed that there was a positive relationship (sense of school pride and cooperative student participation) with the perception of the teachers influence on the students.

Miller et al. (2000) did a large mixed mode study across multiple regions of the US, focused on teacher voice in response to student misbehavior. They disaggregated by culture, region, age, and gender and found that negative responses negatively affected students, more specifically, middle school students and female students were the most negatively affected by yelling and aggressive teacher responses. According to Miller et al. (2000) yelling at students, berating them, and having an aggressive demeanor negatively impacted the middle school age group more than primary.

There are indications that educators may be moving away from suspension as a primary action plan for student misbehavior. Costenbader & Markson (1998), conducted a study looking at the perception of effectiveness of school suspension as a response to misbehavior. Two districts were represented with a total of 620 students. The survey consisted of background demographic questions along with whether or not the student had been suspended. The study

then gave additional surveys to those who marked that they were suspended. Black students and male students were overrepresented. The study found that the students who were suspended also identified themselves as having trouble with the legal system too. Students indicated on the surveys that they were angry or had lack of self-control. Of the group of students who marked themselves as suspended, 32% surveyed it was ‘not beneficial’ and they ‘might be’ suspended again.

Another study looked at those who were currently in the juvenile system and how those children self-rated the importance of support from their teacher. Sander et al. (2010), completed a qualitative study addressing the question of whether or not suspension and expulsion relates to more misbehavior problems over time. The study looked at 16 different families who had children put in the juvenile system after a school suspension or expulsion and all were in Texas or California. The study was conducted through a one-hour interview with each respective family. The results showed three main themes, one of which was the importance of families and teachers support (how engaged they were with them, recognition of their efforts, and a pleasant tone). The efforts of how much a teacher spent building a relationship was also on the survey showing a positive relation to student experience.

Re-direct and retrain classroom rules

In contrast to Weiners Attribution Theory, there have been studies using redirection and retraining to address misbehavior. Classroom rules allow teachers to set expectations with their students to help reduce disruptive behaviors. Best practices show that classroom rules are most effective when clearly defined, and expectations explained. Lentfer and Franks (2015) looked at 31 pre-service teachers majoring in secondary education located in the Midwestern United States. Here, the study applied the Redirect Behavior Model (RBM). The RBM is a

communication tool that provides scripted guidelines for teachers to follow while they redirect student misbehavior. RBM was developed to help teachers create a calm and productive classroom. The teachers who used the Redirect Behavior Model rated themselves as successful in incorporating its elements and the use of the model decreased student misbehavior.

The Life Skills Group (2018) is one of Australia's education groups that creates lessons on social emotional skills for students and educators. They put out a note on the influence of positive language, to include gestures and sounds and the implications on classroom behavior. If a teacher used the divert, ignore, and redirect the mirror neurons so that we can ignore the bad behavior, have them focus in on something else, then get back to the task at hand. The idea behind this is that the next time a student might act out they would instead use the same techniques that were exhibited by their teacher. Gunter et al. (1993) conducted a study on four single subjects who had high rates of disruptive behavior and their backgrounds were all special education students. There were three factors in teacher responses that were used after the subjects were corrected to raise their hands. The three factors included time between response, immediate response, and no response. For this set of teacher's responses, the phase where the planned ignoring had the higher success rate.

Hester et al. (2009) looked at how consistent a teacher's responses are, how immediate, and how direct. The study reviewed three categories in relation to their use of responses with classroom management practices. Planned ignoring was still used but the study also used praise, or rather, positive words to the student when the classroom rules were followed. Another study by Sugai and Horner (2006) was conducted on planned ignoring and the consistency of such response. The study noted a positive improvement in the classroom environment when the rules included a known planned option for the teacher to ignore an unwanted behavior. The rules were

specific and taught to students prior to implementing. This included actions such as not raising a hand or speaking out of turn. Then, when the student did raise a hand they were quickly praised and called on and reminded of the rule. A similar study on planned ignoring was completed by Lohrmann and Talerico (2004). This study looked at ten 4th and 5th grade students and addressed three rules. The three rules were talking out, out of seat, and incomplete assignments. The study showed that the planned ignoring had positive results from the baseline data for out of seat and talking out but was inconclusive for incomplete assignments. Both studies had rules that were put in place by the teacher, not the students.

In contrast to ignoring, Bibou-Nakou et al. (2000) completed a larger similar study on two hundred elementary teachers from northern Greece using an assessment of questions on reasons for behavior and responses. Ignoring was one of the lower success rated items. A study in South Australia by Johnson et al. (1993) looked at several primary schools and found similar results after studying 777 teachers views on forms of discipline. The behaviors studied ranged from severe to minor and ignoring the behavior showed a lower effect rate.

Another perspective is to allow class rules to be created collaboratively with students, even with planned ignoring as a consequence. Emmer et al. (1980) conducted a study on a group of teachers during the first seven weeks of school. The teachers created rules collaboratively with students in the first week. The rules were taught to the students and tied to a negative or positive consequence. The study showed that the classroom rules had a positive effect on the classroom environment from week one to seven. The students responded in a survey that the opportunity to collaborate on their own class rules was a positive experience, compared to the teacher choosing rules on their own. Madsen et al. (1968) had similar results of a positive correlation between allowing students to work collaboratively with the teacher to create their own class rules.

Next, Hapsari (2013) looked into 28 teacher's current classrooms to study the perceived idea that praising the students can add to their positive classroom climate. The study showed that the use of praising language can promote the students learning experience by keeping them engaged. In this study no teachers associated themselves as strict ones. Rahimi and Hosseini (2012) conducted a study that was similar to this one but looked at the student's perception of the praising and whether or not strictness was a driving factor. This study surveyed 1408 junior high-school students on their perceptions of their teachers' discipline strategies in Iran. The rankings showed that teachers who used punitive consequences ranked lower on the survey and the teachers who used encouragement ranked showing positive relations to motivation.

When using class rules tied to a class token system, Hester's categories of responses can be used to look at whether or not consistency and ignoring are enough. Rosenberg (1986) conducted a study on class management system when the rules were tied to a token system. The study looked at five boys with a median age of eight, who had known behavioral problems. The study concluded that the token system was a driving factor when daily review of rules for the system was in place, on-task behavior increased 12% and there were half as many outbursts. The rules in this study were posted publicly on a classroom wall and the teacher was consistent on the implementation of the rules. The teachers made the classroom rules for this study, not with the help of the students.

When schools are on-line, there are platforms that allow digital token systems as well. Class-Dojo (an application that allows students to earn points and badges digitally) was used in a study along with a traditional classroom token system. Ryan et al. (2018) completed a study on 120 students in eight different classrooms. Half of the students used the digital Class Dojo token system and the other half used a traditional token system. The study showed that two of the

classes, grade 3 and 4, showed improved grades when using the Class Dojo system, but not in grades 1 or 2. Students completed a survey and identified enjoying the digital system over the traditional system. Teachers also surveyed and identified that the digital system students had a positive increase in on-task behavior.

In contrast to the positive use of token systems, there have been studies that indicate token systems manipulate but do not eliminate misbehaviors (Brandt, 1995). A study by Lepper et al. (1973), looked at 51 children the age of 3-5 and the effects of using incentives to reach a goal in an area they already have an observed intrinsic interest (an interest because of its basic nature not because of a connection to other things). The children were split into three groups. Group 1 would do an intrinsic task knowing of an extrinsic reward. Group 2 would do an intrinsic task for a reward but had no knowledge of the reward beforehand. Group 3 would simply do the task. Data showed that those in group 1, who knew of the reward, showed less subsequent intrinsic interest in the task.

Fryer (2011), conducted a study on token systems in 203 schools in three major cities during the 2007-2008 and 2008-2009 school years. This token system consisted of payment for reading books (Dallas, TX), payments for assessments (New York, NY), and payments for classroom grades (Chicago, IL). The study looked at the relationship between payment to students and their achievement. Results showed that there was not a positive relationship, meaning, there was no significant impact on student payment increasing student performance.

Teachers vary on their interpretation of behavior and the underlying cause. This falls into Weiners Theory Attribution under the category of teacher beliefs. Poulou and Norwich (2000), conducted a study of 391 elementary teaching spanning across 60 different school in Athens, Greece. They examined various emotional and cognitive responses and suggestions for effective

responses for student misbehaviors. The study showed that both in school and teacher factors as causes for student misbehaviors. The study showed that there were various reasons for the student cause and also various reasons for the teacher cause. One of the reasons looked at teacher perceived beliefs.

Another study by Andreaou and Rapti (2010) did a study on 249 teachers asking them to look at 12 different reasons as the possible cause of a misbehavior where a teacher response was warranted. The study included primary school teachers who had varied length of service. They were asked to rate various factors as the possible cause for student behavior problems in school. The more senior teachers ranked behavior problems by students as outside of their control and also ranked the cause as not directly relate to their teaching style. The study also showed that newer teachers ranked trust, teaching social emotional skills, and lead by example for positive teaching styles higher than the more senior teacher group. This was all through self-survey questions. In the group of teachers with up to five years of service the teachers ranked showing care, trust, and using manners as a better response to students.

Building Relationships

Establishing relationships with students has been researched heavily. There have been numerous studies looking into the various elements that play into how to create a positive student-teacher relationship. Barile et al. (2012) completed a study and looked at the relationship between the student and teacher and how it impacted a positive classroom climate. The study looked at 431 public high schools with the student averaging age 16. The study examined polices made by the teacher and its impact on student achievement and how these two factors were controlled by the student-teacher relationship in the class. The study found that the students evaluated their teachers on a survey rated a positive teacher student climate. Student perception

of the teacher relationship was also associated as higher if there was a lower drop-out rate by the student's senior year.

There is evidence of numerous factors that influence the student-teacher relationship. Rudasill et al. (2010), conducted a study on the closeness of student-teacher relationships in the 4th, 5th, and 6th grade by looking at the students' background characteristics. These characteristics included family income, gender, and receipt of special service. The study looked at over 1000 participants using data from NICHD Study of Early Child Care and Youth Development. Results showed that those who self-identified as having lower family income and higher receipt of special services also had negative student-teacher relationships.

Another study looked at the impact of a student-teacher relationship on peer likeability (how popular or unpopular the student was) in a school setting to see if the two were in any way related. Engels et al. (2016) conducted a study looking at 1116 students that had an average age of 13.9. Here the study looked at how teacher student relationships, peer likeability and student engagement (how engaged the student was in class). The study showed that there was not a relationship between the three pillars. A student's social status had no relationship to whether or not there was a positive or negative student-teacher relationship.

In contrast to the study by Engels et al., Hendrickx et al. (2017) looked at a similar study of 5th grade students from 56 classes and posed a questionnaire on relating peer likeability to that of the student-teacher relationship. The questionnaire was taken at the beginning of the study and then again three months later. The study showed that negative treatment of a teacher to their student regarding a misbehavior in class also relates to the likeability of the student outside of the class. The study took the data results from the three-month questionnaire and was able to correctly predict the results at the six-month questionnaire.

There are other contributing factors that play into student-teacher relationships that could affect the quality of those relationships. Zee and Roorda (2018), looked at 269 students grade 3-6. The study looked at students who surveyed that they had anxiety, shyness, or emotional problems to see how those personal behaviors affect student-teacher relationships. The study surveyed both the student and the teacher. For the teachers, the survey included teach attributions and their perceived relationship with students. Students filled out a questionnaire regarding demographics and their own perceived behaviors. The study found that anxiety and shyness did affect the student-teacher relationship, but emotional problems showed no relation to affecting the student-teacher relationship.

Teacher Confidence with Classroom Management

Classroom management is a concern for new teachers, requests for professional development training on classroom management strategies is higher than any other areas (Townsend, 2011). A study was conducted by Quinn (2017) on 110 current and new teachers and looked at the trainings they had received for classroom management and examined behavior strategies that they perceived as useful. The teachers who responded and had a higher amount of training also rated a higher amount of perceived control over a student misbehavior. Time in service did not relate to this finding.

When specifically looking at new teachers in the classroom, Jackson et al. (2012) conducted a study on 12 primary and 3 secondary pre-service teacher's perceptions and confidence. This was related to Australians own training system called the Essential Skills for Classroom Management (ESCM). The study showed that the teachers ranked the highest concern for classroom management and preparedness to manage their own classroom. Yuksel (2014) found similar results when studying 85 pre-service teachers. The subjects ranked themselves on

the self-efficacy scale at two different times, a pre-test followed by a post-test. The study found a significant difference from the pre and post-test scores, showing gains on the post test. This was after a 12-week course on classroom management.

Current teachers in the classroom also show concern for classroom management as poor classroom management interferes with learning. Looking at whether or not teacher confidence sees an increase when taking courses, Rosas and West (2009), studied a compilation of all Ohio's 50 colleges and universities that provided teacher preparation programs. The compilation of data was looked at to see if there was a difference of attitude between new teachers and in-service teachers. The data showed that preservice teachers showed a lower level of confidence, while in-service teachers showed a high level of confidence in their classroom management skills. Chambers and Hardy (2005) reported different results when 55 secondary student teachers at a Texas University participated in a study where they compared self-efficacy beliefs in relation to classroom management with two groups. Half took one course at the university in student teaching and the other half had taken two courses. There were not significant differences in these two results.

Lopes et al. (2017) conducted a study exploring the link between perceived classroom management skills and teachers perceived amount of time spent on classroom misbehaviors. The study looked at whether or not the teacher themselves felt they had control of their classroom management plan, and how it related to the misbehaviors by students in class. The group consisted of 5th-9th grade Portuguese teacher's and their perceived skills at classroom management and their perceived time spent on misbehaviors. The study found a relationship between those who saw themselves as having control over their classroom also saw themselves spending less time with misbehavior.

Bas (2019) found similar results after conducting a study on 67 social studies teachers looking at the relationship between classroom management skills and self-confidence. The study was completed in Turkey through the spring semester in the 2018 and 2019 academic school year. Personal data was collected along with a survey on their perceived classroom management skill and their perceived self-confidence on classroom management. The study found a positive relationship between the teachers perceived classroom management skills and the perceived self-confidence.

Question

How do I make changes in my own responses that maintain a positive classroom climate while dealing with disruptions and misbehaviors in a remote learning class?

Purpose

I notice when I respond to class disruptions and misbehaviors my students do not respond as seriously to my requests as they do my mentor teacher. I am worried that if I cannot elicit the same response, I will not be able to set boundaries that allow me to teach in the intricate world of on-line learning. Through reflective professional development, I will discover new tools to mitigate disruptions and misbehaviors during class and address my own need to firmly set positively set boundaries for my students.

Methodology

The plan for this chosen cycle of methodology was to naturally let a student misbehavior present itself in the on-line class environment. The researcher took feedback from their mentor teacher for the three current shortfalls they have- how they can change their response to a given disruption by acknowledging their own biases and beliefs, the need to show confidence in the classroom , and the important of setting rules and boundaries in a remote learning environment.

Along with the feedback from the mentor teacher, the researcher reflected on how they felt with the new response tactics and also noted whether their effectiveness changed in the on-line learning environment.

The reflective journal by the mentor was the leading key on recording the effects on one's learning from literature. Feedback was taken into the journal from observations, research, mentor feedback, and self-reflection. From there a reflection of the data was done to see areas that could be personally improved on.

The educators reflective journal showed their professional growth and how they are using their experiences to build upon a better student-teacher relationship. They showcased triumphs, pitfalls, mentor feedback, and any other details of experienced moments in their reflective journal.

Results

My own Attributions

This professional development focused on my own learning of how to approach misbehaviors with confidence and structure in an on-line learning environment. My goal was to be able to first recognize my own personal biases that were limiting my growth in order to create solid student-teacher relationships. I knew that the way I approached even the smallest of acting outs in class would be of importance. With Covid-19 preventing students from being in school and switched to online learning, all of the 2nd grade students are on-screen and eyes watching. At the start of the school year, there was a lot of mimicking in the virtual class where if one student picked up a white board and started drawing and shared it on the screen, another would copy.

During one of my first observations stated an instruction to follow and some students would un-mute and jump in and start correcting other students too. This was one element where I

needed to develop my response tactic so that I inflected a clear level of expectations. In turn I would feel more confident. This is something that I was uncomfortable with for various reasons, one being the element of fear of losing a student in the already fragile world of on-learning experiences. I had another assumption that if a student did get upset, I believed they would feel pressured by everyone right there looking at them through the camera and they might want to turn off their camera or leave class altogether for the day.

Specific feedback from my mentor teacher was a simple statement of telling them, “No thank-you”, which gave me the confidence that I needed to have to make a simple powerful statement that would also result in a positive experience. My mentor and I also spoke about some of the other un-muting of mics to talk, waiving pens in the camera, and so on. Consistent rules and positive feedback to the students was a direct reflection of my review of the literature on positive classroom strategies. I started using the manners tactic and simply said, “No thank-you” (Name). I found that there was an immediate level of respect from the students that I was gaining and an element of appreciation in the classroom too. This was a growth moment for me from acknowledging the power of such simple statements. Feedback from my mentor and the review of the literature helped me use the positive management tactics successfully, which allowed me to be in control of the class. I feel that the change in this behavior for myself by politely but firmly calling out students will set a better classroom environment. This also made me feel more confident as I completed my observations.

My mentor teacher noticed that there were less disruptions during my observations and felt I had good control over the class. I believe that if I keep up with these changes that students will want to engage more, and I will be able to build stronger student-teacher relationships. I also

think that if I have control over the class and how misbehaviors are handled some of them could be avoided altogether, and those that do arise I will have a plan to handle them.

I had other situations where during my observation I started using my finger on my nose and had the kids mimic so that I knew everyone was ready to learn. This gave me the confidence to start the lesson in our on-line format and I did not want to have to be stressed about having to make some students wait while others were needing a second set of directions. This was another discussion with my mentor teacher that I had on how much time we give to students and move on with a lesson so that structure was maintained (this pertains to an online environment where if a student un-mutes or starts distracting the other students in the chat it can quickly take over the entire on-line classroom). This was something I was conscious of because of the remote learning environment. Students chatting results in a lot of noise on the computer for everyone and I lose engagement. It was a fine balance that I worked on personally and I ended up slowly giving less and less time each lesson to get logged into the platform we used. For me this was something that allowed me to maintain the structure of the classroom but avoid losing the attention of any children I worked so hard to maintain.

The balance of on-line education is addressed because my high-capability students were ready to move on with the lesson, while other groups just needed more time. I felt that by my plan to allow kids more time and leading by example of finger on the nose helped respond to students of varying levels successfully. This was another growth moment that I personally moved past because I felt that I was rushing students, when I really just needed to be confident in my handling of the transition. It was an attribution that I acknowledged and changed.

During my reflection I was aware of the idea that some of the children might have a harder time than others not getting to socialize in person. The challenge with being on-line is that

the normal outlets of recess and day to day classroom interactions are removed. A few of the children wanted to be in person and have mentioned that in various ways. This was something they simply stated to us at the end of a meeting such as, “I do not want to leave you guys”. Students wanted an in-person connection and we could not provide that for them on-line. This was a challenge for both my mentor teacher and me, but it did lead to other outlets such as the chat feature in Google Meet.

Originally, the chat setting in Google Classroom was open and free for the children to use but it was making us lose a bit of the control of the classroom. This was because the children were chatting with their peers instead of listening to the lesson. The children asked to use the chat by vocalizing and writing it on their white board to show to us in the camera. After brainstorming ideas for how I could make this work during times I deemed appropriate, I decided that when I took over some of the small reading groups about the third week into school that I would give those students a chance to use the chat. I felt really good after I laid out the rules for the chat and kids followed. The importance of teaching the rules and consistency was influenced by my literature review. This made me feel that I had earned some of their trust and vice versa through my own process of making something that did not work in a larger group, work in a small group. I clearly set the rules for the chat room and stated the consequence of losing the chat feature if they could not follow the rules. I had control of the class and felt good about trusting it was being used in a manner that supported our lesson. This was because I maintained control of the chat by only allowing response in there at certain times.

I was also gained confidence when I was successful in encouraging kids to try again after a previous failure. For example, during a math lesson a student was not understanding the content and wrote “I give up” on their white board. After talking with my mentor teacher, we

agreed that ignoring for this situation would be best, followed by a praising when the student did their work. The next class I noticed another note from the student, and I did my best to ignore for this situation, then, the student wrote the correct answer on the board a few minutes later and I made sure to recognize the student with a positive word. I felt successful in my handling of this situation and my mentor agreed that it was a notable personal growth victory. I noticed that if I use the ignore response on some students it works well, however with others they seem to keep asking until they are acknowledged. I want to look into why different response tactics work for some students but may not with other students.

Through my literature review it was asked whether the student was the antecedent (preexisting thing or event) for the misbehavior or the teacher. This kept leading me back to a deeper look at myself and the situations that were arising during my observations. What I noticed was that the misbehaviors that were happening were mostly the result of my own actions. When I was not able to keep the students on task because I was lacking classroom management timing, the students acted out. When I was not able to have confidence in making rules for my class, I realized I had not taught the rules thoroughly, or often enough. When I engaged the kids in activities that on built on classroom community, I was in turn able to build stronger student-teacher relationships.

This literature review opened up a reflective look at myself and my teaching style. I think this professional development study moved me in the right direction. I also realize that while I want strong student-teacher relationships, I also do not want those relationships to affect my students outside of the classroom. What I mean is that through my literature review I see that sometimes teachers' attitudes towards their students are picked up on by other students and can affect them negatively. This is something that I am aware of and will be mindful of how I portray

myself to students when there is a misbehavior in class that is the student cause as those causes could also be environmental, medical, or something else. The elements that play into both student and teacher behaviors are multi-leveled.

Building Students-Teacher Relationships

When I think about working in a classroom and making things run smoothly my first thought is wondering if the children will listen to me. Building a student-teacher relationship is one of the biggest pieces that I can focus on after my own attributions because if I do not have a relationship with my students, I will not know their personal needs that will allow me to understand how they learn and work best in school. My review on literature led me on my own personal expedition to connect to students right at the start of school.

Building student-teacher relationships is not something that I can do in the first few weeks and be where I want to be. I realize that this is something that requires work each day. Through my literature review I realize that there is an importance to students to be seen and felt welcome. The growth and proudness that I feel as students open up and share something with me is fulfilling as a teacher and it makes me realize that I am not just here to build content, but to also build a community of students who know and care about each other. I can lead by example to make this happen. If I have a relationship with the students, they will be more willing to want to be in class and follow the rules in order to show respect. If I am providing an open, engaging, and positive community to be in they will want to be in class. Once those boundaries are established, I can start teaching content.

Redirecting my own Class

The idea that I am entering into teaching in a remote learning environment and doing my student teaching in a remote learning environment can be overwhelming sometimes. I know that

I need to keep things in perspective and I personally believe that there is a difference in traditional school and on-line school during COVID. Traditional school provides socialization, physical workbooks, and consistent peer engagement. On-line school consists of limited socialization, fixated to a computer screen in order to receive the content synchronously or asynchronously, and often times using computer programs to virtually complete assignments instead of traditional paper and pencil. This is entirely new territory and it is not a 'normal' situation for these students. With that said, I have reflected on my thoughts on classroom management and with my mentor teacher I have put into an action a plan to keep students on track to stay focused even on-line. My journal reflections have moments of strength on this and moments of struggle.

First, I noticed at the beginning of the year I could not get students to understand the structure of our routine. I felt that things were a bit over the place when I started a lesson. Unmuting of mics, cameras off or on, and raising their hand during known work times that were inappropriate. At first, this was difficult to change but after about three weeks of the rules being reminded daily and weekly the rules set in with the students. They were slowly being re-directed and retrained and I worked through this with planned ignoring that was driven by my literature review and my mentor teacher. I had the confidence to stick to the method of establishing rules, reminding rules, and planned ignoring. The students responded positively to defined structure, but in the new on-line world they needed extra guidance. The class expectations we set up were working and it was my willingness to be patient and persistent that made it a success when I was teaching.

Next, my field supervisor noticed that my ability to time the lesson was better. This was because I felt I was more in control of reminding the students of where they needed to be and the

weeks previous had allowed me to set standards for myself in regard to time management. This was by increasing my skills to relay to them the expectations of getting to where we all needed to be faster. This included being more successful in getting the students to be quiet when asked, learning how I can turn off the chat room to avoid, and using focusing tactics such as self-talk.

I taught a lesson on self-talk and received feedback through my mentor that it was a really impactful lesson. Towards conference week my mentor asked the students three things they had learned so far this quarter, a lot of students included self-talk on their list. Self-talk is a social emotional skill to teach students to use their internal voice in a positive manner to stay on task, be positive, or have an internal dialogue of what is going on around them. This made me realize that this tactic was one I could use and keep implementing with the students. This growth in myself and the students was a successful turning point in my own professional development. My own excitement was noticed when I later used the strategy of self-talk later in another lesson by having them use self-talk to stay focused and my mentor was shaking her head in agreement that she felt I made the right call. This made me see that the growth in myself was being noticed. I found when I clearly set expectations and restated the use of self-talk the students' misbehaviors were minimal.

Setting Rules and Boundaries On-Line

With on-line learning a lot of the in-class incentives are not available to help primary students stay on task such as bobcat bonuses that are given if they are caught being kind, respectful, or helpful or the ability to walk around a physical classroom and give candies or stickers for positive re-enforcements. Small incentives can serve as little reminders that they are working hard, and we want to let the students know we see that. When students turned to on-line learning because of COVID, those in person reminders were removed from our teacher toolbox.

Through my literature review, I knew I did not want to let the students think that they only needed to work hard in order to get stickers or candy. I felt this was an opportunity to wrap in my review of literature on the importance of rules and guidelines in the classroom and tie it with relationship building. This was a special situation in on-line learning in that I personally do not think I would implement such system in class, but the situation for on-line would work.

We spoke about the idea of sending mail weekly and some of the students had mentioned in passing that they missed getting stickers and candy in school. After some discussion and implementation on the system for earning stickers or handmade bookmarks we let the students know of the new on-line system. Coincidentally, both my mentor teacher and literature review helped guide us in the implementation of the rules, in that the students came up with the class rules and then signed their name to them electronically stating they would abide by them. This gave the students voice on what was going on the class.

This was a way that we could get students in a conversation of their own and collaborate with each other about what class rules mean and what they should be. We pointed out necessary times when the rules were important to follow because a certain behavior could directly affect the entire class, so the students agreed that un-muting their mic was something that should be on their rule chart. This was a growth moment for me as I changed my own personal belief on making rules for kids, when I could allow the students to have voice and set their own rules that I help guide.

I constantly reminded myself that I was trying to teach them about the effects of their behavior not train them or see results. My goal as an educator is to act as a positive role model first and know what that means so that I can lead by example. Sharing with my students strategies to be good people and seeing a little light bulb click on how they are acting and how it

affects others was a personal growth moment. I felt the literature review in action here with my positive words to the students. Things like, “you can do it” which can be positive self-talk for students to use on their own when something is hard. Another one was, “I know that was hard, thanks for hanging in there”, which is another strategy to help students see their own hard work. These which are two statements that made me feel confident with teaching students to be successful in class and how they behave, and their effort is a direct relation to their success.

Thoughts of Confidence

My literature review with motivation to students led me to think about how my confidence was changing. I learn most by observation and when I feel more comfortable with the content of any subject I in turn feel more confidence. With a new understanding from my literature review on teacher confidence and showing that newer teachers had a lower level of confidence on classroom management I personally tried to engage in the studies that related to this and look to how I can apply them in the classroom. I felt a lot of personal growth when I was able to watch a student acting out and be able to comfortably analyze why they were doing that. In one situation there was a student who was writing things on their white board when they did not want to do the work or to possibly get attention. Regardless, I simply thought I should re-state the rules, then I would apply the ignore the bad behavior and quickly praise when the student did their work on their white board. My literature review on how to respond allowed me to feel comfortable with addressing the misbehavior and felt I had a solid plan to put in place.

Another situation that I found new confidence in was addressing the students when they were un-muting their mics. I first felt that I would possibly offend a student because of my personal beliefs that the students were already upset over having to be on-line in the first place. I quickly recognized that when I did re-state rules, such as no mic, and was firm but polite, the

students responded very well. I felt that they needed this guidance in class, and it gave them structure. This visual feedback from the students has changed my original beliefs that the students would be so upset by my firm push-back that they might not join on-line. I now see that students need and want structure and it was important for me to state rules.

A situation arose during my small reading group where my confidence was tested when a student was doing everything but focusing on our 1:1 lesson. This made me question on how I was going to handle the situation and not lose the student. I decided to wait and repeat my instructions, sticking to what I had learned about timing and consistency. This is where I was able to apply this and saw results after re-stating the task, using a positive environment to encourage and offer a little extra help, and being consistent on the expectation of the completed task. The growth that I saw in myself was a great feeling being able to confidently handle that situation.

Conclusion

In conclusion, as a new teacher, I have learned I must plan for a complete classroom management strategy and have confidence in my own established responses for when misbehaviors arise. This includes first looking at my own biases that I might hold that would prevent me from being successful in class and engaging in building a solid classroom community. As I have witnessed, even with solid strategies for classroom management, there are still elements to implementing any system that I need to think about in order to make it work. This starts with a solid student-teacher relationship. Having the confidence that my students believe in me and themselves to put forth the effort to do their best work and believe in our class culture is the foundation for my self-confidence. This allows me to give responses to misbehaviors when they arise with confidence. This includes responses that need to be

immediate and consistent and making sure that class rules are reviewed often and clear to the students. I have learned that ignoring at the right times can help re-direct the student to a proper place is a strategy that I am comfortable with.

I have put into action several times my newly learned strategies of time management in regard to being able to control the classroom in an on-line environment by clearly explaining rules first, continuing to do so daily, and then continued upkeep monthly with extra refreshers after a long break. I even like the idea of letting my students make their own rules and signing a class rule list as I saw it an area of growth from myself and letting students have voice in the classroom. This is a bias of mine that I have overcome, meaning I do not have to have control over every class rule. My belief is that class rules are just that, class rules. They are a guide for myself and my students to have known boundaries set, but when a student does something right or makes a mistake for that matter, I do not believe I need to give them stickers or candy. Instead, I will remind them that our actions affect each other and let them know we can always make different choices to create a positive classroom environment.

I believe my confidence with my responses to students' misbehaviors has increased and I feel more comfortable directing the entire class on-line as I have acknowledged and changed some of my own attributions. I have grown and reflected on the intricacies of online learning. Identifying personal challenges that were encountered, and detailed noticings of how my responses made me feel in the classroom and simultaneously affected the student's response.

Limitations

All aspects of this personal study were strictly related to an on-line learning environment and the professional growth of a student teacher working remotely; as such, outcomes could vary if changed to in-person.

Recommendations

Responses to misbehavior and reasons for those misbehaviors is a large category. For this professional development study, I focused on three areas I felt I needed improvement in. For the next study it could be recommended that when schools re-open after COVID-19 pandemic, that the study be conducted in a traditional in-person environment. I would want to focus on in-person community building strategies that were limited on-line during this study as this is another area that can lead to positive behavior in the classroom. Community building and peer-to-peer engagement can help us not only understand each other better but also give us more opportunities to see how our behavior affects others.

Professional Growth Plan

*At request

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