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New teachers' perceptions on their preparation: A follow-up study

Kristi Powers
Iowa State University

New teachers' perceptions on their preparation: A follow-up study

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Kristi J. Powers

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Program of Study Committee:
Daniel C. Robinson, Major Professor
Michael Book
Frankie Santos Laanan
John Nash
Jan Westerman-Beatty

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ABSTRACT

This research investigated new public school teachers' perceptions of their level of preparation in the area classroom management and how prepared they were during their first year of teaching to handle various classroom and discipline issues. The study updated research done on this topic that used a 1999-2000 public school teacher dataset (Cleveland, 2008). The investigation was conducted using existing survey data regarding percentages of new teachers who felt well prepared in the area of classroom management. The data were disaggregated by teacher gender, teacher level, licensure program, whether or not they held a Master's degree in education, and percentage of minority students in the school. The relationship between length of student teaching experience and new teacher perception of classroom management preparation was examined. New teachers' perceptions of their preparation in classroom management and their correlation to job satisfaction and commitment to the teaching profession were investigated. The final category of consideration was new teachers' self-reported professional development and induction needs in the area of classroom management.

This study used data from the 2007-2008 Public School Teacher Questionnaire from the Schools and Staffing Survey (SASS). A survey design was used to identify quantitative, numeric trends regarding new teachers' perceptions of classroom management preparation and findings from the sample were generalized to the population (Creswell, 2009). Descriptive statistics were used to identify new teacher perceptions of level of preparation in classroom management through percentages, as well as to describe the level of priority assigned by new teachers in the area of classroom management for their professional development needs. Inferential statistics were used to test for a correlation between the level

of preparation in classroom management and new teachers' job satisfaction and commitment to the teaching profession. A multivariate analysis was used to determine if the length of a new teacher's student teaching experience predicted his/her perception of first-year teaching classroom management preparation. The results of this study not only updated existing research in this area, but they also informed current practices of teacher education programs in the area of classroom management preparation by showing the trend in new teacher perception of classroom management preparation.

CHAPTER 1. INTRODUCTION

In the world of education, a teacher's ability to deal with classroom management issues directly affects student achievement. In this day and age of high-stakes testing, a teacher must be able to engage all learners and sustain the types of activities that lead to critical thinking and learning. With the enactment of No Child Left Behind (NCLB) (2002), thousands of schools across the nation have restructured their educational goals, objectives, and initiatives to meet adequate yearly progress (Scherer, 2006). With the direct relationship between effective classroom management strategies and student achievement, there has been continued emphasis on deciding how to best prepare pre-service teachers in the area of classroom management (Darling-Hammond & Bransford, 2005).

Traditional teacher education programs provide classroom management instruction to pre-service teachers in a variety of settings that include: stand-alone classroom management courses, methods courses, field experiences (most notably the culminating student teaching experience), classroom management seminars connected to field experiences, Professional Development School Programs (PDSP) between teacher education programs and local school districts, and through various other coursework in teacher education programs (Darling-Hammond & Bransford, 2005). Meyer and Williams (2005) highlighted the importance of a semester-long course in classroom management for pre-service teachers. In terms of alternative licensure teacher education programs, a study revealed that alternative licensure teachers were more likely than traditional licensure teachers to leave the field because they did not have the developmental experiences in their programs that provided opportunities to become comfortable in classrooms before entering the field (Darling-Hammond, 2003).

Regardless of licensure pathway, new teacher induction and support are perceived as a continuation of teacher preparation, and adequate support reduces new teacher attrition by one third (Ingersoll & Smith, 2003). However, teacher attrition continues to be a great problem for many school districts across the United States. Findings of an extensive study on teacher attrition by Ingersoll (2003) revealed that approximately one third of new teachers left the field after three years, and almost half left the teaching profession after five years. Liu and Meyer (2005) noted that employee attrition is disproportionately higher in education, especially among new teachers. They revealed the greatest reason for teachers' dissatisfaction with the profession was compensation, followed by discipline issues in the classroom. Vast resources are invested by school districts in the recruitment, hiring, and the training process for new teachers. With nearly one third of new teachers leaving the field after the first three years, school districts absorb a large cost.

A report by the National Commission on Teaching and America's Future (NCTAF, 2003) confirmed the statistics about teacher attrition and stated that one third of novice teachers leave the profession within three years and in fact, more teachers are leaving the profession than are entering. Several studies have identified reasons for leaving, including: salaries, management issues, lack of support, working conditions, and personal reasons (Boe, Cook, & Sunderland, 2008; Ingersoll, 2003; Inman & Marlow, 2004, Mihans, 2009). New teachers who remained in the profession more than five years generally stayed for the majority of their career (Johnson, 2004).

Statement of the Problem

In response to aforementioned concerns, educators and others have advanced research on effective classroom management preparation as well as new teacher retention. Studies have revealed that skillful classroom management makes quality intellectual work possible in schools. In order for students to learn at a high level teachers must be able to effectively structure the physical classroom, establish and maintain rules and procedures, develop positive relationships with their students, and develop and implement quality instructional activities. There is a direct connection between a teacher's ability to manage complex classroom activities and his or her ability to teach challenging and stimulating material (Darling-Hammond & Bransford, 2005). Therefore, studies of teacher preparation programs should investigate whether pre-service teachers are being prepared for 21st century classrooms.

Classroom management instruction has been an area of research in education for many years. More recently, there has been a movement towards inquiry into classroom management issues and their impact on teacher attrition. In the past decade, research has supported the claim that well-prepared and well-supported new teachers have higher job satisfaction and are more likely to stay in the teaching profession (Ingersoll & Kralik, 2004; Ingersoll & Smith, 2003; Useem & Nield, 2003). High attrition rates have forced school districts to take a close look to determine why teachers are leaving (NCTAF, 2003).

There is a paucity of existing research regarding new public school teachers' perceptions of their level of preparation in the area of classroom management during their first year of teaching, and how this level of preparation affected retention and commitment to the teaching profession. Cleveland (2008) studied this area using the 1999-2000 SASS

Public School Teacher Questionnaire data. There is a need to update this study using the most recent 2007-2008 SASS Public School Teacher Questionnaire to further inform teacher education programs as well as school districts about this topic. With NCLB (2002) legislation, there have been heightened expectations of and implications for K-12 public school teachers. Analysis of the 2007-2008 SASS dataset regarding the perception of new teachers' preparation in classroom management informed change based on NCLB.

Purpose of the Study

The purpose of this study was to advance information about new teachers' perceptions of classroom management preparation and discipline issues based on new national data. In particular, the areas of inquiry included new teacher:

- classroom management preparation;
- job satisfaction and commitment to the teaching profession; and
- professional development and induction needs in the area of classroom management.

First, new teachers' perceptions of classroom management preparation were measured by a Likert-type scale using the 2007-2008 SASS Public School Teacher Questionnaire (see Appendix A). These data were disaggregated based on teacher gender, teacher level, licensure program, whether or not they held a Master's degree in education, and percentage of minority students in the school. Second, a multivariate analysis was conducted to determine if the length of the student teaching experience predicted new teachers' levels of classroom management preparation. Third, inquiry was made regarding the relationship between new teachers' perceptions of level of classroom management preparation and overall job satisfaction and commitment to the profession. Finally, new

teachers' self-reported classroom management needs for professional development and induction programs were reviewed.

Research Questions

The following research questions guided this study:

1. What are new teachers' perceptions of how well prepared they were in their first year of teaching in the area of classroom management?
2. Are there statistically significant differences in new teachers' perceptions of first-year teaching classroom management preparation by gender, teacher level, licensure program, whether or not they hold a Master's degree in education, and percentage minority population in the school?
3. Does the length of the student teaching (practice teaching) experience predict new teachers' perceptions of first-year teaching level of classroom management preparation?
4. How do new teachers' perceptions of classroom management preparation in their first year of teaching relate to their job satisfaction and commitment to the teaching profession?
5. What level of priority do new teachers assign classroom management for their own professional development needs?

Theoretical Framework

The theoretical framework in this study was comprised of: (a) classroom management instruction; (b) new teacher professional development; and (c) new teacher retention and attrition.

Classroom management instruction

Darling-Hammond and Bransford's (2005) best practice model for teacher education programs provided a theoretical framework for this study. In particular, their findings regarding effective classroom management instruction served as a model for best practice in pre-service teacher preparation. According to their findings, the following six areas must be included in effective classroom management instruction for pre-service teachers: curriculum and engaging pedagogy, motivation, culturally responsive pedagogy, learning communities, organization of the classroom, and moral development. Their research indicated that new teachers from five-year graduate-level teacher education programs with full-year student teaching experiences were more likely to remain in teaching than those from four-year undergraduate programs.

The first three research questions were selected based on the Darling-Hammond and Bransford (2005) model for best practice in pre-service teacher preparation. The first and second research questions measured new teachers' perceptions of their classroom management preparation. The framework established that all six areas of the model need to be included in pre-service teacher education programs in order for new teachers to be well-prepared. The third research question measured whether or not the length of the student teaching experience predicted new teachers' perceptions of first-year teaching classroom management preparation. According to their theory, the longer the student teaching experience, the more prepared teacher candidates are in this area. In fact, new teachers from teacher education programs with full-year student teaching experiences at the graduate level were more likely to remain in the profession than those from four-year undergraduate-level programs.

New teacher professional development

The Alliance for Excellent Education's (2004) new teacher induction criteria has provided a theoretical framework for effective professional development and mentoring opportunities. The five components of this model include: high-quality mentoring, common planning time, meaningful/ongoing professional development, external network of teachers for support, and standards-based evaluations. This research indicated that comprehensive induction programs not only improved new teacher retention, but also increased student achievement because new teachers learned effective instructional strategies from their mentors. Comprehensive induction programs reduced new teacher attrition by nearly one half.

The Alliance for Excellent Education's (2004) model was selected for the fifth research question. This model describes important criteria for new teacher induction programs. Professional development needs is one of the key areas of emphasis for new teachers. New teacher professional development must be on-going and meaningful in order to improve new teacher instruction and ultimately increase student achievement (Alliance for Excellent Education, 2004). This professional development must include content knowledge, diverse learner needs, and how to manage student behavior. Research question five measures the level of professional development priority new teachers assigned to the area of classroom management and discipline issues. Further investigation reveals whether or not new teachers perceive those needs were being met.

New teacher retention and attrition

The third theoretical perspective that informed this study was Liu and Meyer's (2005) research relating to new teacher retention and attrition. Liu and Meyer indicated that commitment to the teaching profession was increased through professional support and development, new teacher induction, fewer classroom management and student discipline issues, and good facilities. Their research findings revealed that low compensation is a leading cause of teacher dissatisfaction but increasing salaries is not the answer to retaining new teachers. Schools should provide new teacher support to alleviate student discipline issues and concerns instead of focusing on financial incentives.

The fourth research question is based on the research by Liu and Meyer (2005) and measured the relationship between new teachers' perceptions of first-year teaching classroom management preparation and job satisfaction and commitment to the teaching profession. The research findings supported the claim that one of the leading causes of job dissatisfaction in the teaching profession is student discipline issues in the classroom.

Significance of the Study

This research adds to the existing body of knowledge regarding the effect of new teachers' perceptions of classroom management preparation on retention and attrition. Compensation and lack of support have been revealed as resulting in job dissatisfaction among new teachers, and classroom discipline issues as a leading cause of attrition (Darling-Hammond, 2003; Ingersoll, 2004; Inman & Marlow, 2004). Liu and Meyer (2005) found student discipline problems were a major reason for teachers' job dissatisfaction, second only to compensation. This is an area of importance and concern as school districts are being

forced to cut budgets nationwide, especially when one considers the high cost of new teacher attrition.

Teacher education programs and school districts across the nation can benefit from the results of this research to better understand the relationship between classroom management preparation of pre-service teachers, new teacher professional development and induction, and new teacher retention and attrition. Better classroom management preparation of pre-service teachers allows for successful first-year teaching experiences which could decrease attrition. Currently, college education programs teach classroom management to their pre-service teacher candidates through a variety of coursework and field experiences. There is a lack of consistency regarding how students acquire the knowledge. Both teacher education programs and public school districts could benefit from this study and continuing to investigate how best to prepare and mentor new teachers in the area of classroom management.

This research can also benefit public school districts as they look to improve and refine their new teacher professional development and induction programs. New teacher induction and mentoring programs are costly for school districts and this research provides information about how to more efficiently use these funds to reduce new teacher attrition. By disaggregating the new teacher data by gender, level (elementary or secondary), licensure program (traditional vs. alternative), whether or not teachers hold a Master's degree in education, and percentage minority student population in the schools, this study further informs teacher education programs, school districts, and educational researchers in terms of level of classroom management instruction and support necessary for each subgroup to increase overall job satisfaction and retention.

A strength of this study is the use of the SASS dataset from the 2007-2008 Public School Teacher Questionnaire. This is a well-respected dataset because of its nationally representative sample with high reliability and validity measures. By using such a dataset, generalization of findings can be made to the entire K-12 new public school teacher population. The initial study of new teachers' perceptions of classroom management preparation carried out by Cleveland (2008) using SASS data from the 1999-2000 Public School Teacher Questionnaire informed teacher education programs, school districts, policy makers and educational researchers. Updating this research showed trends to further inform these stakeholders.

Definition of Terms

The following research terms were defined for use in this study.

Classroom management: Actions taken to create and maintain a learning environment that supports instructional goals (Brophy, 1988). Components include the physical structure of the classroom, rules and procedures, fostering relationships with students, and maintaining engaging academic activities (Darling-Hammond & Bransford, 2005).

Commitment to the teaching profession: For this research, commitment to the teaching profession means to remain in teaching as long as an individual is able over an entire career. It was defined in terms of responses to 2007-2008 SASS Public School Teacher Questionnaire survey items #57d and #58b. Item #57d asks: To what extent do you agree or disagree with the following statement? If I could get a higher paying job I'd leave teaching as soon as possible. The response choices were: (1) strongly agree; (2) somewhat agree; (3) somewhat disagree; and (4) strongly disagree. Item #58b asks: How long do you plan to

remain in teaching? The response choices were: (1) as long as I am able; (2) until I am eligible for retirement benefits from this job; (3) until I am eligible for retirement benefits from a previous job; (4) until I am eligible for social security benefits; (5) until a specific life event occurs (e.g., parenthood, marriage); (6) until a more desirable job opportunity comes along; (7) definitely plan to leave as soon as I can; and (8) undecided at this time.

Job satisfaction: Describes how content an individual is with his/her job. For this research, it was defined in terms of response to 2007-2008 SASS Public School Teacher Questionnaire survey item #58a. Item #58a asks: If you could go back to your college days and start over again, would you become a teacher or not? The response choices were: (1) certainly would become a teacher; (2) probably would become a teacher; (3) chances about even for and against; (4) probably would not become a teacher; and (5) certainly would not become a teacher.

New teachers: Public school teachers with three or fewer years of teaching experience (U.S. Department of Education, 2011).

Percentage minority students enrolled: Percentage of students enrolled in the school whose ethnicity classification is the following: American Indian or Alaska Native; Asian or Pacific Islander; Black; or Hispanic (U.S. Department of Education, 2011).

Professional Development School: Schools in the K-12 setting that partner with teacher education programs whereby pre-service teachers learn alongside experienced, mentor teachers. Teacher education programs and these K-12 schools develop a shared vision of good teaching that informs their partnership (Darling-Hammond & Bransford, 2005).

Teacher attrition: The number of teachers hired within a given period of time to replace those teachers leaving or released from a school district (Heider, 2006).

Teacher level: Defined as either elementary or secondary teaching level in the public school sample (U.S. Department of Education, 2011).

Summary

This research informed teacher education programs, K-12 public school districts and administrators, and education policy makers by providing updated information on pre-service teacher classroom management preparation and its relationship to new teacher attrition. These findings will assist teacher education programs as they partner with school districts to better prepare new teachers to deal with discipline issues in the classroom. This inquiry updated existing data using the 1999-2000 Schools and Staffing Survey dataset that investigated and informed the above mentioned constituents about this topic.

Chapter 1 provided an overview of this research, and included the statement of the problem, purpose of the study, research questions, theoretical framework, significance of the study, and definition of terms. Chapter 2 provides an overview of the literature reviewed for this inquiry. The chapter begins with a review of classroom management preparation and its important components in teacher education program instruction. The connection among classroom management preparation, student achievement, and teacher effectiveness is also reviewed. Next, new teacher support in terms of professional development, induction, and mentoring opportunities is reviewed, along with new teacher job satisfaction and commitment to the teaching profession. The review concludes with discussion about new teacher retention and attrition.

Chapter 3 begins with a brief overview of the study including research questions to be addressed. The remaining sections of this chapter will describe the methodology, research

design, population and sample, instrumentation, data collection, data quality, study variables, data analysis and procedures, and ethical issues related to the study. Chapter 4 provides an overview of the results of the statistical analyses of the study including descriptive data, inferential statistics, and multivariate analysis. Finally, Chapter 5 includes a summary and discussion of the findings, a comparison to the 1999-2000 findings, implications of the study, and recommendations for future research.

CHAPTER 2. LITERATURE REVIEW

Introduction

The purpose of this study was to update existing research regarding new teachers' perceptions of their classroom management preparation and their ability to handle classroom management issues during their first year of teaching. New teachers' perceptions were described and disaggregated using the following attributes: teacher gender, teacher level, licensure program, whether or not they held a Master's degree in education, and percentage minority student enrollment in the school. An examination regarding the length of student teaching and its ability to predict level of new teacher classroom management preparation was conducted. An investigation was done on the correlation between new teachers' perceptions of classroom management preparation and their job satisfaction and commitment to the profession. Finally, the level of priority for classroom management professional development needs by new teachers was described. Existing literature was reviewed and studied relating to the following three areas: classroom management preparation and its relationship to student achievement, new teacher job satisfaction and commitment to the profession, and professional development and mentoring support for new teachers.

Classroom Management Preparation

In the world of education, a teacher's ability to deal with classroom management issues directly affects student achievement. In this day and age of high-stakes testing, a teacher must be able to engage all learners and sustain the types of activities that lead to critical thinking and learning. With the No Child Left Behind Act (2002), student achievement and test scores have gained heightened public attention and teacher education

programs have been under increased scrutiny to produce highly competent teacher candidates. NCLB defined highly qualified teachers to be those teachers who earned at least a bachelor's degree, met full state certification requirements, and demonstrated competence in academic subject areas.

Meeting the requirements of NCLB legislation shifted attention to teacher education programs and their most important components. One such component was classroom management instruction. According to Darling-Hammond and Bransford (2005), although classroom management is one of the most important topics for pre-service teachers, it is one of the most ignored topics. The authors indicated the great importance of this area in teacher education programs because of its direct relationship to the following student areas: academic achievement, social and emotional development, ability to collaborate with peers, and character development. Liu and Meyer (2005) found that teachers' perceptions about classroom management problems showed teachers may lack the necessary skills and knowledge for dealing with discipline problems. They also noted that teacher candidates are prepared to teach those students who are ready to learn by textbook standards, but fall short in teaching students who are intellectually and psychologically behind. Thus, classroom management instruction provided through teacher education programs is addressed next.

Classroom management instruction in teacher education programs

Some school districts and teacher education programs disagree about who accepts major responsibility for classroom management instruction. School districts often indicate new teachers lack the management strategies they need to be successful in the classroom; pointing to a need for improved teacher education program preparation in this area. Several

universities have claimed the only way to gain that knowledge is from classroom experience and "on the job" training, which has led to inconsistencies in how university programs teach classroom management to pre-service teachers (Lacina-Gifford, Kher, & Besant, 2002; Perry & Taylor, 2001). Classroom management instruction occurs through many venues, including a stand-alone classroom management course, methods courses, field experiences and student teaching, seminars, and work done through Professional Development School Partnerships between universities and local school districts (Darling-Hammond & Bransford, 2005).

According to Bear (1998), many traditional teacher education programs lacked coursework in classroom management instruction. These programs emphasize subject matter and content knowledge, but lack instruction for managing behavior issues (Liu & Meyer, 2005). Student teachers and beginning teachers felt less prepared in dealing with classroom management issues than content issues (Kher, Lacina-Gifford, & Yandell, 2000). In addition, many programs lack stand-alone classroom management courses due to already high credit hour program requirements.

Perry and Taylor (2001) recommended extending four-year teacher education programs to five years to add such coursework and/or additional field experience opportunities. Two of the nation's top teacher education programs, Stanford University and Michigan State University, have done this and also require a year-long student teaching experience at the graduate level. Darling-Hammond and Bransford (2005) advocated for graduated responsibility for all aspects of teaching, including classroom management. Student teachers average 10 to 12 weeks of student teaching which is often not enough. Studies indicate that longer student teaching experiences concurrent with coursework lead to better teaching (Chin & Russell, 1995; Sumara & Luce-Kapler, 1996). They also lead to a

more sustained commitment to the teaching profession. New teachers from five-year graduate-level teacher education programs with full-year student teaching experiences are more likely to remain in teaching than those from four-year undergraduate programs (Darling-Hammond & Bransford, 2005). Attrition rates for new teachers who do not have a student teaching experience are nearly double those for new teachers who have a student teaching experience (Darling-Hammond, 2010). The discussion of different types of teacher education programs is continued by focusing on traditional versus alternative programs.

There is an increasing trend for teacher certification through alternative means. Research supports traditional pre-service teacher preparation as a means of producing teachers who will increase student achievement in their classrooms (Kaplan & Owings, 2003). Darling-Hammond (2000) indicated that teachers who experience alternative licensure programs do not have the same experiences and content knowledge as those in traditional programs. The expectation is that alternative licensure candidates receive extensive mentoring and instruction in the form of on-the-job training. Research suggests that alternative licensure teachers are more likely than traditional licensure teachers to leave the field because they do not have the developmental experiences in their programs that provide opportunities to become comfortable in classrooms before entering the field (Darling-Hammond, 2003). The main component of classroom management instruction would occur in the form of on-the-job training.

Nearly all states recognize alternative pathways to teacher licensure (Cochran-Smith, 2006). Supporters of these programs point to the deficiencies in traditional programs and opponents describe these programs as inferior. A more recent trend is for alternative licensure programs to partner with traditional teacher education programs. Many states now

require candidates from either pathway to meet the same standards and take many of the same courses (Cochran-Smith, 2006). In terms of classroom management instruction and regardless of licensure pathway, several components are necessary in order for new teachers to feel prepared to deal with discipline and control issues in the classroom. These areas are addressed next.

Regarding teacher preparation, Darling-Hammond and Bransford (2005) noted that pre-service teachers need practical (field) experience working with students under the guidance of an expert teacher. This practical experience needs to be supplemented by pedagogies that link theory of classroom management to practice. Teacher educators must also model effective classroom management strategies in college courses. The authors also noted that extensive student teaching enables pre-service teachers to acquire the ability to put theory into practice in terms of classroom management and relationship building with students.

Pre-service teachers need a variety of diverse field experience placements in which to practice classroom management strategies under the guidance of high quality mentor teachers. They need to work with strong mentor teachers in order to observe best practice as well as reflect on classroom management issues they face with their students. They need sustained opportunities in front of students to engage in trial-and-error methods of classroom management techniques. Pre-service teachers also need strong modeling with how to partner effectively with parents in working through student behavior issues. The culminating student teaching experience is a critical component of this area (Darling-Hammond & Bransford, 2005).

Darling-Hammond and Bransford (2005) discussed the use of classroom management simulation exercises and case materials in teacher education programs that allowed pre-service teachers multiple opportunities to see how expert teachers handled particular classroom situations. Through use of video, students observe scenarios and then discuss classroom management issues under the guidance of their college instructors. These exercises enable students to link theory to practice and become reflective pre-service practitioners.

The classroom management preparation model developed by Darling-Hammond and Bransford (2005) includes the following six areas: curriculum and engaging pedagogy, motivation, culturally responsive pedagogy, learning communities, organization of the classroom, and moral development. A brief description of each area follows:

1. *Curriculum and Engaging Pedagogy*: Instructional strategies used by teachers and activities completed by students must be developmentally appropriate with hands-on, concrete learning experiences for all learners. In an effort to create a meaningful curriculum, teachers must build on students' experiences regarding families, work, and communities. There must be interesting, engaging, meaningful, and relevant activities with appropriate pacing. There should be variation in instructional activities with an appropriate level of scaffolding and modeling. The emphasis should be on understanding and learning rather than the grade.

2. *Motivation:* The greatest level of motivation occurs when students feel competent and in control of their learning. Motivation is heightened through interesting tasks and high teacher expectations for all students. There should be appropriate support for learning. Teachers must foster intrinsic motivation, instead of relying on extrinsic rewards to motivate behavior.

3. *Culturally Responsive Pedagogy*: Teachers need to know and respect their students. They must avoid bias (in terms of race and ethnicity) and have high expectations for all learners. The teacher must have an understanding and respect for cultural differences as well as different learning styles.

4. *Learning Communities*: In order to increase achievement, students must experience a strong sense of community. Respect and social competence skills must be taught and modeled. Students must also be given active learning opportunities to construct knowledge through social interaction. This can be achieved through collaborative

inquiry and cooperative group work with peers. Teachers must be taught how to prepare and implement cooperative group work. Parental involvement is an important component of the learning community.

5. *Organizing the Classroom:* Teachers must foster orderly movement and use (physical) classroom space efficiently. It is important to maintain flow of activities and reduce disruptions. Important emphasis is given to pacing and transitions in the learning process. This area includes not only daily teacher responsibilities, but also classroom routines and procedures. This component also includes how the teacher deals with inappropriate behavior i.e. behavior management systems, classroom management programs, classroom rules and procedures, and conflict resolution.

6. *Moral Development:* Teachers should emphasize developing relationships in order for students to become caring and competent citizens. Students must be taught to care for and get along with others and how to make positive moral choices. Character education is one component of moral development. Teachers need to understand that psychological, moral, and emotional development is tied to intellectual development and achievement. Noddings (1997) reinforced the importance of this area by advocating the mission for schools of the 21st century "should be to produce competent, caring, loving, and lovable people" (p. 28).

As evidenced by the description of the Darling-Hammond and Bransford (2005) best practice model in classroom management instruction, one may note this is a complex curricular area for teacher education programs because of its many layers. A feeling of lack of preparation in this area by new teachers has had a negative effect on student achievement, which is evidenced in the next section.

Classroom management and student achievement

According to Darling-Hammond (2010), schools have higher levels of student achievement when they personalize the curriculum for their students and develop collaborative learning structures in the classroom. This effort is aided through fostering cooperative learning, involving parents in the learning process, and creating small units of students within schools. Darling-Hammond and Bransford (2005) indicated that skillful classroom management is what makes quality intellectual work possible in schools. In order

for students to learn at a high level, teachers must be able to effectively structure the physical classroom, establish and maintain rules and procedures, develop positive relationships with their students, and develop and implement quality instructional activities. There is a direct connection between a teacher's ability to manage complex classroom activities and their ability to teach challenging and stimulating material.

When effective classroom management does not exist, there are negative consequences in the classroom. Marzano, Marzano, and Pickering (2003) indicated that learning cannot take place in a poorly managed classroom. Chaos becomes the norm in classrooms where students exhibit disorderly and disrespectful behavior, and there are a lack of rules, procedures, and expectations to guide student behavior. Student learning suffers as teachers struggle to teach the material. When classrooms are out of control, teachers often "water down" the curriculum and lower their student expectations in hopes of creating a more controlled classroom.

Teacher effectiveness and classroom management

The results of a study conducted by Wright, Horn, and Sanders (1997) revealed the greatest impact on student learning is made by the classroom teacher. Findings of the study revealed that increasing teacher effectiveness is the most important factor for improving education and student achievement. If a teacher is ineffective, student achievement will be inadequate, regardless of student ability. On average, the most effective teachers could see a 53 percentage point increase in student achievement in just one year (Marzano et al., 2003).

Classroom management is an essential component of teacher effectiveness. An effective teacher does the following three things: (a) makes wise choices about which

effective instructional strategies to use; (b) designs curriculum to enhance student learning; and (c) uses effective classroom management strategies (Marzano et al., 2003). The literature is clear that there is a direct connection between student achievement, effective teachers, and effective classroom management strategies. Effective instructional strategies and curriculum design must be built on a solid classroom management foundation. Effective teachers develop appropriate pacing and sequencing of their curriculum for their particular students.

Classroom management, student achievement, and teacher effectiveness

The first high-profile, systematic classroom management study was conducted by Jacob Kounin (1970) who concluded that effective aspects of classroom management included: teacher awareness of and attention given to inappropriate behavior, teacher ability to facilitate lessons, letting students know behavior expectations of the classroom, and giving seatwork that is both varied and challenging. Brophy and Evertson (1976) conducted a study that supported Kounin's findings and added that effective classroom management skills are the most important aspect of effective teaching because they directly relate to student learning. A study conducted by Wang, Haertel, and Walberg (1993; cited by Marzano et al., 2003) provided results indicating that the greatest impact on student achievement is from effective classroom management. In sum, effective classroom management is strongly related to increased student achievement.

Best practices in classroom management instruction in teacher education programs

Darling-Hammond and Bransford (2005) suggested that teacher education programs have undergone a paradigm shift in classroom management instruction over the last two

decades. The focus shifted from how a teacher should intervene when students misbehave to how to prevent disruptions through the use of learning communities by establishing norms, procedures, and rules. In the past, when new teachers were asked how they learned about classroom management, many said they learned it once they got a job. Findings of a study conducted by Merrett and Wheldall (1993) revealed 18% of teachers said they learned classroom management skills from teacher education programs while 82% learned them on the job. The teachers surveyed noted that a classroom management course would have helped them deal with misbehavior and their own levels of stress. In a 1998 study of 3,000 beginning teachers in New York City (cited by Darling-Hammond, Chung, & Frelow, 2002), the vast majority of teachers who reported feeling adequately prepared for classroom management issues said it was due to the instruction they received in their teacher education programs.

Thus, the research indicates the importance of including classroom management instruction in teacher education programs. Darling-Hammond and Bransford (2005) highlighted this importance based not only on the direct connection between effective classroom management and increased student achievement, but also on the correlation between teachers with ineffective in classroom management and resulting damage to the psychological well-being of their students.

The literature reviewed in the area of teacher education programs' classroom management instruction highlights the critical role of university programs in preparing pre-service teachers for 21st century classrooms. It also emphasized the complex nature of this instruction and the reason for its importance. A teachers' ability to effectively deal with classroom management issues directly affects student achievement. Research supports the

direct connection between teacher preparation and student achievement (Ingersoll, 2005). New teacher professional development, induction, and support are perceived as a continuation of teacher preparation and will be addressed in the next section of the review of literature.

New Teacher Support

This section examines new teacher support in the areas of professional development and induction opportunities. New teachers generally do not have the content knowledge, instructional and management strategies, or ability to perform at the same level as experienced teachers. Well-developed new teacher induction and mentoring programs serve as a necessary bridge between university teacher education programs and first year teaching positions (Charnock & Kiley, 1995). New teacher attrition can be reduced by one third to one half if strong induction and mentoring programs are in place (Alliance for Excellent Education, 2004; Ingersoll & Smith, 2003).

Induction programs

A critical component of new teacher professional development support is a quality induction program. Establishing a quality induction program enables new teachers to adapt to their new roles and increases job satisfaction (Hobson, Ashby, Malderez, & Tomlinson, 2009; Ingersoll & Kralik, 2004). Breaux and Wong (2003) defined induction as a way of helping, supporting, and retaining new teachers. An induction program is a stable and structured program that begins the first day of school and continues for two (and sometimes up to three) years. A comprehensive induction program not only improves new teacher retention but also increases student achievement because new teachers learn instructional

strategies from their mentors that improve student learning (Alliance for Excellent Education, 2005). Although the program helps new teachers reduce the time it takes to perform at the same level as experienced teachers, only 1% of new teachers currently receive comprehensive induction training (Alliance for Excellent Education, 2004).

Induction programs have many variations. The five components recommended by the Alliance for Excellent Education (2004) include: (a) high-quality mentoring; (b) common planning time; (c) meaningful/ongoing professional development; (d) external network of teachers, and (e) standards-based evaluation. High-quality mentoring means pairing a new teacher with a carefully selected teacher in the same subject area. The mentor teacher needs to receive training to learn how to help the new teacher improve instruction. This mentoring involves classroom observations of the new teacher along with feedback, and also includes assistance with lesson planning and analysis of student achievement to help improve instruction. The new teacher and mentor teacher also need common planning time for these events to take place.

New teacher professional development must be ongoing and meaningful in order to improve new teacher instruction and, ultimately, increase student achievement (Alliance for Excellent Education, 2004). This professional development must include content knowledge, diverse learner needs, and instruction on how to manage student behavior. An external network of teachers beyond the local school can provide new teachers additional support and reduce feelings of isolation. Because some new teachers may not be best suited for teaching, standards-based evaluation should be applied to provide a way to determine whether a new teacher should continue in the profession.

Other key features that increase new teacher retention include: strong principal leadership, allocation of resources for high-quality induction programs, and incentives for teachers to participate as new-teacher mentors. According to Fleming (2004), new teacher induction programs need to include: orientation, mentoring, classroom management instruction, and meaningful instructional activities. Another component of effective induction programs is providing new teacher observations and meetings with building administrators on a regular basis (Ingersoll & Smith, 2004; McCann & Johannessen, 2008). Lack of administrative support is detrimental to new teacher job satisfaction (Ingersoll & Smith, 2003; Inman & Marlow, 2004; Scheib, 2004).

Another component of effective induction programs is decreased student load in terms of total number of students, as well as number of special needs students (Ingersoll, 2004). Administrators should also provide new teachers with meaningful professional development learning opportunities as well as time to interact with experienced colleagues (Brady & Shuck, 2005). These professional development opportunities must be relevant with issues that new teachers face. Schools with strong learning community components help reduce feelings of isolation by increasing communication among teachers (Carroll, 2007; Danielson, 2002; Nieto, 2009). The next component of new teacher induction programs that is addressed is mentoring.

Mentoring programs

Mentoring is a component of induction. According to Briggs (2011), strong mentoring programs provide the necessary support to new teachers and keep them in the field. Mentoring has repeatedly been shown to increase job satisfaction and retention of new

teachers (Darling-Hammond, 2003). Strong mentor teachers help new teachers acclimate to their new schools by helping them navigate the school culture. They also positively influence a new teachers' experience (Bullough, 2005; Holloway, 2001; McCann & Johannessen, 2008). Schools must invest in mentor training and identify strong mentors who are committed to all areas of the new teacher induction process (Danielson, 2002; McCann et al., 2005).

Mentor teacher selection is important. Ingersoll and Smith (2004) indicated that locating mentors in the same grade level or content area works best. A common planning time for new and mentor teachers is also important. The mentor and mentee need sustained time for interaction and collaboration. The new teacher is able to learn valuable information regarding the social and academic culture of the school which leads to increased job satisfaction (Kopkowski, 2008; Strong, 2006). New teachers with mentors in the same subject area are less likely to leave the field after their first year (Ingersoll & Smith, 2004). New teacher job satisfaction as a measure of commitment to the teaching profession will be addressed next.

Job Satisfaction and Commitment to the Teaching Profession

Lack of job satisfaction and exodus from the teaching profession have negative consequences, including: (a) draining the qualified pool of teacher education program candidates; (b) substandard instruction resulting in lower student achievement; (c) school districts being forced to hire substitute teachers or non-certified subject area teachers due to shortage; and (d) compromised educational opportunities for students. Commitment to the teaching profession is increased through professional support and development, teacher

induction, fewer classroom management and discipline issues, and good facilities (Liu & Meyer, 2005).

Studies have shown repeatedly that low compensation is a leading cause of teacher dissatisfaction with the profession (Liu & Meyer, 2005; Shen, 1997; Stinebrickner, 1998). However, research has revealed that increasing salaries is not the answer to keeping teachers in the profession (Liu & Meyer, 2005). Efforts to keep teachers in the profession should focus on alleviating discipline issues and concerns, not financial incentives.

A teacher's ability to deal with classroom management issues has long been shown to affect job satisfaction and retention in the field. A 1989 poll conducted by Phi Delta Kappa revealed that two of the five main reasons teachers leave the field are discipline issues and unmotivated students (Tice, 1991). More recently, Mihans (2009) gave four recommendations for helping teachers stay in the field: joining professional organizations, obtaining leadership positions in schools, writing grants, and support of induction and mentoring programs. New teachers who stay in the field for at least five years generally remain in the teaching profession (Johnson, 2004).

Briggs (2011) stated that a teacher's decision to remain in the field is a combination of several internal and external factors. Briggs noted that professional support is an important factor contributing to teacher job satisfaction. Joftus (2002) stated that support is more important in terms of new teacher job satisfaction than pay and job conditions. As stated in the previous section, carefully-developed professional development, induction, and mentoring programs have a positive impact on overall job satisfaction. The relationship among new teacher attrition, retention, and job satisfaction is discussed next.

Attrition and retention

Teacher attrition is of great concern to school districts across the United States due to its high cost in terms of money and student achievement, and because more teachers are leaving the profession than are entering it. Nearly one third of new teachers leave the profession within their first three years of teaching and half will leave within the first five years (National Commission on Teaching and America's Future, 2003). In a study of teacher attrition conducted in 2001, Ingersoll (2003) found that approximately 14% of teachers left their first year, 10% their second year, 9% their third year, 7% their fourth year, and 6% left their fifth year. There is a high cost in terms of finances, teacher quality, and student achievement (Alliance for Excellent Education, 2005).

New teachers often feel isolated and are left alone to face the issues and struggles of being a first year teacher. According to Feng (2005), new teachers are more likely to leave the field if they work in low-achieving schools. Feng concluded that lower attrition rates occur in schools with higher achieving students and fewer discipline problems. In a survey of new teachers, the reason for leaving the profession cited 53% of the time was problematic student behavior (Alliance for Excellent Education, 2005). Studies have revealed that working conditions are as important as salaries in predicting whether schools can recruit and keep teachers in the field (Darling-Hammond, 2010). New teachers are often hired in districts with rates of high poverty and low student achievement. Due to these factors, teacher education programs need to reassess how they prepare candidates to meet these challenges, especially in the area of classroom management. The cost of new teachers leaving the field is high.

In terms of student achievement, new teacher attrition may hinder the school improvement process. Experienced teachers have a high level of content knowledge, along with instructional and management strategies that new teachers often lack. It takes a new teacher many years to build a repertoire of effective strategies. Briggs (2011) indicated that, with time and experience, new teachers can become competent in these areas; however, during the teachers' early years, students may be academically slighted. Learning and student achievement suffer when students have new teachers each year as a result of teacher attrition (NCTAF, 2003; Ravitch, 2007). With new teacher attrition, schools are continuously rebuilding their teaching staff while the teacher quality gap grows larger (Carroll, 2007). Marzano (2003) indicated that new teacher attrition adversely affects the student achievement gap. Financial cost of new teacher attrition is discussed next.

There is a high cost associated with replacing teachers who leave the profession early. Expenses for teacher attrition arise from the following areas: recruitment cost, hiring cost, training and induction cost, and lack of productivity cost. According to the Alliance for Excellent Education (2005), a conservative estimate for the cost of replacing public school teachers who leave the profession is $2.2 billion a year. Replacing public school teachers who transfer to better schools in hopes of better working conditions is $4.9 billion a year.

According to the National Commission on Teaching and American's Future (2003), a study conducted in Texas indicated the state's annual turnover rate of 15.5% of its teacher, with a 40% attrition rate of new teachers, cost the state nearly $329 million a year. When factoring cost of substitutes, termination, and the new teacher learning curve, this figure could be as high as $2.1 billion a year. The NCTAF (2003) cited that new teacher attrition can cost as much as $18,000 per candidate in some of the nation's larger school districts.

Darling-Hammond (2010) indicted the cost of new teacher attrition to be on average, $15,000 to $20,000 per teacher.

The resources school districts are forced to spend on new teacher attrition take away from meaningful school improvement reform (Darling-Hammond, 2003). Darling-Hammond (2010) added that another cost of teacher attrition includes low student achievement which translates to school costs of remediation programs, grade retention, special education programs, and student disciplinary problems often associated with school failure. Darling-Hammond added that societal costs in terms of dropouts, incarceration, and low workforce productivity are nearly $300 billion per year. When new teacher attrition and loss of student achievement are combined, costs range from $33,000 to $48,000 per teacher leaving the field (Darling-Hammond).

With the high monetary costs associated with new teacher attrition as well as lack of classroom management preparation cited as a strong reason for leaving, teacher education programs must continue program evaluation. School districts must evaluate their professional development and induction programs in order to retain new teachers and work towards increased student achievement. Teacher education programs and school districts need a strong and effective classroom management component in their training of pre-service and new teachers. The literature supports the fact that new teachers with a strong classroom management foundation, who are professionally supported through strong professional development and induction programs, are much more likely to remain in the teaching profession. In addition, retention has been shown to have a direct connection to increased student achievement.

Summary

The literature revealed the importance of a teacher's ability to effectively deal with classroom management issues. Effective classroom management is directly related to student achievement, as well as students' social and emotional development, their ability to collaborate with peers, and their character development. A lack of effective classroom management procedures impedes quality intellectual work. It has been shown that teacher education programs' classroom management instruction does not come in a one size fits all model. It is a complex area with many layers including: curriculum and engaging pedagogy, motivational strategies, culturally responsive pedagogy, learning communities, classroom organization, and a moral development component.

A new teacher's ability to effectively deal with classroom management issues was shown to affect overall job satisfaction and retention in the field. Well-developed new teacher professional development and induction programs serve as a bridge between university teacher education programs and first year teaching positions. These programs must include support in dealing with discipline issues. New teacher attrition is very costly to school districts in terms of revenue, resources, and student achievement. Due to the relationship between attrition and these factors, it is increasingly important to understand and update the body of knowledge regarding new teachers' perceptions of classroom management preparation and the relationship to job satisfaction and commitment to the profession, and professional development and induction opportunities.

Figure 1 provides an illustration of the conceptual framework for the review of literature regarding best practice in new teacher preparation. There are three tiers including

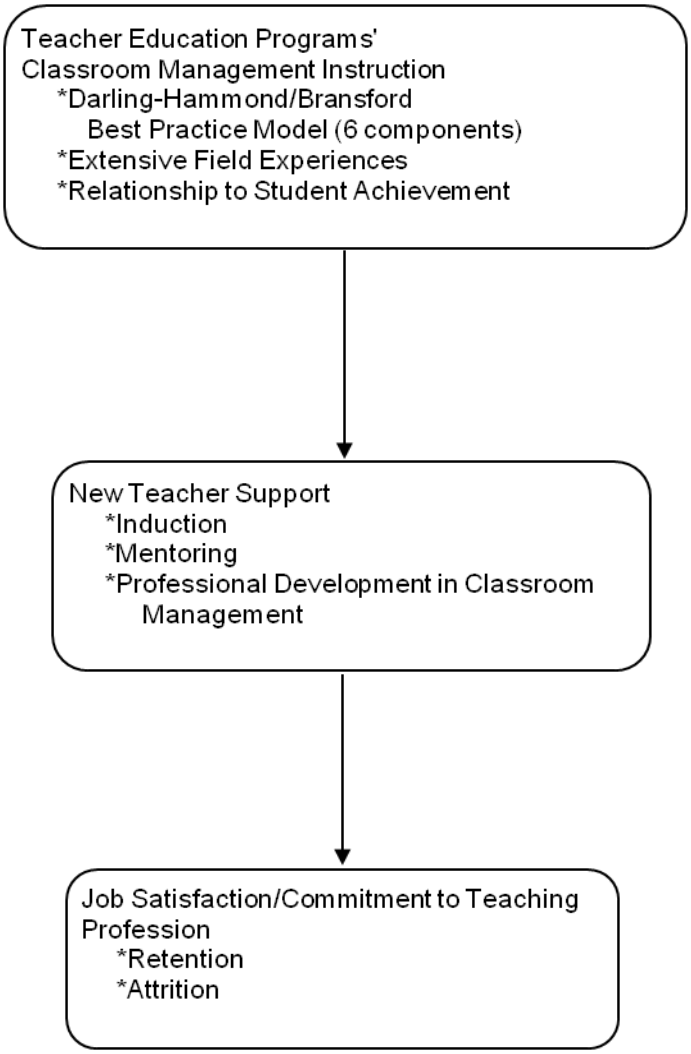

Figure 1. Conceptual framework for new teacher preparation

teacher education programs' classroom management instruction for pre-service teachers, new teacher support programs, and new teacher job satisfaction and commitment to the profession. The next chapter presents the research questions and hypotheses related to this framework.

CHAPTER 3. METHODOLOGY

Overview

The purpose of this study was to advance information about new teachers' perceptions of classroom management preparation and student discipline issues based on new national data. More specifically, the areas of inquiry included new teacher:

- classroom management preparation
- job satisfaction and commitment to the teaching profession
- professional development and induction needs in the area of classroom management.

First, new teachers' perceptions of classroom management preparation were measured by a Likert-type scale using the 2007-2008 Public School Teacher Questionnaire from the School and Staffing Survey (SASS) of the National Center for Education Statistics (NCES) of the United States Department of Education. This survey was conducted by the United States Census Bureau. The data were disaggregated based on teacher gender, teacher level, licensure program, whether or not the teacher held a Master's degree in education, and percentage of minority students in the school. Second, an analysis was done to ascertain if the length of the student teaching experience predicted new teachers' level of classroom management preparation. Third, inquiry was conducted into the relationship between new teachers' perceptions of level of classroom management preparation and overall job satisfaction and commitment to the profession. Finally, new teachers' self-reported classroom management needs for professional development and induction programs were reviewed.

Research Questions and Hypotheses

The inquiry was conducted based on the following five research questions and two hypotheses. Exploring these questions provided essential information for teacher education programs and public school districts. It has been shown that new teacher preparation in the area of classroom management affects commitment to the teaching profession, as well as student achievement. The loss of nearly one third of all new teachers within the first three years of teaching comes at a high cost to school districts. The findings of this study add to the body of knowledge regarding the importance of teacher education programs' classroom management instruction and what school districts can do through professional development in this area to retain new teachers.

Research Questions 1, 4, and 5 are descriptive in nature and do not require a hypothesis. A hypothesis is offered for Research Questions 2 and 3 because they are inferential. A null hypothesis is a non-directional statement that makes a prediction that in the population, no statistically significant difference exists between groups (Creswell, 2009). Additionally, Research Question 3 is predictive in nature.

1. What are new teachers' perceptions of how well prepared they were in their first year of teaching in the area of classroom management?
2. Are there statistically significant differences in new teachers' perceptions of first-year teaching classroom management preparation by gender, teacher level, licensure program, whether or not they hold a Master's degree in education, and percentage minority population in the school?

   Null Hypothesis: There is no relationship between new teachers' perceptions of first-year teaching classroom management preparation by gender, teacher level, licensure

program, whether or not they hold a Master's degree in education, or percentage minority population in the school.

3. Does the length of the student teaching (practice teaching) experience predict new teachers' perceptions of first-year teaching level of classroom management preparation?

   Null Hypothesis: There is no relationship between the length of new teachers' student teaching experiences and their perception of first-year teaching classroom management preparation.

4. How do new teachers' perceptions of classroom management preparation in their first year of teaching relate to their job satisfaction and commitment to the teaching profession?

5. What level of priority do new teachers assign classroom management for their own professional development needs?

Research Design

Data for the research study were elicited from the 2007-2008 Public School Teacher Questionnaire (Appendix A) of the School and Staffing Survey (SASS) from the National Center for Education Statistics (NCES). This dataset is a nationally representative sample of teachers in the United States, is the nation's largest sample survey of K-12 public schools, and has evolved from its inception in the early 1980s. The overarching objective of SASS is to collect data that provide a comprehensive picture of elementary and secondary schools across the United States (U.S. Department of Education, 2011).

In the early 1980s, educational policymakers became aware of the need for a national survey to provide public and private school data on programs, teachers, and staffing levels. At that time, there was increasing concern over teachers and the status of America's schools. The first attempt of a survey from the NCES was in 1983 but there were methodology problems with the instrument. The NCES reviewed its K-12 school data system in 1985 to identify gaps and deficiencies in content and design. It then developed the Excellence in Schools Surveys and Analysis Study which was renamed the Schools and Staffing Survey. The Schools and Staffing Survey was administered during the following school years: 1987-1988, 1990-1991, 1993-1994, 1999-2000, 2003-2004, and 2007-2008. Between 1994 and 1999, the NCES investigated the purpose, direction, and use of the survey. After the redesign of the survey in 1999, it was decided the Schools and Staffing Survey would be conducted on four-year intervals (U.S. Department of Education, 2011).

The Schools and Staffing Survey was first designed to provide a snapshot of America's schools. Currently, SASS provides data on the following conditions in schools in the United States: teacher and principal characteristics and qualifications, hiring practices, professional development opportunities, and class size. Areas of emphasis include: teacher demand and shortage, teacher and administrator characteristics, school programs, conditions of schools, principals' and teachers' perceptions of school climate and problems in their schools, teacher pay, hiring practices, and traits of the student population (U.S. Department of Education, 2011). SASS provides information on teacher quality through data collection on teacher demographics including: educational background, subject area of certification, years of experience, teacher recruitment and retention, duties and support during first year of

teaching, mentoring information, perceptions and attitudes about teaching, and professional development opportunities (U.S. Department of Education, 2011).

The 2007-2008 SASS consisted of five questionnaires: school districts, schools, principals, teachers, and school library media centers. The 2007-2008 Public School Teacher Questionnaire had nine sections that included: general information, class organization, educational background, certification and training, professional development, working conditions, school climate and teacher attributes, general employment and background information, and contact information (U.S. Department of Education, 2011).

The U.S. Census Bureau collected the 2007-2008 Public School Teacher Questionnaire data that were used for this study. This is a secondary dataset as this researcher was not involved in designing or administering the survey. Because this is the largest and most extensive K-12 survey of school districts, teachers, and administrators available today, there is a high degree of validity and reliability associated with SASS. This dataset includes information about teachers including: education, training, teaching assignment, certification, workload, perceptions, and attitudes regarding teaching (U.S. Department of Education, 2011).

Population and Sample

The population for the 2007-2008 Public School Teacher Questionnaire, the most recent Schools and Staffing Survey dataset, included regular and part-time public school teachers in the K-12 public school setting. The sampling frame for the 2007-2008 Public School Teacher Questionnaire was built from the 2005-2006 Common Core Data (CCD) school survey, which is a national file containing all K-12 teachers in the United States (U.S.

Department of Education, 2011). The National Center for Education Statistics collects CCD on an annual basis from state education agencies.

The sampling frame for the Public School Teacher Questionnaire consisted of teacher lists provided by SASS sample schools. Early in the 2007-2008 school year, the Census Bureau collected Teacher Listing Forms (TLF) at all public schools in the SASS sample. The sample of teachers was selected from all SASS sample schools that provided a TLF. The SASS teacher sample is a stratified probability proportional to size sample meaning that unlike a simple random sample, all public school teachers did not have an equal probability for selection. Schools were sampled first and then linked to their corresponding district. Schools were more likely to be selected for the sample if they had a higher number of teachers in order to obtain a representative teacher sample. However, schools of all sizes were sampled.

The U.S. Census Bureau compiled sample schools' teacher rosters via mail. Within sample schools, teachers were sampled at a rate of between one and twenty per school. The average teacher sample rate was between three and eight teachers per sample school. Approximately 47,600 public school teachers were sampled for the 2007-2008 SASS Public School Teacher Questionnaire. Of those 47,600 public school teachers, data were collected for 38,240 cases. The number of cases of new fulltime public school teachers where data were collected was approximately 6,300. Sampled schools provided each teacher's years of experience, teaching status (fulltime or part-time), subject matter taught, and whether or not the teacher thought he/she would be teaching at the same school the next year. For this research, only new fulltime public school teacher data were analyzed. The NCES defined a

new teacher as a teacher in his/her first, second or third year of teaching (U.S. Department of Education, 2011).

Instrumentation

The 2007-2008 SASS Public School Teacher Questionnaire (PSTQ) was designed to measure teacher education and training levels, teaching certification, workload, professional development opportunities, perceptions and attitudes about teaching, and income from teaching and non-teaching jobs (U.S. Department of Education, 2011). The 2007-2008 Public School Teacher Questionnaire had nine sections that included: general information, class organization, educational background, certification and training, professional development, working conditions, school climate and teacher attributes, general employment and background information, and contact information. Because of the large sample size, data could be disaggregated according to identifiable teacher characteristics.

The 2007-2008 PSTQ survey is available to the public on the National Center for Education Statistics' website and is the largest sample survey of America's elementary and secondary public school teachers. The purpose of the 2007-2008 PSTQ was to provide detailed analyses of teachers in the areas of professional background, workload, and opinions about working conditions in order to inform educators, researchers, and policy makers.

The U.S. Census Bureau conducted the Schools and Staffing Survey for the National Center for Education Statistics of the U.S. Department of Education (U.S. Department of Education, 2011). The SASS public school teacher sample size was 47,600 and the response rates were: 84.0% (weighted) and 72.4% (weighted overall response rate which was the weighted questionnaire response rate times the weighted response rate for the TLF).

Teachers surveyed were informed that their responses were protected from disclosure by federal law and that any responses that described identifiable individual characteristics could only be used for statistical purposes. The data were reported in statistical summaries and individually-identifiable data were not included in statistical reports.

Survey data from the 2007-2008 PSTQ were available in two forms: public-use and restricted-use. Public-use data were available to the general public and individual confidentiality was protected through removal of individually-identifiable information. Restricted-use data were not publicly released and contained individually-identifiable information. The data had a higher level of detail. For this study, the 2007-2008 PSTQ restricted-use dataset was obtained by applying for a restricted-use dataset license from the Institute for Education Statistics (IES). Response rates for this dataset, both at the unit and item level, were very high. Data collection methods applying to SASS are reviewed next.

Data Collection

The 2007-2008 SASS Public School Teacher Questionnaire was a mail-based survey, with both telephone and field follow-up. In August, 2007, letters were mailed to sampled schools to prepare them for data collection and to verify addresses. At the beginning of the school year, the SASS school package was mailed to each sample school. The school package consisted of the following: cover letters to the principal and survey coordinator, teacher roster (Teacher Listing Form), principal questionnaire, district questionnaire, school questionnaire, and school library media center questionnaire. Teacher questionnaires were sent to the sample schools on a weekly basis as teachers were sampled from Teacher Listing Forms. Postcards were mailed to survey coordinators in October, 2007 reminding them to

have appropriate staff fill out the questionnaires. Additional postcards were mailed in two waves (December, 2007 and January, 2008) to survey coordinators and individual teachers reminding them to fill out and return completed surveys. A final reminder postcard was sent to all non-responding teachers in March, 2008. A questionnaire was mailed to all non-respondents mid-April, 2008. Field representatives and/or telephone interviewers also contacted survey coordinators and individual teachers throughout the data collection process to increase response rates. Data collection terminated in June, 2008 (U.S. Department of Education, 2011).

The U.S. Census Bureau was in charge of data processing. Staff checked returned surveys, captured data, and implemented quality control procedures. Completed questionnaires were reviewed for range checks, consistency edits, and blanking edits (which deleted answers to items that should not have been filled in). Analysts ran a final edit to determine if sufficient survey data had been collected. If the survey could be classified as complete, it was assigned a final interview status recode. Four methods were used to impute values for unanswered questionnaire items. These included: using data from other answered survey items, extracting data from a related element of the questionnaire, extracting data from the sample, and extracting data from a sampled case with similar characteristics.

Weighting of sample units was used to produce estimates for the five domains (districts, schools, principals, teachers, and school media centers) that were representative of national, regional, and state estimates. The weighting procedures had three objectives: to take the school's selection probability into account, to reduce biases resulting from nonresponses, and to improve precision of sample estimates by using available information from external sources.

Data Quality

Validity indicates that an instrument produces useful and meaningful results and that it measures what it was intended to measure. Reliability refers to an instrument's ability to produce consistent results (Creswell, 2009). The National Center for Education Statistics has evidence of reliability and validity for all items on the 2007-2008 Public School Teacher Questionnaire. One measure of validity was the high unit response rate. SASS has been revised regularly since its inception and each new item gets tested to obtain item reliability measures (U.S. Department of Education, 2011). New items are reviewed and a decision to keep or terminate the item is made after thorough investigation.

The *Documentation for the 2007-08 Schools and Staffing Survey* provided information regarding general data quality, response rates, and external data checks (U.S. Department of Education, 2011). To ensure quality data, a number of reviews and consistency edits occurred. Specific data checks included edits, frequency counts, and checks for reasonableness of data. Validity checks occurred through review of distributions and relationships on previously administered surveys and by comparison to the 2007-2008 survey results. Results were reviewed to check for reasonable bounds in the relationships observed on the survey.

There was little evidence of bias at the unit or item level based on response rate examination and analysis. External validity was verified on the dataset through comparisons to the sampling frame from which the sample was drawn. To ensure reliability of the data, SASS conducted a re-interview study for the 2007-2008 dataset. This was done to estimate response bias and simple response variance. The re-interview process measured the consistency in response between the original survey and the re-interview data for certain

questions (those critical to the survey or suspected of being problematic). High response variance, or inconsistency, indicated a problematic design of the question or a problem with the nature of the data being collected.

Study Variables

For the purpose of this research, items were used from the following sections of the Public School Teacher Questionnaire: Section I on General Information, Section II on Class Organization, Section III on Educational Background, Section IV on Certification and Training, Section V on Professional Development, Section VI on Working Conditions, Section VII on School Climate and Teacher Attitudes, and Section VIII on General Employment and Background Information. Section I provided information on whether or not the teacher was fulltime or part-time and Section II provided information on teaching level (elementary or secondary). Section III provided information about the following: whether the teacher entered the field through traditional or alternative certification programs, whether or not the teacher held a Master's degree in education, and the length of the teacher's student (practice) teaching experience. Section IV provided information on teachers' perceptions of how well prepared they were in the area of classroom management and level of support received during the first year of teaching. Section V provided information on professional development needs and opportunities. Section VI provided information about additional job responsibilities beyond teaching. Section VII provided information regarding teachers' job satisfaction and commitment to the profession, as well as teacher perceptions of student poverty. Section VIII provided general employment information including gender, age, and

race. The percentage minority student population for PSTQ schools was an imputation variable that was created during the computer edit stage of data processing.

To answer Research Question 1, data were used on new teacher respondents' perceptions of how well prepared they were to handle a range of classroom management or discipline situations (PSTQ Item #37, part a). This survey item used a Likert-scale (1-4 scale) for the response (see Table 1).

Table 1. Means for variables in research question 1: In your FIRST year of teaching, how well prepared were you to… (PSTQ #37, part a)

Statement	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	[mean]	[mean]	[mean]	[mean]

Research Question 2 disaggregated the data regarding new teachers' perceptions of how well prepared they were during their first year to handle a range of classroom management or discipline issues by gender, teacher level, licensure program, whether or not they held a Master's degree in education, and percentage minority population in the school (see Table 2). Gender response was male or female (PSTQ #67). Teacher level responses were re-coded into elementary or secondary responses (PSTQ #12). Licensure program response was an answer of "yes or no" to the following question (PSTQ #31): Did you enter teaching through an alternative certification program? Master's degree in education was re-coded into yes or no responses (PSTQ #25a and c). The percentage of minority students was re-coded into two levels: less than 50% and 50-100%.

Table 2. Means for variables in research question 2: Did new teachers' perceptions of classroom management preparation vary by gender, teacher level, licensure program, whether or not they hold a Master's degree in education, and the percentage of minority students enrolled in the school? (PSTQ #67, 12, & 31)

Statement	Male	Female	Elementary	Secondary	Traditional Program	Alternative Program
New teachers' perceptions on classroom management preparation	[mean]	[mean]	[mean]	[mean]	[mean]	[mean]
	Master's degree		No Master's degree	Minority Students 0-49%	Minority Students 50% plus	
New teachers' perceptions on classroom management preparation	[mean]		[mean]	[mean]	[mean]	

The gender, teacher level, and minority student population categories were used in Cleveland's (2008) study which used the 1999-2000 SASS dataset. These items were selected for this research to update existing data. The categories of certification program and Master's degree in education were selected based on the Darling-Hammond and Bransford (2005) theoretical model on teacher preparation. Research suggested that alternative licensure teachers were more likely than traditional licensure teachers to leave the field because they did not have the developmental experiences in their programs that provided opportunities to become comfortable in classrooms before entering the field. Darling-Hammond and Bransford also indicated that teachers who graduate from programs with year-long student teaching experiences at the graduate level were more likely to remain in the field than those who received certification from an undergraduate teacher education program.

Research Question 3 addressed whether or not the length of the student teaching experience predicted new teachers' perceptions of first-year teaching level of classroom management preparation. PSTQ item #30 asked, "How long did your practice teaching

last?" Response items are in the form of a Likert-scale (see Table 3; also see Table 1 for level of first-year teaching classroom management preparation).

Research Question 4 addressed the relationship between new teachers' perceptions of their classroom management preparation and their job satisfaction and commitment to the teaching profession. The three items used to measure new teachers' job satisfaction and overall commitment to the teaching profession all used Likert-responses. PSTQ item #58a asked, "If you could go back to your college days and start over again, would you become a teacher or not?" This question is displayed in Table 4. PSTQ item #58b asked, "How long do you plan to remain in teaching?" This question is displayed in Table 5. Survey questions

Table 3. Means for variables in research question 3: Does the length of the student teaching (practice teaching) experience predict new teachers' perceptions of first-year teaching level of classroom management preparation? (PSTQ #30)

Statement	No practice teaching	4 weeks or less	5-7 weeks	8-11 weeks	12 weeks or more
How long did your practice teaching last?	[mean]	[mean]	[mean]	[mean]	[mean]

Table 4. Means for variables in research question 4: How do new teachers' perceptions of classroom management preparation in their first year of teaching relate to their job satisfaction and commitment to the teaching profession? (PSTQ Item #58a)

	….become a teacher				
Statement	Certainly would…	Probably would …	Chances about even for and against…	Probably would not…	Certainly would not…
If you could go back to your college days and start over again, would you become a teacher or not?	[mean]	[mean]	[mean]	[mean]	[mean]

Table 5. Means for PSTQ item #58b: How long do you plan to remain in teaching?

Statement	As long as I am able	Until I am eligible for retirement benefits from this job	Until I am eligible for retirement benefits from a previous job	Until I am eligible for Social Security benefits	Until a specific life event occurs
How long do you plan to remain in teaching?	[mean]	[mean]	[mean]	[mean]	[mean]

Statement	Until a more desirable job opportunity comes along	Definitely plan to leave as soon as I can	Undecided at this time
How long do you plan to remain in teaching?	[mean]	[mean]	[mean]

#58 part a and #58 part b were used in Cleveland's (2008) study using the 1999-2000 SASS dataset. These survey items were selected for this study to update existing data. PSTQ item #57 asked, "To what extent do you agree or disagree with each of the following statements?" Part d stated, "If I could get a higher paying job I'd leave teaching as soon as possible" (see Table 6). This survey item was selected from the theoretical framework using Liu and Meyer's (2005) research on teacher attrition and retention. Their findings indicated that dissatisfaction with salaries is a major cause of new teacher attrition, along with student discipline issues in the classroom.

Table 6. Means for PSTQ Item #57d: To what extent do you agree or disagree with each of the following statements?

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
If I could get a higher paying job I'd leave teaching as soon as possible.	[mean]	[mean]	[mean]	[mean]

Research Question 5 pertained to new teacher professional development needs in the area of classroom management. Three survey items were used with two requiring a ranking response and one requiring a yes/no response. PSTQ item #40 stated, "From the list of topics below, select the three that are your top priorities for YOUR OWN professional development" (see Table 7).

Table 7. Means for variables in research question 5 and PSTQ Item #40: What level of priority do new teachers assign classroom management for their own professional development needs? From the list of topics below, select the three that are top priorities for YOUR OWN professional development

PSTQ Item #40:

01- Student discipline and classroom management
02- Teaching students with special needs
03- Teaching students with limited-English proficiency
04- Use of technology in instruction
05- The content of the subject(s) I primarily teach
06- Content standards in the subject(s) I primarily teach
07- Methods of teaching
08- Student assessment
09- Communicating with parents
10- Other, please specify below

Other:

Enter the appropriate code (01-10) for each priority.

Code: First priority

Code: Second priority

Code: Third priority

PSTQ item #44a asked, "In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?" This question is displayed in Table 8. PSTQ item #44c asked, "Overall, how useful were these activities to you?" This question is displayed in Table 9. These three survey items were supported from the Alliance for Excellent Education's (2004) new teacher induction criteria from my theoretical framework. The criteria stated that professional development in the area of classroom management was an important component for new teacher retention.

Table 8. Means for PSTQ Item #44a: In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?

Statement	Yes	No
In the past 12 months, have you participated in…?	[mean]	[mean]

Table 9. Mean for PSTQ Item #44c: If answered "yes" to PSTQ Item #44a, overall, how useful were these activities to you?

Statement	Not Useful	Somewhat useful	Useful	Very useful
Overall, how useful were these activities to you?	[mean]	[mean]	[mean]	[mean]

Before considering all dependent and independent variables from this study, a discussion regarding factor analysis is warranted. In particular, four independent variables relating to teaching job characteristics were constructs. A factor analysis was conducted on related survey items for the following three categories: teacher control, teacher support, and teacher satisfaction. This statistical technique identified underlying hypothetical constructs

to help account for relationships among variables (Foster et al., 2006). Factor loadings and Chronbach's alpha tests were used to test the reliability of the developed factors (see Table 10). Teacher control was measured on a 4-point scale: 1=no control; 2=minor control; 3=moderate control; and 4=a great deal of control. The last two independent variables, teacher support and teacher satisfaction, were measured on a 4-point scale: 1=strongly agree; 2=somewhat agree; 3=somewhat disagree; and 4=strongly disagree.

Table 10. Factor loadings

Factor Name	Factor Loadings
Classroom Control, α= 0.68	
Selecting teaching techniques	0.67
Evaluating and grading students	0.73
Disciplining students	0.66
Determining the amount of homework to be assigned	0.73
Curriculum Control, α= 0.68	
Selecting textbooks and other instructional materials	0.86
Selecting content, topics, and skills to be taught	0.84
Teacher Support, α= 0.74	
School administration's behavior toward staff is supportive and encouraging.	0.74
I receive a great deal of support from parents for the work I do.	0.53
Necessary materials and supplies are available as needed by staff.	0.61
My principal enforces school rules for student conduct and backs me up when I need it.	0.77
Rules for student behavior are consistently enforced by teachers in this school.	0.70
I am given the support I need to teach students with special needs.	0.65
Teacher Satisfaction, α= 0.85	
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	0.65
There is a great deal of cooperative effort among the staff members.	0.77
In this school, staff members are recognized for a job well done.	0.76
I am generally satisfied with being a teacher at this school.	0.76
The teachers at this school like being here; I would describe us as a satisfied group.	0.80
I like the way things are run at this school.	0.81

As a result of the factor analysis, composites for each factor were calculated. Each new teacher had two scores for teacher control (classroom control and curriculum control), one score for teacher support, and one score for teacher satisfaction. Each generated score was used in the logistic regression for Research Question 3. Table 11 lists all research variables used in this study as well as the coding and scale of each variable.

Data Analysis and Procedures

Descriptive, inferential, and multivariate statistical analyses were conducted on the quantitative data from this study in order to answer the five research questions. The Statistical Package for Social Sciences (SPSS) software was used to calculate the statistical analysis for this inquiry. SPSS is a comprehensive system for analyzing data and provides information on descriptive statistics, bivariate statistics, prediction for numerical outcomes, and prediction for identifying groups. Table 12 lists each research question with the statistical analysis that was conducted.

Research Question 1: "What are new teachers' perceptions of how well prepared they were in their first year of teaching in the area of classroom management?"

Descriptive statistics were used to answer the first research question: In particular, the percentages of how new teachers perceived their classroom management preparation were indicated and described through frequency analysis. Relative weights were used for this analysis.

Table 11. Research variables and coding/scales

Variables	Coding/Scale
DEPENDENT	
First-Year Teaching Level of Classroom Management Preparation (Research Question 2)	4-point scale 1 = not at all prepared 2 = somewhat prepared 3 = well prepared 4 = very well prepared
First-Year Teaching Level of Classroom Management Preparation (Research Question 3)	Dichotomous 0 = not at all prepared/somewhat prepared 1 = well prepared/very well prepared
INDEPENDENT	
Block 1: Teacher Background Characteristics	
Gender	Dichotomous 0 = male 1 = female
Race/Ethnicity Hispanic White Black or African American Asian Native Hawaiian or Other Pacific Islander American Indian or Alaska Native Multiracial	Dichotomous 0 = no 1 = yes
Age	Continuous Variable
Block 2: Teacher Education Program Characteristics	
Length of Student Teaching	5-point scale 1 = none 2 = 4 weeks or less 3 = 5 to 7 weeks 4 = 8 to 11 weeks 5 = 12 weeks or more

Table 11. (Continued)

Variables	Coding/Scale
Block 2 (continued)	
Certification Program	Dichotomous 0 = traditional 1 = alternative
Master's Degree in Education	Dichotomous 0 = no 1 = yes
Type of Teaching License	Dichotomous 0 = not regular/not standard 1 = regular/standard
Block 3: School/Job Characteristics	
Teaching Level	Dichotomous 0 = secondary 1 = elementary
First-Year Teacher Induction Program	Dichotomous 0 = yes 1 = no
Non-teaching Responsibilities (Coach, Club Sponsor, Committee Member)	Dichotomous 0 = no 1 = yes
Test Score Pressure (Job Security Related to Student Performance)	Dichotomous 0 = disagree 1 = agree
Student Poverty	Dichotomous 0 = is a problem 1 = is not a problem

Table 11. (Continued)

Variables	Coding/Scale
Block 3 (continued)	
Classroom Control (Construct: 4 items)	4-point scale 1 = no control 2 = minor control 3 = moderate control 4 = a great deal of control
Curriculum Control (Construct: 2 items)	4-point scale 1 = no control 2 = minor control 3 = moderate control 4 = a great deal of control
Teacher Support (Construct: 6 items)	4-point scale 1 = strongly agree 2 = somewhat agree 3 = somewhat disagree 4 = strongly disagree
Teacher Satisfaction (Construct: 6 items)	4-point scale 1 = strongly agree 2 = somewhat agree 3 = somewhat disagree 4 = strongly disagree
Student Minority Population	Dichotomous (Research Question 2) 0 = less than 50% 1 = 50% or more Continuous Variable (Research Question 3)

Table 12. Research questions, variables, and method of analysis

Research question	Independent variables	Dependent variables	Method of analysis
1. What are new teachers' perceptions of how well prepared they were in their first year of teaching in the area of classroom management?	- Level of first-year classroom management preparation		Descriptive (frequency analysis)
2. Are there statistically significant differences in new teachers' perceptions of first-year teaching classroom management preparation by gender, teacher level, licensure program, Master's degree in education, and percentage minority population in the school?	- gender - teacher level - licensure program - Master's degree in education - percentage minority population in the school	- First-year teaching level of classroom management preparation	Inferential (t tests)
3. Does the length of the student teaching experience predict new teachers' perceptions of first-year teaching level of classroom management preparation?	-Teacher Characteristics -Teacher Ed Program Characteristics - School/Job Characteristics -Control -Support -Job Satisfaction	- First-year teaching level of classroom management preparation	Multivariate Analysis (logistic regression)
4. How do new teachers' perceptions of classroom management preparation in their first year of teaching relate to job satisfaction and commitment to the teaching profession?			Descriptive (correlation)
5. What level of priority do new teachers assign classroom management for their own professional development needs?	- New teacher professional development priority assigned to classroom management -Classroom management professional development opportunities' level of usefulness		Descriptive (frequency analysis)

Research Question 2: "Are there statistically significant differences in new teachers' perceptions of first-year teaching classroom management preparation by gender, teacher level, licensure program, whether or not they hold a Master's degree in education, and percentage minority population in the school?"

Inferential statistics were used to analyze information from samples in order to make inferences and draw conclusions about a population (Mertler & Vannatta, 2005). Independent sample *t* tests were used to compare mean scores of new teachers' perceptions of first-year teaching classroom management preparation based on the following new teacher variables: gender, teacher level, licensure program, whether or not they hold a Master's degree in education, and percentage minority population in the school.

Because the sample sizes of the groups to be compared were not equal, Levene's test for equality of variances was conducted. The p values in Levene's test were compared with the critical value of 0.05 for the analyses. The null hypothesis for Levene's test is that the variances of the 2 groups are approximately equal on the dependent variable. This means that if the p value for Levene's test was less than or equal to 0.05, the null hypothesis was rejected which implied the variances of the groups were unequal.

The significance value (2-tailed) was used to determine statistical significance of the relationship. The significance level, also called the critical value, or alpha level, was 0.05. If $p \leq 0.05$, the null hypothesis was rejected, meaning the relationship was statistically significant. If $p > 0.05$, we failed to reject the null hypothesis which signified no statistically significant relationship in the population. It is important to note that if the null hypothesis was rejected, but was in fact true, a Type I error had been made and there was actually no difference in the population. The probability of this error is the significance level. If the null

hypothesis was not rejected when there was actually a difference in the population, a Type II error was made.

Research Question 3: "Does the length of the student teaching (practice teaching) experience predict new teachers' perceptions of first-year teaching level of classroom management preparation?"

Multivariate analysis was used to address the third research question. Logistic regression was used to analyze predictability of new teachers' perception of first-year teaching level of classroom management preparation based on the length of their student teaching experience. The dependent variable was first-year teaching level of classroom management preparation, measured on a Likert-scale (1-4), which included the following categories: 1-not at all prepared, 2-somewhat prepared, 3-well prepared, and 4-very well prepared. In logistic regression, the dependent variable is dichotomous (Foster, Barkus, & Yavorsky, 2006) and was re-coded as follows: 0-not at all prepared/somewhat prepared and 1-well prepared/very well prepared.

Logistic regression is based on the same fundamental concepts as multiple regression analysis but the regression equation is different in that the value being predicted is a probability with a range from 0 to 1 (Mertler & Vannatta, 2005). This regression generates probabilities of particular outcomes for each independent variable involved. This type of regression is more flexible than multiple regression because there aren't any assumptions about the independent variables i.e. they don't have to be normally distributed, have equal variances within groups, or be linearly related. The fact that logistic regression has the ability to produce nonlinear models adds to its flexibility. As with multiple regression, logistic regression is sensitive to multicollinearity among independent variables. A multicollinearity check was part of the data analysis.

The length of the student teaching experience was the variable of interest in this model because it was believed to have great impact on classroom management preparation. Based on the review of literature findings, other factors related to new teacher classroom management preparation were considered to determine if they added to the predictive value of the model. These 16 factors (independent variables) included: gender, race, age, certification type (alternative or traditional), whether or not they held a Master's degree in education, type of teaching license (standard or nonstandard), teaching level (elementary or secondary), whether or not they participated in a first-year induction program, whether or not they held outside non-teaching responsibilities (coaching, activity sponsorship, or committee membership), test score pressure (relative to job security), poverty level of students (new teachers perceptions of), classroom control, curriculum control, teacher support, teacher satisfaction, and percentage minority population at the school where they teach. We will now consider the theoretical framework behind these factors.

The following factors were selected based on the Darling-Hammond and Bransford (2005) theoretical model of teacher preparation: certification type, whether or not the teacher held a Master's degree in education, type of teaching license, and teaching level. In addition, whether or not a teacher participated in a first-year induction program was selected because of the Alliance for Excellent Education's (2004) framework for induction criteria. The following factors were selected based on Liu and Meyer's (2005) theories on new teacher attrition and retention: outside non-teaching responsibilities, test score pressure, classroom control, curriculum control, teacher support, teacher satisfaction, and teacher perception of poverty issues of students. The remaining factors provided demographic information: gender, race, age, and percentage minority population at the school.

This analysis provided differences in probabilities of first-year teaching classroom management preparation among new teachers based on length of the student teaching experience. The following logistic regression model was used:

$$\text{Log odds} = b_0 + b_0X_1 + b_2X_2 + \ldots + b_kX_k$$

An illustration of the predictive logistic regression model is show in Figure 2.

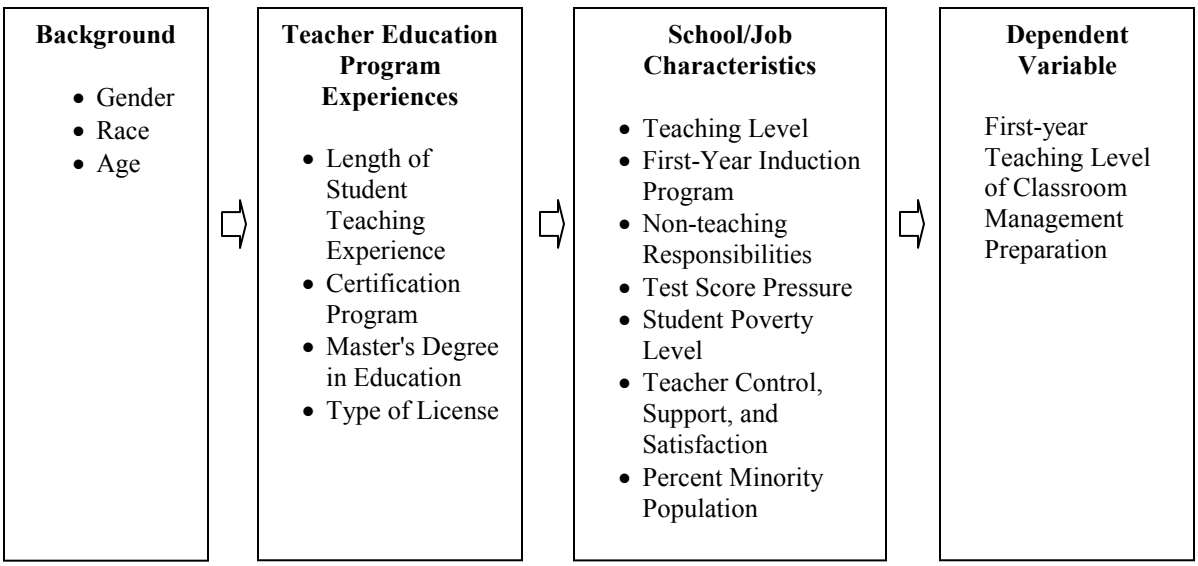

Figure 2. Hypothetical predictive model for first-year teaching classroom management preparation

Research Question 4: "How do new teachers' perceptions of classroom management preparation in their first year of teaching relate to their job satisfaction and commitment to the teaching profession?"

Descriptive statistics were used to answer the fourth research question. In particular, the Pearson Correlation Coefficient was used to test the relationship between new teachers' level of first-year teaching classroom management preparation and their overall job satisfaction and commitment to the field. The Pearson Correlation Coefficient (r) measures

the relationship between two quantitative variables without designating either variable as dependent or independent (Mertler & Vannatta, 2005). Data were tested to ascertain if a direct correlation existed between level of classroom management preparation and job satisfaction and commitment to the profession. If the correlation is direct, high scores on one variable will have high scores on the other variable. The range of the correlation is -1.0 to 1.0, with a correlation of 0.0 indicating no relationship between the variables.

Research Question 5: "What level of priority do new teachers assign classroom management for their own professional development needs?"

Descriptive statistics were used to answer the fifth research question. In particular, a frequency analysis displayed percentages of priority (first, second, or third). As a follow-up to this question, descriptive statistics were reported regarding whether or not classroom management was a component of new teacher professional development activities (frequency analysis). In the affirmative case, a frequency analysis was done to report level of usefulness on a Likert-scale.

Ethical Considerations

Before working with the SASS 2007-2008 Public School Teacher Questionnaire dataset, the Iowa State Institutional Review Board (IRB) was contacted. It was determined that because this was a secondary dataset with de-identified data collected for purposes other than this study, it did not constitute research that involved human subjects, as federally defined. Approval was not required because this researcher did not interact with or intervene with the subjects, and the data were not both private and identifiable (see Appendix B).

Delimitations

Decisions were made to delimit the study. First, it was decided that this study would focus on new teachers (in their first, second, or third year of teaching). Although this study may have implications for teachers in their fourth or fifth year of teaching, as nearly half of all new teachers leave within their first five years of teaching, it was decided that first, second, or third year teachers would have better recollection of their teacher education programs' classroom management preparation and how prepared they felt in this area during their first year of teaching. Additionally, this study was delimited to fulltime new teachers.

Limitations

The 2007-2008 SASS Public School Teacher Questionnaire dataset used in this study was a secondary data set. As a result, some of the limitations result from the nature of this type of dataset. This study did not seek to account for all variables that may impact new teacher retention, attrition, job satisfaction, and commitment to the profession. One component related to these factors, classroom management preparation, was considered.

The Schools and Staffing Survey data were limited to self-reported data. Teachers surveyed did not have to answer all questions or provide all requested information. For purposes of this study, only new teacher data were analyzed. Recall, a new teacher was defined to be a first, second, or third year teacher. One of the main survey items used in this study was PSTQ #37a, "In your FIRST year of teaching, how well prepared were you to handle a range of classroom management or discipline situations?" In the case of second and third year teachers, recollection of how well prepared they were in this area during their first

year of teaching may be limited or skewed based on memory and/or initial teaching experiences during their first or second years of teaching.

An additional limitation of this study regarded PSTQ Item #30 which asked, "How long did your practice teaching last?" Survey choices were: (1) no practice teaching; (2) 4 weeks or less; (3) 5-7 weeks; (4) 8-11 weeks; and (5) 12 weeks or more. Responses to this item were used for research question 3 regarding whether or not the length of the student teaching experience predicted new teachers' perceptions of first-year teaching classroom management preparation. According to the literature, there is great disparity between a 12 week student teaching experience and a full-year, graduate-level student teaching experience. However, a new teacher with a 12 week student teaching experience and a new teacher with a year-long graduate-level student teaching experience would mark the same response. A continuous variable to measure the length of the student teaching experience by number of weeks would allow for greater detail in the analysis.

For Research Question 3, an investigation was done to see if the length of student teaching predicted first-year teaching level of classroom management preparation. Based on the literature review, other factors from the survey influencing classroom management preparation were added to the model. However, career and life experiences were not measured by the survey and thus not a part of the model. Teacher dispositions such as personality type and level of motivation were also not measured by the survey instrument. For example, a new teacher with previous life experience in a leadership position managing people or working with students in a non-classroom setting could allow for greater ability to effectively deal with first-year classroom discipline issues.

A limitation of this study is that it was not longitudinal in nature. The survey instrument is given every four years with a new randomly selected public school teacher population. Therefore, the data are not longitudinal in nature. A final limitation with a quantitative study of this nature is that information sources other than the 2007-2008 Public School Teacher Questionnaire were not considered. In order to view the big picture surrounding this issue, a qualitative investigation would be warranted. A qualitative follow-up study with teacher education faculty members, new K-12 public school teachers, and building principals would allow for more elaboration and insight into the issues at hand.

Summary

The purpose of this study was to update existing research about perceptions of classroom management preparation and discipline issues affecting new public school teachers. In particular, the areas of inquiry included: new teacher classroom management preparation, new teacher job satisfaction and commitment to the teaching profession, and new teacher professional development and induction needs in the area of classroom management. This study was conducted to inform teacher education programs' classroom management instruction, as well as public school districts' new teacher professional development needs in the area of classroom management.

Chapter 3 highlighted the methodology used for this study. In particular, the chapter outlined the research questions, hypotheses, research design, population and sample, instrumentation, data collection, data quality, variables in the study, and data analysis. The chapter concluded with discussion regarding ethical considerations, as well as limitations and delimitations of the study. Chapter 4 will consider the results and findings of this research.

CHAPTER 4. RESULTS

This study was conducted to ascertain the perceptions of new public school teachers regarding their level of preparation in the area classroom management and how prepared they were during their first year of teaching to handle various classroom management and discipline issues. The perceptions of new teacher preparation in the area of classroom management were then compared based on new teacher gender, teacher level (elementary or secondary), licensure program (traditional or alternative), whether or not they held a Master's degree in education, and percentage of minority students enrolled in the school. Next, the relationship between the length of the student teacher experience and new teacher perception of classroom management preparation was examined. New teachers' perceptions of their preparation in classroom management and the correlation to job satisfaction and commitment to the teaching profession were investigated. The final category of consideration was new teachers' self-reported professional development and induction needs in the area of classroom management. In this study I used the following three methods of statistical analysis: descriptive statistics, inferential statistics, and multivariate analysis (logistic regression).

The results are organized according to the theoretical framework based on Darling-Hammond and Bransford's (2005) best practice model for teacher education programs which addresses: (a) classroom management instruction; (b) new teacher professional development; and (c) new teacher attention and attrition. In particular, Darling-Hammond and Bransford's findings regarding effective classroom management instruction served as a model for best practice in pre-service teacher preparation used in this study. According to their findings, the

following six areas must be included in effective classroom management instruction for pre-service teachers: curriculum and engaging pedagogy, motivation, culturally responsive pedagogy, learning communities, organization of the classroom, and moral development.

Classroom Management Preparation in Teacher Education Programs

Research Question 1: What were new teachers' perceptions of how well prepared they were in their first year of teaching in the area of classroom management?

The first research question focused on new teachers' perceptions of how well prepared they were for their first year of teaching in the area of classroom management. The response choices were as follows: (1) not at all prepared; (2) somewhat prepared; (3) well prepared; and (4) very well prepared. A frequency analysis yielded the following results: (1) 4.3% not at all prepared; (2) 36.2% somewhat prepared; (3) 40.0% well prepared; and (4) 19.5% very well prepared (see Table 13).

Table 13. Percentages for new teachers' perceptions on their preparation to handle a range of classroom management or discipline situations during their first year

Statement	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
Handle a range of classroom management or discipline situations?	4.3%	36.2%	40.0%	19.5%

Category

Research Question 2: Were there statistically significant differences in new teachers' perceptions of first-year teaching classroom management preparation by gender, teacher level, licensure program, whether or not they hold a Master's degree in education, and percentage minority population in the school?

Research Question 2 investigated new teachers' perceptions of classroom management preparation for their first year of teaching to see if they varied by teacher gender, teacher level, licensure program, whether or not they held a Master's degree in education, and percentage minority population in the school. Independent sample *t* tests were used to compare mean scores of new teachers' perceptions of first-year teaching classroom management preparation based on the following variables: gender, teacher level, licensure program, whether or not they held a Master's degree in education, and percentage minority population in the school. Because the sample sizes of the groups to be compared were not equal, Levene's test for equality of variances was conducted for each variable.

Teacher gender

The results of the *t* test with significance level 0.05 showed the mean for new male teachers' perceptions of how well prepared they were during their first year of teaching in the area of classroom management was 2.76 and the mean for new female teachers' perceptions was 2.74. The difference in the means was quite small and not statistically significant at the 0.05 level (see Table 14).

Teacher level

The results of the *t* test with significance level 0.05 showed the mean for new elementary teachers' perceptions of how well prepared they were during their first year of teaching in the area of classroom management was 2.84 and the mean for new secondary teachers' perceptions was 2.71. The results indicated a statistically significant difference in the means between new elementary and new secondary teachers. Based on Levene's test, equal variances were not assumed (see Table 14).

Table 14. Classroom management preparation by variable/category

Variable	Mean	Std Dev	T	p	df
Gender					
Male	2.76	0.810	0.865	0.387	6020
Female	2.74	0.817	0.865	0.387	6020
Teacher Level					
Elementary	2.84	0.799	5.414	0.000*	3340
Secondary	2.71	0.818	5.414	0.000*	3340
Licensure Program					
Traditional	2.82	0.791	10.567	0.000*	2660
Alternative	2.56	0.847	10.567	0.000*	2660
Master's Degree in Education					
Yes	2.78	0.826	1.369	0.171	5890
No	2.74	0.811	1.369	0.171	5890
Minority Student Population					
Less than 50%	2.80	0.797	5.802	0.000*	4760
50% - 100%	2.67	0.836	5.802	0.000*	4760

*$p < 0.001$

Licensure program

The results of the *t* test with significance level 0.05 showed the mean for new traditionally certified teachers' perceptions of how well prepared they were during their first year of teaching in the area of classroom management was 2.82 and the mean for new alternatively certified teachers' perceptions was 2.56. The results indicated a statistically significant difference in the means between new traditionally certified teachers and new alternatively certified teachers. Based on Levene's test, equal variances were not assumed (see Table 14).

Master's degree in education

New teachers were coded into two groups regarding a Master's degree in education. Group 1 was new teachers holding a Master's degree in education and Group 2 was new teachers who did not hold a Master's degree in education. The results of the *t* test with significance level 0.05 showed the mean of new teachers' perceptions of how well prepared they were during their first year of teaching in the area of classroom management for Group 1 (Master's degree in education) was 2.78 and the mean for Group 2 (no Master's degree in education) was 2.74. The difference in means was not statistically significant (see Table 14).

Percentage minority population in the school

This category investigated whether or not new teachers' perceptions of classroom management preparation in their first year of teaching varied by the percentage of minority students enrolled in school. Minority student population was coded into two groups. Group 1 included schools with a minority population less than 50% of the total student population. Group 2 included schools with a minority population of 50% or greater the total student population. The results of the *t* test with significance level 0.05 revealed the mean of new teachers' perceptions of how well prepared they were during their first year of teaching in the area of classroom management for Group 1 (less than 50% minority student population) was 2.80. The mean for Group 2 (50% or greater minority student population) was 2.67. Results indicated a statistically significant difference in the means between the two groups. Based on Levene's test, equal variances were not assumed (see Table 14).

Impact of Length of Student Teaching Experience on Classroom Management Preparation

Research Question 3: Did the length of the student teaching (practice teaching) experience predict new teachers' perceptions of first-year teaching level of classroom management preparation?

A logistic regression analysis was conducted with the dichotomous dependent variable being first-year teaching level of classroom management preparation (1=well prepared; 0=not well prepared). There were 16 predictor variables (see Table 11) with the main variable of interest being length of student teaching experience. The independent variables were characterized in blocks according to how they were placed within the new teacher classroom management preparation model, presented in Chapter 3: teacher background characteristics (Block 1); teacher education program characteristics (Block 2); and new teacher school/job characteristics (Block 3). The main variable of interest, length of student teaching experience, was in Block 2. The logistic regression analysis was conducted for the entire sample (*N*=6,300).

Before computing the logistic regression model, a test for multicollinearity was conducted. To complete this analysis, a Pearson correlation test was run for all independent variables and results showed that the correlations among all variables except teacher support and teacher satisfaction were less than 0.70 (see Appendix C). The Pearson correlation between teacher support and teacher satisfaction was 0.76. Results from the logistic regression revealed there were not inflated standard errors for these two variables so they were kept in the model. Therefore, all 16 predictor variables were used in the model.

The predictor variables (see Table 15) and one dichotomous dependent variable, first-year teaching classroom management preparation (1,0), were used in the logistic regression

Table 15. Summary of regression analysis by block for predicting first-year teacher classroom management preparation

Variable Blocks	Block 1	Block 2	Block 3
Block 1: Teacher Background Characteristics			
Gender: 1 = Female	0.684	0.087	0.874
White	0.51	0.005*	<0.001*
Black	0.119	0.769	0.806
Asian	0.027*	0.007*	0.006*
Pacific Islander	0.882	0.95	0.888
American Indian	0.043*	0.025*	0.010*
Age	0.358	0.093	0.047*
Constant	0.243		
Block 2: Teacher Education Program Characteristics			
Length of Student Teaching			
None		<0.001*	<0.001*
4 Weeks or Less		<0.001*	0.003*
5 to 7 Weeks		0.013*	0.091
8 to 11 Weeks		0.003*	0.002*
Program Information			
Certification Type: 1 = Alternative		<0.001*	<0.001*
Master's Degree in Education: 1 = Yes		0.29	0.74
Teaching License			
Probationary		0.925	0.613
Additional Coursework Needed		0.194	0.302
Must Complete Program		0.024*	0.085
No Certification		0.196	0.388
Constant		0.027	
Block 3: School/Job Characteristics			
Teacher Level: 1 = Elementary			0.01*
First-Year Induction Program: 1 = Yes			0.047*
Coach: 1 = Yes			<0.001*
Activity Sponsor: 1 = Yes			0.057
Committee Member: 1 = Yes			0.031*
Test Score Pressure: 1 = Tied to Job Security			0.01*
Student Poverty: 1 = Perceived as a Problem			0.031*
Classroom Control: 1 = Yes			0.217
Curriculum Control: 1 = Yes			0.015*
Teacher Feels Supported: 1 = Yes			<0.001*
Job Satisfaction: 1 = Yes			0.021*
Student Minority Population			0.009*
Constant			0.359
Nagelkerke R Square	0.002	0.048	0.099

*p<0.05

model. The impact of the independent variables on the dependent variable was examined to determine which variables of interest made a significant contribution to level of first-year teaching classroom management preparation. The independent variable of particular interest for Research Question 3 was length of the student teaching experience. For the logistical regression analysis, 5,880 cases out of 6,300 were included. There were 420 cases missing values in one or more independent variables and they were excluded from the model.

Table 15 provides significance levels for each independent variable as well as the significance level of each variable as it was added to the model. In Block 1, the only statistically significant variables were the race categories of Asian and American Indian. In Block 2, the race category, White, also became significant. It is interesting to note that the gender variable from Block 1 was not significant meaning there was not a statistically significant difference in first-year teaching classroom management preparation between males and females. Similar results were obtained in the t-test analysis of gender for research question 2.

After adding variables to Block 2 of the model, the length of the student teaching experience variables (none, 4 weeks or less, 5 to 7 weeks, and 8 to 11 weeks) were all significant at the 0.05 level. Length of student teaching experience was our main variable of interest in the model. In addition, also significant in Block 2 were type of teacher education certification program (traditional or alternative) and one variable measuring type of teaching license (needs to complete a teacher education program). Approximately 94% of the alternatively certified new teachers had no student teaching experience.

After adding variables to Block 3, one of the student teaching experience variables (5 to 7 weeks) was no longer significant at the 0.05 level. It was, however, significant at the

0.10 level. Other significant Block 3 variables included: teacher level (elementary or secondary), new teacher induction program, coach, committee member, job security (tied to test score pressure), poverty, teacher control, teacher support, teacher satisfaction, and minority student enrollment. According to the Wald criterion (Table 16), the following independent variables reliably predicted new teacher classroom management preparation: length of student teaching experience, coach, teacher support, the race category of White, and certification program (listed in order of highest predictability).

Recall that the dependent variable of well-prepared in classroom management preparation was coded as 1. The odds ratio, Exp(β), indicated the increase in odds of an outcome of well-prepared with a one unit increase in the continuous independent variable. We will now consider the logistic regression results from the full model analysis (see Table 16).

Teacher background characteristics – Block 1

The race categories of White, Asian, and American Indian were statistically significant. The reference category was multiracial (two or more race categories were indicated by the respondent). On the survey, new teachers were asked their race and could mark one or more race categories to indicate what they considered themselves to be. New white teachers were 59.9% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who considered themselves to be of more than one race. New Asian teachers were 93.1% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who considered themselves to be of more than one race. New American Indian teachers were more than twice as likely to feel prepared in first-year teaching classroom management preparation than new teachers who

Table 16. Summary of logistic regression analysis model for variables predicting first-year teacher classroom management preparation (*N*=5,880)

Variable	β	S.E.	Wald	df	Sig.	Exp(β)
Block 1: Teacher Background Characteristics						
Gender: 1 = Female	0.01	0.065	0.025	1	0.874	1.01
White	0.469	0.114	17.018	1	<0.001*	1.599
Black	0.037	0.149	0.06	1	0.806	1.037
Asian	0.658	0.238	7.651	1	0.006*	1.931
Pacific Islander	0.079	0.56	0.02	1	0.888	1.082
American Indian	0.704	0.274	6.612	1	0.010*	2.022
Age	0.007	0.003	3.948	1	0.047*	1.007
Block 2: Teacher Ed Program Characteristics						
Length of Student Teaching						
None	-0.557	0.089	39.25	1	<0.001*	0.573
4 Weeks or Less	-0.556	0.184	9.137	1	0.003*	0.573
5 to 7 Weeks	-0.233	0.138	2.862	1	0.091	0.792
8 to 11 Weeks	-0.249	0.082	9.158	1	0.002*	0.779
Program Information						
Certification Type: Traditional	0.285	0.079	13.087	1	<0.001*	1.33
Master's Degree in Education: 1 = Yes	0.024	0.072	0.11	1	0.74	1.024
Teaching License						
Probationary	-0.041	0.082	0.255	1	0.613	0.96
Additional Coursework Needed	0.092	0.089	1.067	1	0.302	1.097
Must Complete Program	0.195	0.114	2.962	1	0.085	1.216
No Certification	0.127	0.147	0.747	1	0.388	1.135
Block 3: School/Job Characteristics						
Teacher Level: Secondary	-0.18	0.07	6.631	1	0.01*	0.835
First-Year Induction Program: Yes	0.122	0.061	3.945	1	0.047*	1.13
Coaching Status: No	-0.426	0.069	37.898	1	<0.001*	0.653
Activity Sponsor Status: No	0.112	0.059	3.616	1	0.057	1.119
Committee Member Status: No	-0.127	0.059	4.649	1	0.031*	0.88
Test Score Pressure: None	0.152	0.059	6.565	1	0.01*	1.164
Student Poverty an Issue: Yes	-0.196	0.091	4.634	1	0.031*	0.822
Classroom Control: Yes	0.086	0.069	1.523	1	0.217	1.09
Curriculum Control: Yes	0.081	0.033	5.864	1	0.015*	1.084
Teacher Feels Supported: No	-0.319	0.077	17.254	1	<0.001*	0.727
Job Satisfaction: No	-0.164	0.071	5.35	1	0.021*	0.849
Student Minority Population: <50%	-0.002	0.001	6.872	1	0.009*	0.998
Constant	-0.807	0.88	0.842	1	0.359	0.446
Nagelkerke R Square = 0.099						

*$p<0.05$

Dependent Variable: Classroom Management Preparation

1 = Prepared 0 = Not Prepared

considered themselves to be of more than one race. A ten-year increase in age indicated a new teacher was 7% more likely to feel prepared in classroom management for their first year of teaching.

Teacher education program characteristics – Block 2

New teachers with no student teaching experience were 42.7% less likely to feel prepared in first-year teaching classroom management preparation than those new teachers with 12 weeks or more student teaching experience. New teachers with 4 weeks or less of a student teaching experience were 42.7% less likely to feel prepared in first-year teaching classroom management preparation than those new teachers with 12 weeks or more student teaching experience. In the full model, the student teaching experience variable of 5 to 7 weeks was not statistically significant at the 0.05 level. However, it was significant at the 0.10 level. Recall, it was also significant at the 0.05 level in Block 2. Albeit not statistically significant, it is interesting to note that in this model, a new teacher with 5 to 7 weeks of student teaching was 20.8% less likely to feel prepared in the area of first-year teaching classroom management preparation than a new teacher with 12 weeks or more student teaching. New teachers with 8 to 11 weeks of a student teaching experience were 22.1% less likely to feel prepared in first-year teaching classroom management preparation than those new teachers with 12 weeks or more student teaching experience. New teachers from traditional teacher education certification programs were 33% more likely to feel prepared in first-year teaching classroom management preparation than those new teachers from alternative certification programs.

School/Job characteristics – Block 3

New secondary teachers (grades 7-12) were 16.5% less likely to feel prepared in first-year teaching classroom management preparation than new elementary (K-6) teachers. Those new teachers who participated in a first-year induction program were 13% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not. New teachers who coached were 34.7% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not. New teachers who served on a school-wide committee were 12.0% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not.

New teachers who felt their job security was tied to their students' test scores were 16.4% less likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not feel such pressure. New teachers who perceived student poverty to be an issue in their schools were 17.8% less likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not. As curriculum control increased by one point (recall from Table 11, a one point increase meant new teachers felt more in control of their curriculum), new teachers were 8.4% more likely to feel prepared in first-year teaching classroom management preparation. As new teacher support increased by one point (recall from Table 11, a one point increase meant new teachers felt less supported), new teachers were 27.3% less likely to feel prepared in first-year teaching classroom management preparation. As new teacher job satisfaction increased by one point (recall from Table 11, a one point increase meant new teachers felt less job satisfaction), new teachers felt 15.1% less prepared in classroom management. Finally, the model indicated that new teachers in schools with less than 50% minority student population felt equally

prepared in first-year teaching classroom management preparation as new teachers in schools with 50% or greater minority student population.

Throughout the analysis, the logistic regression model became stronger with the the inclusion of each block. The log likelihood value measuring lack of fit correspondingly became smaller (Step 1 = 7916.901; Step 2 = 7712.947; Step 3 = 7479.222), indicating improved fit at each step (Mertler & Vannatta, 2002).

The model's success rate for predicting first-year teaching classroom management preparation is presented in Table 17. After inclusion of all independent variables through Block 3, those new teachers who were not well prepared in classroom management for their first year of teaching could only be correctly predicted 33.8% of the time. However, new teachers who were well prepared in first-year teaching classroom management could be correctly predicted 84.2% of the time. The model's overall percentage rate for correctly predicting new teacher level of first-year classroom management preparation was 63.9%.

The model fit after Block 3 variables were included is presented in Table 18. The model coefficients in Block 3 had a Chi-square of 233.725, indicating the Block 3 variables could explain 233.725 out of 446.942 units of information. The overall model explained 446.942 out of 7479.222 units. The significance of the p values (<0.001) indicated the model provided adequate fit of the data.

Table 17. Logistic regression analysis of the model to predict first-year teaching classroom management preparation

Dependent Variable	Category	Predicted Percentage Correct
Classroom Management Prep	Not Prepared	33.8
	Well Prepared	84.2
Overall Percentage		63.9

Table 18. Logistic regression analysis summary of model fit tests based on Block 3 variables

Block 3 Model Coefficients	Chi-square	Df	Sig.
Step	233.725	10	<0.001
Block 3	233.725	10	<0.001
Model	446.942	30	<0.001

Model Summary

Step	(- 2) Log likelihood	Nagelkerke R Square
1	7479.222	0.099

Hosmer and Lemeshow Test

Step	Chi-square	Df	Sig.
1	3.777	10	0.877

The Nagelkerke R Square had an index of 0.099, meaning there was not a great deal of strength in the prediction validity of the model. It is important to note that the Nagelkerke R Square index did increase after each block, indicating improvement in the model after each block of variables was added. As indicated in Chapter 3, there were specification issues with the model based on the survey instrument. Certain information regarding new teachers and their ability to manage behavior issues were not included in the survey i.e. career experiences other than teaching that included leadership and/or management opportunities, previous experiences working with youth outside of the classroom, and new teacher dispositions such as personality type and level of motivation. Another area of difficulty included measurement of the length of the student teaching experience. There were not an adequate number of

categories to differentiate between a 12-week student teaching experience at the undergraduate level and a year-long student teaching experience at the graduate level. According to the literature, there is a great difference in classroom management preparation for teachers with those two different student teaching experiences. Finally, the Hosmer and Lemeshow Test was not significant at the 0.05 level (p>0.877) meaning the model estimates fit of the data at an acceptable level.

Job Satisfaction and Commitment to the Teaching Profession

Research Question 4: How do new teachers' perceptions of classroom management preparation in their first year of teaching relate to their job satisfaction and commitment to the teaching profession?

Research Question 4 investigated the relationship between new teachers' perceptions of their classroom management preparation during their first year of teaching and their job satisfaction and commitment to the teaching profession. The Pearson Correlation Coefficient (r) was used to measure this relationship. The range of a correlation coefficient is -1.0 to 1.0, with 0.0 indicating no relationship between the variables (Mertler & Vannatta, 2005). Recall, new teachers' perceptions of how well prepared they were for their first year of teaching in the area of classroom management were measured on a Likert-scale with response choices as follows: (1) not at all prepared; (2) somewhat prepared; (3) well prepared; and (4) very well prepared. Three items from the SASS Public School Teacher Questionnaire were used to measure new teacher job satisfaction and commitment to the teaching profession. They included #58a, #58b, and #57d.

Item #58a stated, "If you could go back to your college days and start over again, would you become a teacher or not?" Response choices were as follows: (1) certainly would

become a teacher; (2) probably would become a teacher; (3) chances about even for and against; (4) probably would not become a teacher; and (5) certainly would not become a teacher. Results of the Pearson Correlation revealed that the correlation coefficient between new teachers' perceptions of first-year teaching classroom management preparation and their job satisfaction and commitment to the teaching profession measured by Item #58a was -0.166. The negative value was due to the reverse scale listed above. This correlation was statistically significant at the 0.01 level (2-tailed). Statistically speaking, the more prepared a new teacher felt in first-year teaching classroom management preparation, the more likely he/she would be to become a teacher again, if the choice to start over was available. However, the correlation was not strong (see Table 19).

Table 19. Correlations for new teachers' perceptions and job satisfaction/professional commitment, Item #58a

		1st yr – class management	Would be a teacher
1st yr – class management	Pearson Correlation	1	-.166*
	Sig. (2-tailed)		.000
	N	6,020	6,020
Would be a teacher	Pearson Correlation	-.166*	1
	Sig. (2-tailed)	.000	
	N	6,020	6,300

* Significant at the 0.01 level (2-tailed).

Item #58b stated, "How long do you plan to remain in teaching?" Response choices were as follows: (1) as long as I am able; (2) until I am eligible for retirement benefits from this job; (3) until I am eligible for retirement benefits from a previous job; (4) until I am eligible for Social Security benefits; (5) until a specific life event occurs; (6) until a more

desirable job opportunity comes along; (7) definitely plan to leave as soon as I can; and (8) undecided at this time. Results of the Pearson Correlation revealed that the correlation coefficient between new teachers' perceptions of first-year teaching classroom management preparation and their job satisfaction and commitment to the teaching profession measured by Item #58b was -0.145. The negative value was due to the reverse scale listed above. This correlation was statistically significant at the 0.01 level (2-tailed). Statistically speaking, the more prepared a new teacher felt in first-year teaching classroom management preparation, the more likely he/she would be to remain in teaching. However, the correlation was not strong (see Table 20).

Table 20. Correlations for new teachers' perceptions and job satisfaction/professional commitment, Item #58b

		1st yr – class management	Remaining in teaching
1st yr – class management	Pearson Correlation	1	-.145*
	Sig. (2-tailed)		.000
	N	6,020	6,020
Remaining in teaching	Pearson Correlation	-.145*	1
	Sig. (2-tailed)	.000	
	N	6,020	6,300

* Significant at the 0.01 level (2-tailed).

Item #57d stated, "To what extent do you agree or disagree with the following? If I could get a higher paying job I'd leave teaching as soon as possible." Response choices were as follows: (1) strongly agree; (2) somewhat agree; (3) somewhat disagree; (4) strongly disagree. Results of the Pearson Correlation revealed that the correlation coefficient between new teachers' perceptions of first-year teaching classroom management preparation and their job satisfaction and commitment to the teaching profession measured by Item #57d was

0.103. This correlation was statistically significant at the 0.01 level (2-tailed). Statistically speaking, the more prepared a new teacher felt in first-year teaching classroom management preparation, the less likely he/she would be to leave teaching for a higher paying job. However, the correlation was not strong (see Table 21).

New Teacher Support

Research Question 5: What level of priority do new teachers assign classroom management for their own professional development needs?

Descriptive statistics were used to answer Research Question 5. In particular, a frequency analysis provided the level of new teacher professional development priority, by percentage, in the area of student discipline and classroom management. The results were as follows: 33.3% of new teachers indicated professional development in the area of classroom management as their top priority; 13.8% of new teachers indicated it was their second priority; and 13.2% indicated it was their third priority. Overall, 60.3% of new teachers indicated student discipline and classroom management were among their top three professional development needs (see Table 22).

Table 21. Correlations for new teachers' perceptions and job satisfaction/professional commitment, Item #57d

		1st yr - class management	Agree - leave for better pay
1st yr - class management	Pearson Correlation	1	.103*
	Sig. (2-tailed)		.000
	N	6,020	6,020
Agree - leave for better pay	Pearson Correlation	.103*	1
	Sig. (2-tailed)	.000	
	N	6,020	6,300

* Significant at the 0.01 level (2-tailed)

Table 22. Percentages for priorities in new teacher professional development area: classroom management

	Priority		
	First	Second	Third
New Teacher Professional Development Area: Classroom Management	33.3%	13.8%	13.2%

As a follow-up to this question, descriptive statistics were applied to indicate whether or not classroom management was a component of new teacher professional development activities (frequency analysis). The results indicated that in the past 12 months, 50.5% of new teachers participated in professional development activities that focused on student discipline and classroom management while 49.5% did not. In the affirmative case, a frequency analysis was done to report level of usefulness of those professional development activities on a Likert-scale with response choices of: (1) not useful; (2) somewhat useful; (3) useful; and (4) very useful. The results indicated that in the last 12 months, new teachers who participated in professional development activities relating to classroom management reported level of usefulness of those activities as follows: (1) 5.7% not useful; (2) 28.7% somewhat useful; (3) 43.5% useful; and (4) 22.1% very useful (see Table 23).

Table 23. Percentages for usefulness of new teacher professional development activities

Statement	Not Useful	Somewhat useful	Useful	Very useful
Overall, how useful were these professional development activities?	5.7%	28.7%	43.5%	22.1%

Summary

In response to the first research question, descriptive statistics revealed that in the area of new teachers' perceptions of first-year teaching classroom management preparation, 4.3% of new teachers felt unprepared and 36.2% felt somewhat prepared. The results also indicated that 19.5% of new teachers felt very well prepared in this area and 40.0% felt well prepared. Overall, 40.5% of new teachers felt they were either unprepared or somewhat prepared in the area of classroom management preparation for their first year of teaching.

Results from Research Question 2 were used to determine whether or not new teachers' perceptions of first-year teaching classroom management preparation varied by teacher gender, teacher level, licensure program, whether or not they held a Master's degree in education, and minority student population of the school. The results for Research Question 2 were as follows: the independent sample *t* tests indicated the mean for new male teachers' perceptions was slightly higher than new female teachers' perceptions and the difference was not statistically significant; the mean for new elementary teachers' perceptions was greater than the mean for new secondary teachers' perceptions and the difference was statistically significant; and the mean for new traditionally certified teachers' perceptions was greater than the mean for new alternatively certified teachers' perceptions and the difference was statistically significant. The mean of new teachers' perceptions of classroom management preparation for those holding a Master's degree in education was slightly higher than the perceptions of new teachers who did not hold a Master's degree in education, and the difference was not statistically significant. Finally, in the area of minority student population, the mean for the perception of new teachers in the area of classroom management was higher for Group 1 (student minority population less than 50%) than the

mean for Group 2 (student minority population 50% or greater) and the difference was statistically significant.

For Research Question 3, the logistic regression model predicted that new teachers with 12 or more weeks of student teaching experience were better prepared in the area of first-year teaching classroom management preparation than new teachers with the following student teaching experience: 8 – 11 weeks, 5 – 7 weeks, 4 weeks or less, or none. New teachers with no student teaching experience were 42.7% less likely to feel prepared in first-year teaching classroom management than new teachers with 12 or more weeks of student teaching. New teachers with 4 or fewer weeks of student teaching experience were also 42.7% less likely to feel prepared in first-year teaching classroom management than new teachers with 12 or more weeks of student teaching. At the 0.10 significance level, new teachers with 5-7 weeks of student teaching experience were 20.8% less likely to feel prepared in first-year teaching classroom management than new teachers with 12 or more weeks of student teaching. New teachers with 8-11 weeks of student teaching experience were 22.1% less likely to feel prepared in first-year teaching classroom management than new teachers with 12 or more weeks of student teaching.

The logistic regression model for Research Question 3 also verified results from Research Question 2 in the following new teacher categories: gender, teacher level, certification program, and Master's degree in education. Results of the model indicated there was not a statistically significant difference in first-year teaching classroom management preparation by gender and whether or not the new teacher held a Master's degree in education. New secondary teachers were 16.5% less likely to feel prepared in first-year teaching classroom management preparation than new elementary teachers. New teachers

from traditional certification programs were 33% more likely to feel prepared in first-year teaching classroom management preparation than new teachers from alternative certification programs.

Results from Research Question 3 indicated that new teachers who participated in first-year induction programs were 13.0% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not. New teachers who coached were 34.7% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not. New teachers who were committee members at their schools were 12.0% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not serve on a committee.

New teachers who did not perceive test score pressure to be tied to their job security were 16.4% more likely to feel prepared in first-year teaching classroom management preparation than new teachers who did perceive it to be an issue. New teachers who perceived student poverty to be an issue at their schools were 17.8% less likely to feel prepared in first-year teaching classroom management preparation than new teachers who did not perceive it to be an issue. New teachers who felt they had control over their curriculum were 8.4% more likely to feel prepared in classroom management. New teachers who felt a lack of administrative support were 27.3% less likely to feel prepared in classroom management. New teachers who felt a lack of job satisfaction were 15.1% less likely to feel prepared in classroom management. Finally, new teachers in schools with less than a 50% minority student population were as likely to feel prepared in first-year teaching classroom management preparation as those new teachers in schools with 50% or greater minority student populations.

The next area of inquiry, Research Question 4, regarded whether or not there was a relationship between new teachers' perceptions of first-year teaching classroom management preparation and their job satisfaction and commitment to the profession. Results of the Pearson Correlation indicated there was a statistically significant correlation between this relationship for the three items used from the SASS Public School Teacher Questionnaire that measured job satisfaction and commitment to the teaching profession (Items #58a, #58b, and #57d). However, the correlation coefficients were low.

In response to Research Question 5, descriptive statistics revealed that for new teacher professional development needs in the area of student discipline and classroom management, 33.3% of new teachers identified this as their top priority for professional development needs, 13.8% indicated it was their second priority, and 13.2% indicated it was their third priority. Overall, 60.3% of new teachers identified classroom management as one of their top three professional development needs. Descriptive statistics also revealed that when asked whether or not they received professional development during the past 12 months in the area of classroom management, 50.5% of new teachers indicated they had. Of the 50.5% of new teachers who had received professional development in the area of classroom management, the level of usefulness of the professional development activities reported was as follows: 5.7% were not useful; 28.7% were somewhat useful; 43.5% were useful; and 22.1% were very useful. For new teachers receiving professional development in the area of student discipline, 34.4% reported these activities were not useful or somewhat useful.

The summary, discussion, and conclusion of this research are presented in Chapter 5. Implications for practice and policy, and recommendations for future study are also provided.

CHAPTER 5. SUMMARY, DISCUSSION, IMPLICATIONS FOR PRACTICE AND POLICY, AND CONCLUSION

This chapter discusses the results and overall findings of this study and contains six sections. First, a summary of the study is provided. Second, results of the quantitative research are stated. Third, a conclusion is provided. Finally, this chapter concludes with implications for practices and policy, recommendations for future research, and final thoughts.

Summary

Results from the 2007-2008 Schools and Staffing Survey Public School Teacher Questionnaire were used to advance research in the areas of new teacher classroom management preparation, new teacher job satisfaction and commitment to the teaching profession, and new teacher professional development and induction needs in the area of classroom management. First, new teachers' perceptions of first-year teaching classroom management preparation were reported through a frequency analysis based on the following Likert-response categories: (1) not at all prepared; (2) somewhat prepared; (3) well prepared; and (4) very well prepared. Second, variance of response to these categories was reported by new teacher gender, teacher level, licensure program, whether or not they held a Master's degree in education, and percentage minority student population in the school. Third, a multivariate analysis was conducted to ascertain if the length of the student teaching experience predicted new teachers' perceptions of first-year teaching classroom management preparation. Fourth, an investigation was conducted into the relationship between new teacher classroom management preparation and overall job satisfaction and commitment to

the teaching profession. Finally, new teachers' self-reported classroom management needs for professional development were provided through a frequency analysis. The following five research questions were answered based upon results from this study:

1. What are new teachers' perceptions of how well prepared they were in their first year of teaching in the area of classroom management?
2. Are there statistically significant differences in new teachers' perceptions of first-year teaching classroom management preparation by gender, teacher level, licensure program, whether or not they hold a Master's degree in education, and percentage minority population in the school?
3. Does the length of the student teaching (practice teaching) experience predict new teachers' perceptions of first-year teaching level of classroom management preparation?
4. How do new teachers' perceptions of classroom management preparation in their first year of teaching relate to their job satisfaction and commitment to the teaching profession?
5. What level of priority do new teachers assign classroom management for their own professional development needs?

In order to answer the research questions, descriptive statistics, inferential statistics, and a multivariate analysis were conducted. This research assisted in developing an understanding of new teachers' perceptions on their preparation, specifically in the areas of classroom management and student discipline, and how these perceptions affected new teacher attrition and retention. This research adds to the existing body of knowledge in this area, as well as updates research in this area done by Cleveland (2008) using the 1999-2000

SASS Public School Teacher Questionnaire dataset. The findings and conclusions are intended to inform teacher education programs, public school districts, policy makers, and educational researchers.

Discussion

Results from this research both confirm and extend existing knowledge in the areas of new teacher preparation, retention and attrition, and professional development. Results from this research using the 2007-2008 SASS Public School Teacher Questionnaire dataset mainly supported Cleveland's (2008) findings from the 1999-2000 SASS Public School Teacher Questionnaire. This section provides discussion of the findings in the following five areas: new teacher perceptions on classroom management preparation, variance of these perceptions, length of student teaching experience as a predictor of these perceptions, new teacher job satisfaction and commitment to the teaching profession, and self-reported new teacher professional development needs in the areas of student discipline and classroom management.

Perceptions on preparation

According to this study which used the 2007-2008 SASS Public School Teacher Questionnaire dataset, 4.3% of new teachers felt unprepared in first-year teaching classroom management, 36.2% felt somewhat prepared, 40.0% felt well prepared, and 19.5% felt very well prepared. Findings from Cleveland's (2008) research, which used the 1999-2000 SASS Public School Teacher Questionnaire dataset, were the following: 5.2% of new teachers felt unprepared in first-year teaching classroom management, 36.4% felt somewhat prepared, 38.5% indicated they were well prepared, and 19.9% felt very well prepared in classroom

management. The current research findings are fairly similar to Cleveland's (2008) results (see Table 24).

The fact that for this study, 40.5% of new teachers indicated they were either unprepared, or only somewhat prepared, in the area of classroom management preparation for first-year teaching has important implications for teacher education programs and public school districts because skillful classroom management is what makes quality intellectual work possible (Darling-Hammond & Bransford, 2005). Effective teachers are the most important factor surrounding student achievement (Marzano, Marzano, & Pickering, 2003). In order for students to learn at a high level, teachers need to be able to effectively manage the classroom. Ineffective classroom management leads to instruction of less challenging and less stimulating material. When teachers don't feel in control of their classrooms, they tend to "water down" the curriculum because their main priority becomes managing student behavior.

Meeting the requirements of NCLB legislation and high-stakes testing have highlighted the critical components of student achievement, with effective teacher classroom management being at the forefront. In terms of classroom management preparation in teacher education programs, Perry and Taylor (2001) recommended extending traditional

Table 24. Longitudinal results of perceptions on new teacher classroom management preparation

Level of 1st Year Classroom Management Preparation	Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
1999-2000 SASS Results	5.2%	36.4%	38.5%	19.9%
2007-2008 SASS Results	4.3%	36.2%	40.0%	19.5%

four-year teacher education programs to five years in order to add coursework and field experiences. Meyer and Williams (2005) recommended a semester-long classroom management course for teacher education programs. Research supports the claim that classroom management instruction is a critical component of teacher education programs.

With 40.5% of new teachers either unprepared or only somewhat prepared in the area of first-year teaching classroom management, teacher education programs need to continue to look for ways to improve upon this area of their curriculum. There were essentially no gains in this area since Cleveland's (2008) study using the 1999-2000 SASS dataset (Table 24). With the literature supporting the importance of this area because of its relationship to student achievement as well as new teacher retention, school districts must continue to look for ways to support new teachers in handling student discipline and classroom management issues. As Briggs (2011) indicated, the level of support varies from teacher to teacher, and from school to school. As teacher education programs continually review their effectiveness, the fact that perception of first-year teaching classroom management preparation hasn't increased in the past decade since Cleveland's (2008) study is important to note.

Variance of perceptions

Variance of perceptions of first-year teaching classroom management preparation was investigated based on new teacher gender, teacher level, certification program, whether or not they held a Master's degree in education, and percentage minority student population (see Table 14). The means for perceptions of first-year teaching classroom management preparation for new female and new male teachers were nearly the same and results were not statistically significant. The actual difference was only 0.02, with the mean for new male

teachers being higher. Cleveland's (2008) results using the 1999-2000 SASS dataset showed a similar finding in that males had a slightly higher mean than females, and the difference of 0.10 was not statistically significant. The logistic regression model used for the third research question also indicated that in terms of first-year teaching classroom management preparation, there was no statistically significant difference between new male teachers and new female teachers with first-year classroom management preparation.

The means for new teachers with a Master's degree in education and new teachers without a Master's degree in education were nearly the same and results were not statistically significant. The logistic regression model from Research Question 3 also showed there was not a statistically significant difference in first-year teaching classroom management preparation between new teachers who held a Master's degree in education and those who did not. Results of differences in means of perceptions of first-year teaching classroom management preparation based on teacher level, licensure program, and percentage minority student population were statistically significant.

In regard to teacher level, new elementary teachers had a higher mean than new secondary teachers, but the actual difference was small (0.13). This limits the practical significance of the results in this area based on the statistical analysis for Research Question 2. Cleveland's (2008) research showed similar results, with a statistically significant difference between levels (new elementary teachers with slightly higher means than new secondary teachers), but the actual difference in means was small (0.10). Her finding was that no strong conclusion could be made with this variable. However, from the logistic regression model used for Research Question 3, findings indicated that new secondary

teachers were 16.5% less likely to feel prepared in first-year classroom management preparation than new elementary teachers.

The mean for perceptions of first-year teaching classroom management preparation for new traditionally certified teachers was higher than the mean for new alternatively certified teachers. This category had the highest difference between means (0.26). This finding indicated there was a significant difference between level of new teacher classroom management preparation between traditionally certified new teachers and alternatively certified new teachers. On the 4-point Likert-scale used to measure first-year teaching classroom management preparation, new traditionally certified teachers reported their level of classroom management preparation to be over a quarter-point higher than new alternatively certified teachers. Findings from the logistic regression model used to answer Research Question 3 supported the findings from Research Question 2 by indicating that new teachers from traditional teacher education programs were 33% more likely to feel prepared in first-year teaching classroom management than new teachers from alternative certification programs.

The findings in this area support the literature pertaining to differences in preparation between traditionally-certified teachers and alternatively-certified teachers. The literature indicated traditional pre-service teacher preparation, as opposed to alternative pre-service teacher preparation, is a better means of producing teachers who will increase student achievement (Kaplan & Owings, 2003). Recall from discussion in the previous section that a teacher's ability to effectively manage the classroom directly affects student achievement, and is one of the strongest factors to do so. Darling-Hammond (2000) indicated that teachers who experience alternative licensure programs do not have the same experiences and content

knowledge as those in traditional programs. Research also indicated that alternative licensure teachers were more likely to leave the field because they did not have the developmental experiences in their programs to provide opportunities to become comfortable in classrooms before entering the field (Darling-Hammond, 2003). With continued emphasis on alternative pathways to teacher certification, this finding is an important consideration for teacher education programs and state policy makers.

New teachers in schools with less than a 50% minority student population had a higher mean than new teachers in schools with 50% or higher minority student populations and the difference in means was statistically significant. Again, the actual difference was small (0.13) which limited the practical significance in this area. No strong conclusion could be made about this variance. Cleveland's (2008) study had a similar finding in this area with no strong conclusion made regarding the variance in new teachers' perceptions of first-year teaching classroom management preparation based on minority student population. From the logistic regression model used for Research Question 3, findings indicated that new teachers in schools with less than a 50% minority student population were as likely to feel prepared in first-year teaching classroom management preparation as new teachers in schools with 50% or higher minority student populations.

Student teaching and perceptions on preparation

Studies indicated that longer student teaching experiences, concurrent with coursework, led to better teaching and a more sustained commitment to the teaching profession (Chin & Russell, 1995; Sumara & Luce-Kapler, 1996). As previously mentioned, Perry and Taylor (2001) recommended extending traditional four-year teacher education

programs to five years in order to allow for more field experience opportunities. Student teachers average ten to twelve weeks of student teaching which is often not enough. New teachers from five-year graduate-level teacher education programs with full-year student teaching experiences were more likely to remain in the field than those from four-year undergraduate programs (Darling-Hammond & Bransford, 2005). Attrition rates for new teachers who did not have a student teaching field experience were nearly double that of new teachers who had a student teaching experience (Darling-Hammond, 2010).

Findings from the logistic regression analysis used in Research Question 3 to predict whether or not the length of the student teaching experience predicted first-year teaching level of classroom management preparation supported the literature in this area. The longer the student teaching experience, the better prepared new teachers felt in the area of classroom management preparation (see Table 16). New teachers with either no student teaching experience, or 4 weeks or less, were 42.7% less likely to feel prepared in the area of classroom management their first year of teaching than those new teachers with 12 weeks or more student teaching experience. New teachers with 5 to 7 weeks student teaching experience were 20.8% less likely to feel prepared in the area of classroom management preparation than those new teachers with 12 weeks or more student teaching experience. New teachers with 8 to 11 weeks student teaching experience were 22.1% less likely to feel prepared in the area of classroom management preparation than those new teachers with 12 weeks or more student teaching experience. Specifically in this study, through the use of the logistic regression model, the length of a new teacher's student teaching experience proved to be a significant and contributing variable to predict success in first-year teaching classroom management preparation.

Job satisfaction and commitment to the profession

The relationship between new teachers' perceptions of first-year teaching classroom management preparation and new teacher job satisfaction and commitment to the teaching profession was measured through the use of the Pearson Product Correlation in Research Question 4. The measures used for new teacher job satisfaction and commitment to the teaching profession were three items on the 2007-2008 SASS Public School Teacher Questionnaire. All three items had a statistically significant correlation to new teachers' perceptions of their first-year teaching classroom management preparation. However, the correlations were low, with absolute value less than 0.166 for all three correlations. Because of this, the practical significance of the findings was limited and no strong conclusion could be made regarding each correlation (see Tables 19-21). Cleveland (2008) reached the same conclusion in her testing of this relationship using the 1999-2000 SASS Public School Teacher Questionnaire dataset.

Even though the practical significance of the correlations was limited, the literature revealed a strong connection between a teacher's ability to handle classroom discipline issues and his/her commitment to the teaching profession. Therefore, survey items to measure this correlation should be included in future research because the results were statistically significant.

The logistic regression from Research Question 3 also revealed data regarding the relationship between new teacher classroom management preparation and job satisfaction. On a 4-point Likert-scale used to measure job satisfaction, a one point decrease in job satisfaction meant a new teacher was 15.1% less likely to feel prepared in the area of first-year teaching classroom management.

The literature is clear that new teacher attrition is a costly problem for school districts and students. Cost estimates of new teacher attrition are $15,000 - $20,000 per teacher. When loss of student achievement is factored into these findings, school district cost can be $33,000 - $48,000 per teacher leaving the field (Darling-Hammond, 2010). The statistical significance of the correlations in this research supports the literature which says that after low compensation, the main reason new teachers leave the field is discipline issues in the classroom. Nearly one third of all new teachers leave within their first three years of teaching and half leave within their first five years (National Commission on Teaching and America's Future, 2003). There is a high cost in terms of school finances, teacher quality, and student achievement (Alliance for Excellent Education, 2005). Lower attrition rates occur in schools with higher achieving students and fewer discipline problems (Feng, 2005). Because of the negative consequences of new teacher attrition, teacher education programs and school districts need to provide the necessary instruction and support in preparing pre-service teachers and mentoring new teachers.

New teacher attrition can be reduced by one third to one half if strong induction and mentoring programs are in place (Ingersoll & Smith; 2003; Alliance for Excellent Education, 2004). Strong new teacher induction programs not only improve retention, but also increase student achievement because new teachers learn instructional strategies from their mentors that improve student learning (Alliance for Excellent Education, 2005). As results from Research Question 3 indicated, new teachers who participated in first-year teaching induction programs were 13% more likely to feel prepared in the area of classroom management than those who did not (Table 16). New teacher job satisfaction and commitment to the teaching

profession are heightened through strong teacher education programs and high quality new teacher induction and professional development programs.

Professional development needs

According to this study, 60.3% of new teachers identified student discipline and classroom management among their top three priorities for professional development needs. In fact, 33.3% of new teachers identified this area as the number one priority for professional development needs. A frequency analysis with the dataset indicated only 50.5% of new teachers received professional development support in this area in the past 12 months. The level of usefulness of those professional development activities in the area of classroom management was as follows: 5.7% indicated it was not useful, 28.7% indicated it was somewhat useful, 43.5% indicated it was useful, and 22.1% indicated it was very useful. In other words, over one third of those new teachers found the professional development in this area to only be somewhat useful, or not at all useful (see Tables 22 & 23).

Given the importance of new teacher support in the areas of classroom management and student discipline, along with its strong connection to student achievement and commitment to the teaching profession, these findings need to be given serious consideration by public school districts. New teacher professional development must be on-going and meaningful in order to improve new teacher instruction and ultimately increase student achievement (Alliance for Excellent Education, 2004). This professional development must include content knowledge, diverse learner needs, and how to manage student behavior. Professional development opportunities must be relevant with issues new teachers face (Brady & Shuck, 2005).

The logistic regression model revealed that new teachers who participated in a first-year induction program were 13.0% more likely to feel prepared in first-year teaching classroom management preparation. The literature supports the importance of a strong first-year new teacher induction program. Key components should include orientation, mentoring, classroom management instruction, meaningful instructional activities, new teacher observations, and meetings with building administrators (Ingersoll & Smith, 2004; McCann & Johannessen, 2008). Strong mentoring programs have repeatedly been shown to increase job satisfaction and retention of new teachers (Darling-Hammond, 2003).

Research does not encompass all variables

It is important to note that this study does not encompass all variables that could impact first-year teaching classroom management preparation, new teacher retention and attrition, and new teacher professional development needs. There are numerous variables that could affect first-year teaching classroom management preparation including, but not limited to, career experiences other than teaching that included leadership and/or management opportunities, previous experiences working with youth outside of the classroom, and new teacher dispositions and motivation levels. Another area to consider would be differences in teacher education programs' classroom management instruction. In terms of new teacher retention and attrition, salary was not a variable considered in this study. Along with classroom management issues, lack of compensation is one of the main reasons teachers leave the field. Finally, this study did not include specific measures for areas of new teacher professional development in the area of classroom management that teachers found useful or not useful.

Conclusions

This study was conducted to research and examine new public school teachers' perceptions of their level of preparation in the area classroom management and how prepared they were during their first year of teaching to handle various classroom and discipline issues. These results updated research on this topic that involved a previous dataset (Cleveland, 2008). The investigation was conducted using the most recent existing survey data, 2007-2008 SASS Public School Teacher Questionnaire, regarding percentages of new teachers who felt well prepared in the area of classroom management. The data were disaggregated by new teacher gender, teacher level (elementary or secondary), licensure program (traditional or alternative), whether or not the new teacher held a Master's degree in education, and percentage of minority students enrolled in the school. The relationship between length of student teaching experience and new teachers' perception of classroom management preparation was examined. New teachers' perceptions of their preparation in classroom management and their correlation to job satisfaction and commitment to the teaching profession were investigated. The final category of consideration was new teachers' self-reported professional development and induction needs in the area of classroom management.

Research Question 1 provided an overview of new teachers' perceptions of how well prepared they were in their first year of teaching in the area of classroom management. Research Question 2 disaggregated this data based on new teacher gender, teacher level, licensure program, whether or not they held a Master's degree in education, and percentage minority population in the school. Research Question 3 compared level of first-year teaching classroom management preparation based on different lengths of student teaching

experiences (none, 4 weeks or less, 5 to 7 weeks, 8 to 11 weeks, and 12 weeks or more). Research Question 4 focused on the relationship between new teachers' perceptions of first-year teaching classroom management preparation and job satisfaction and commitment to the profession. Finally, Research Question 5 focused on self-reported new teacher professional development needs in the area of classroom management.

In conclusion, several important results emerged from this study. First, 40.5% of new teachers felt either not at all prepared or only somewhat prepared in their ability to handle classroom management or discipline situations during their first year of teaching. These results are very similar to a previous study that used the 1999-2000 SASS Public School Teacher Questionnaire dataset (Cleveland, 2008). There wasn't a statistically significant difference in level of first-year teaching classroom management preparation by gender or whether or not the new teacher held a Master's degree in education. There was, however, a statistically significant difference in this preparation based on teacher level, licensure program, and percentage of minority student population. In terms of first-year teaching classroom management preparation, new elementary teachers felt more prepared than new secondary teachers, new teachers from traditional teacher education programs felt more prepared than those from alternative teacher education programs, and new teachers in schools with less than 50% minority student population felt more prepared than those in schools with 50% or greater minority student populations.

Second, the length of a new teacher's student teaching experience predicted the level of first-year teaching classroom management preparation. The longer the student teaching experience, the more prepared new teachers felt in their ability to handle first-year classroom

management and discipline issues. Third, new teachers who participated in first-year induction programs felt more prepared to handle classroom discipline issues.

Next, there was a statistically significant positive correlation between a new teacher's ability to handle classroom management issues and his/her job satisfaction and commitment to the teaching profession. Finally, 60.3% of new teachers indicated classroom management was one of their top three professional development needs. However, only half of all new teachers received professional development support in this area.

Implications for Practice and Policy

New teacher preparation continues to be an area of importance and continued discussion at the collegiate level in teacher education programs, as well as within public school districts, is warranted. Teacher education programs, school districts, teachers, students, and policy makers can all benefit from a better understanding of the data collected in this study. Results from this study raised several questions for consideration. These findings have implications at the teacher education preparation level, as well as for public school districts and policy makers.

Based on the research literature for this study, there is a strong connection between a teacher's ability to manage a classroom and student achievement. With the goal of better teaching and learning, the literature is clear that a critical component for success in these two areas is new teacher preparation in the area of classroom management. As Darling-Hammond and Bransford (2005) indicated, because it is a complex issue with many layers, teacher education programs and public school districts must continue to look for ways to better prepare and support new teachers in this area. In addition, with the literature

indicating student discipline issues as one of the top reasons teachers leave the profession, it is an area of concern in terms of loss of student achievement and loss of public school funds when teachers leave.

Teacher education programs

With findings from this research indicating that 40.5% of new teachers felt only somewhat prepared or not at all prepared in the area of first-year teaching classroom management, teacher education programs need to continue to look at methods of instruction in this area. Over the past decade between this study and Cleveland's (2008) research, gains have not been made in new teachers' perceptions of their first-year teaching classroom management preparation. As Darling-Hammond and Bransford (2005) indicated, it is one of the most important topics for pre-service teachers, yet one of the most ignored topics. Darling-Hammond and Bransford's (2005) classroom management preparation model has six areas of emphasis for teacher education programs. An implication from this study is that consideration must be given to all six areas which include: (1) curriculum and engaging pedagogy; (2) motivation; (3) culturally responsive pedagogy; (4) learning communities; (5) organizing the classroom; and (6) moral development.

Because of the many layers, classroom management instruction is a complex curricular area for teacher education programs. The above six areas should be infused in methods courses, stand-alone classroom management courses, seminars, diverse field experiences, and through Professional Development School Programs between teacher education programs and public school districts. There are inconsistencies in how university programs teach classroom management to pre-service teachers (Lacina-Gifford, Kher, &

Besant, 2002; Perry & Taylor, 2001). An important implication from this study is that teacher education programs need to evaluate their practices and make sure pre-service teachers receive instruction and support in all areas of Darling-Hammond and Bransford's (2005) model.

Teacher education programs need to offer a wide variety of diverse field experiences under the guidance of expert mentor teachers (Darling-Hammond & Bransford, 2005). These field experiences should be more active in nature, and less observational. Teacher education courses must provide a venue to link theory to practice in terms of classroom management and relationship building with students. These courses need to be taught by instructors who model best-practice in this area. As Briggs (2011) indicated, teacher education programs need to provide pre-service teachers a wide variety of strategies for managing student behavior.

Teacher level

Findings from this study showed that new elementary teachers felt more prepared in first-year teaching classroom management than new secondary teachers and the difference between the two groups was statistically significant. In fact, the logistic regression model used for Research Question 3 revealed new secondary teachers felt 16.5% less prepared than new elementary teachers. Because secondary education majors often have higher content requirements and fewer methods course requirements and/or field experience requirements than elementary education majors, serious consideration must be given to how secondary teacher education majors are prepared in classroom management and why their results fall

short of new elementary teachers. Many teacher education programs lack stand-alone classroom management courses due to already high credit hour program requirements.

Certification program

Results from the investigation into the level of preparation in first-year teaching classroom management preparation between new teachers from traditional teacher education programs and new teachers from alternative teacher education programs have serious implications to consider. With this study indicating a difference in means in perceptions of classroom management preparation between traditional certification new teachers and alternative certification new teachers being over one quarter of a point (on the four point Likert-scale measuring this preparation), further discussion and inquiry are warranted. Teacher education programs need to consider the ramifications of the finding that new alternatively certified teachers were 33% less likely to feel prepared in first-year teaching classroom management than new traditionally certified teachers.

Alternative certification teacher education programs need to continue to investigate if pre-service teacher needs in the area of classroom management instruction are being met through their programs. Darling-Hammond (2010) indicated that attrition rates for new teachers who do not have a student teaching experience were nearly double that of new teachers who had a student teaching experience. Darling-Hammond's (2000) research showed that new teachers from alternative certification programs do not have the same experiences and content knowledge as those from traditional programs. They are not as comfortable in classrooms because they lack field experiences and coursework that traditional pre-service teachers receive. As many states look at alternative licensure as a

pathway to get more teachers in the field to deal, in part, with high attrition rates, policy makers and teacher education program representatives must dialogue about the possible shortcomings the literature and this study revealed regarding alternative licensure programs.

Length of student teaching experience

From this research, further teacher education program discussion is needed regarding the length of the student teaching experience. Findings from this study showed that new teachers with either no student teaching experience, or 4 weeks or less were 42.7% less likely to feel prepared in the area of classroom management their first year of teaching than those new teachers with 12 weeks or more student teaching experience. New teachers with 5 to 7 weeks student teaching experience were 20.8% less likely to feel prepared in the area of classroom management preparation than those new teachers with 12 weeks or more student teaching experience. New teachers with 8 to 11 weeks student teaching experience were 22.1% less likely to feel prepared in the area of classroom management preparation than those new teachers with 12 weeks or more student teaching experience.

The literature indicated longer student teaching experiences, concurrent with coursework, led to better teaching and a more sustained commitment to the teaching profession. Darling-Hammond and Bransford (2005) noted that new teachers having full-year student teaching experiences were more likely to remain in the field than those from traditional four-year undergraduate teacher education programs. The average student teaching experience is ten to twelve weeks. Teacher education programs must investigate whether or not they should increase the length of the student teaching experience.

Increasing the length of the student teaching experience has serious implications for teacher education programs in terms of time and money because it increases total semester credit requirements of the programs. This increases tuition of these programs as well as faculty expense to run the programs. However, findings from this research and the literature indicate the payoff would be better classroom management preparation for first-year teachers which translates to more effective teaching, increased student achievement, greater teacher retention rates, and less revenue lost by public school districts when dealing with new teacher attrition.

Minority student enrollment

Another area of consideration for teacher education programs is new teacher classroom management preparation and its relationship to minority student enrollment of schools. Findings from this study were consistent with Cleveland's (2008) results in the area of new teacher classroom management preparation in schools with higher minority student populations. New teachers in schools with over a 50% minority student population felt less prepared in this area than new teachers in schools with less than a 50% minority student population. As Cleveland (2008) noted based on her results, these findings continue to raise issues of teacher quality and equity in staffing. Darling-Hammond and Bransford (2005) indicated pre-service teachers need instruction regarding how to make their teaching relevant to their students' lives, as well as providing meaningful strategies on how to build positive rapport with all students. There is an educational gap for children, which is a function of race, class, and culture (Darling-Hammond, 2010). High levels of poverty, low levels of social supports, unequal allocation of school resources, and inadequate systems for providing high-quality teachers for all children increase this gap. Teacher education programs can help

reduce this gap by producing high-quality teachers for all students and must continue the discussion to make this a reality.

Professional Development School Programs

Finally, pre-service teachers need a variety of diverse field experiences in which to practice classroom management strategies under the guidance of high quality mentor teachers (Darling-Hammond & Bransford, 2005). The literature indicated this is a critical component of pre-service teacher classroom management instruction. An implication from the findings of this study relating to first-year teaching classroom management preparation is that teacher education programs need to build, or expand, Professional Development School Partnerships with local school districts. In order for this to occur, representatives from teacher education programs and public school districts must meet to discuss and develop a shared vision of good teaching that informs their partnership (Darling-Hammond & Bransford, 2005). In order to increase diverse field experience opportunities, teacher education programs must work with public school districts to support the mentoring process of pre-service teachers.

Public school districts

With findings from this research indicating that 40.5% of new teachers felt only somewhat prepared or not at all prepared in the area of first-year teaching classroom management, public school districts need to pay special attention to this area through new teacher mentoring and induction programs, as well as professional development opportunities. This research further highlighted the importance of new teacher support in this area by showing that over 60% of new teachers identified the area of classroom management

as one of their top three professional development needs. In fact, one third of all new teachers indicated it was their top priority.

Induction and mentoring programs

New teacher attrition can be reduced by one third to one half if strong induction and mentoring programs are in place (Ingersoll & Smith, 2003; Alliance for Excellent Education, 2004). Comprehensive new teacher mentoring programs not only increased retention, but also increased student achievement because new teachers learned better instructional strategies (Alliance for Excellent Education, 2005). An important component of new teacher induction programs was administrative support with issues new teachers faced (Alliance for Excellence in Education, 2004). One suggested example of this type of support was giving new teachers reduced high-need student loads. Another way to provide this type of support is by having building administrators meet with new teachers to discuss the issues they are facing in the classroom, as well as brainstorming ways to deal with those issues.

Findings from this study showed that new teachers who participated in a first-year induction program were 13.0% more likely to feel prepared in first-year teaching classroom management preparation. When new teachers felt supported, they were over 27% more likely to feel prepared to handle first-year teaching classroom management and discipline issues. An implication from this study is that public school districts must have programs and policies in place to provide strong induction programs for new teachers. Resources must be allocated because the literature is clear that spending the money on the front end of the hiring process not only helps keep new teachers in the field, but it also increases student achievement.

Professional development opportunities

New teacher professional development must be on-going and meaningful. It must include content knowledge, diverse learner needs, and how to manage student behavior (Alliance for Excellent Education, 2004). The findings from this research support the need for including how to manage student behavior in professional development programs. Briggs (2011) stated that new teacher professional development needs should be identified by new teacher input and not imposed from the administration.

As previously discussed, new teacher attrition has several negative consequences including: heavy financial costs to school districts, substandard instruction, and loss of student achievement. New teacher retention is supported through quality professional development, and fewer classroom management and discipline issues (Liu & Meyer, 2005). Low compensation and student discipline issues are the leading causes of teacher dissatisfaction with the profession (Shen, 1997; Stinebrickner, 1998; Liu & Meyer, 2005). Efforts to keep teachers in the field should focus on alleviating discipline issues. As Johnson (2004) reported, new teachers who stayed in the field at least five years generally remained in the teaching profession for their entire career. Briggs (2011) indicated that when a new teacher leaves the field it is usually a combination of internal factors (preparation) and external factors (student discipline issues), which highlights the need for further investigation in this area.

With costs to school districts averaging $15,000 - $20,000 per teacher leaving the field, future inquiry into how to best support and meet the needs of new teachers must continue. This research highlighted the importance of new teacher classroom management support and showed there was a statistically significant correlation between higher levels of

classroom management preparation and new teacher job satisfaction and commitment to the profession. Because classroom management preparation is positively correlated to new teacher satisfaction and commitment to the profession based on results from research question 4, it is an area that needs continued and/or increased attention in new teacher professional development.

With results from Research Question 5 indicating that over 60% of new teachers listed classroom management support as one of their top three priorities for professional development but only approximately one half of all new teachers receive that support, an implication for public school districts is that this area needs to be included in professional development programs. Of those 50% of new teachers surveyed that received professional development in this area, over 34% of those new teachers reported it was only somewhat useful or not useful at all. The type of new teacher support for classroom management must be meaningful and relevant to the issues new teachers face at their particular schools. Public school districts must not only include classroom management as an area of new teacher professional development, but they must also evaluate whether those activities and/or strategies were useful for their teachers. Follow-up new teacher data needs to be collected to ascertain the usefulness of those activities, particularly in the area of classroom management.

Policy makers

As more and more states look to increase alternative licensure for teachers, an implication from this study is that serious consideration must be given for how well-prepared new teachers are under this type of program. With the study revealing that traditionally certified new teachers felt 33% more prepared in the area of classroom management than

new alternatively certified teachers, serious discussion must take place at the state level regarding the trade-off between getting more teachers in the field at a faster rate and teacher quality. The bottom line is that higher teacher quality leads to higher student achievement.

Finally, with fewer state resources for higher education and K-12 public schools, policy makers must continue discussion about the best use of resource allocation for pre-service teacher preparation and new teacher support.

Recommendations for Future Research

With continued educational implications from NCLB legislation and present-day education trends changing in order to meet the needs of 21st century learners, continued research in the area of new teachers' perceptions of their first-year teaching classroom management preparation must continue. Because of the strong connections among new teacher classroom management preparation, new teacher retention and attrition, and student achievement, it is imperative that teacher education programs, public school districts, and policy makers look for ways to best support pre-service and new teachers in this area. This research updated Cleveland's (2008) study by looking at the SASS Public School Teacher Questionnaire dataset from 2007-2008. Future research should investigate trends using the next available SASS dataset. One of Cleveland's recommendations was to use the most current large-scale national datasets, like SASS, for future research. That is a recommendation from this study as well.

The dataset for this study was not longitudinal in nature. In order to understand new teacher performance and behavior over time at the national level, it would be beneficial to also survey first-year teachers after completion of their second and third years of teaching.

This would allow for comparison of new teacher attitudes and perceptions over a 3 year period of time. It is also recommended that future research in this area include a socioeconomic status indicator such as the percentage of students in the school receiving free and reduced lunch. It would also be of value to include a school building level marker for urban, rural, and suburban schools.

One of the limitations of this study was the survey instrument item that measured the length of new teachers' student teaching experiences. Recall that the categories included: (1) no student teaching; (2) 4 weeks or less; (3) 5-7 weeks; (4) 8-11 weeks; (5) 12 weeks or more. Future research should look at measuring this by using either a continuous variable such as number of weeks of student teaching, or by increasing the categories to choose from. This study had no way of disaggregating results between a 12-week student teaching experience and a year-long graduate-level student teaching experience. Future research should measure this category on a continuous scale and quantify the differences in classroom management preparation resulting from different lengths of student teaching.

In addition to the quantitative components of this study, incorporating qualitative components in future research would yield valuable information in the area of new teacher preparation. In particular, interviewing new teachers about specific strands of their teacher education programs involving classroom management may reveal trends and topics that need more emphasis as well as to reveal effective teacher education program strategies for teaching this topic. More specifically, using the 6 components of the Darling-Hammond and Bransford (2005) classroom management preparation model would be a way to generate discussion and measure these topics relative to new teacher classroom management preparation.

According to the literature, there is a vast difference between student teaching experiences based on the length of that experience. The research indicated year-long graduate-level student teaching experiences are superior to traditional undergraduate student teaching experiences. Interviews of new teachers who had year-long graduate-level student teaching experiences could provide information about what additional classroom management preparation they received due to the extended length of the culminating field experience. These interviews would also provide data regarding whether or not more in-depth classroom management instruction translated to better first-year teaching classroom management.

Because effective classroom management is strongly connected to student achievement, future research should investigate the differences in student achievement levels between teachers who had different lengths of student teaching experiences. For example, what are the differences in student achievement levels between a new teacher with a year-long student teaching experience and one with four or fewer weeks of student teaching?

Given the diminishing state resources for higher education and K-12 public school districts, continued research on a practical, best practice model for teacher education programs' classroom management instruction is needed. This model should include specific courses, curriculum, field experiences, and credit requirements relating to classroom management instruction. Research comparing existing teacher education program models is needed to compare the student achievement of new teachers completing the various types of programs. Is there a certain model that leads to more effective teaching and learning and if so, can we ignore what works best, despite potential higher costs, given the high cost of new teacher attrition?

An additional new teacher interview area for consideration is professional development support. Extending the research from this study to find out the types of professional development activities in the area of classroom management that new teachers deemed useful would add to the body of knowledge. Identifying follow-up topics as extensions of these activities would also inform school districts on how to effectively support new teachers in this area. These interviews could also provide knowledge of specific areas of classroom management support that new teachers feel they need. Disaggregating new teacher professional development support data by gender, teacher level, certification program, and minority student population could allow for more insight in this area.

Since nearly 60% of new teachers felt well prepared in the area of classroom management for their first year of teaching, further investigation should address the needs of those new teachers in an effort to support them as well. Because there is a clear connection between teachers' abilities to effectively manage classrooms and student achievement, future research should investigate the needs of all new teachers in the area of classroom management and student discipline.

Interviews of public school administrators in the perceived areas of new teacher classroom management preparation deficiencies, using the Darling-Hammond and Bransford (2005) model as a point of reference, could further inform the body of knowledge and inform teacher education programs of areas that need more emphasis. Professional Development School models would be a venue by which these discussions could take place. As the literature revealed, the partnerships between teacher education programs and public school districts could further bridge the gap between pre-service teacher preparation in the area of classroom management and new teacher professional development needs. A shared vision

between teacher education programs and public school districts regarding areas of priority in new teacher classroom management preparation would allow for greater precision with instruction at the collegiate level and follow up professional development activities by public school districts.

Final Thoughts

New teacher classroom management preparation is a complex issue because of its many layers. It is much more than just the rules of the classroom and how the desks are arranged. Components include building positive teacher-student relationships, fostering a sense of community in the classroom, incorporating relevant and meaningful instructional material, incorporating instructional activities based on individual learner needs, getting to know your students and where they come from, partnering with parents in the learning process, teaching social skills, and fostering character development of students. As the literature revealed, there is not a one-size fits all model for how teacher education programs should provide this instruction. However, there are several critical elements that are necessary in order for new teachers to feel prepared to handle the student discipline and management issues they will face early in their teaching careers.

This study revealed that new teacher support in the area of classroom management is a highly reported need. School districts must partner with teacher education programs and continue the dialogue about how to best prepare pre-service teachers in this area, as well as to how best support new teachers. The cost to tax payers in terms of new teacher attrition and loss of student achievement is too high to ignore. While at best a complex issue, looking for

ways to better support pre-service and new teachers in this area has never been more important.

APPENDIX A. SASS PUBLIC SCHOOL TEACHER QUESTIONNAIRE, 2007-08

14417018

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

OMB No. 1850-0598: Approval Expires 02/28/2010
Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

TEACHER QUESTIONNAIRE
SCHOOLS AND STAFFING SURVEY
2007-08 SCHOOL YEAR

(Please note all name and address changes on page 3.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Federation of Teachers
Bureau of Indian Affairs, Office of Indian Education Programs
National Association of Elementary School Principals
National Association of Secondary School Principals
National Education Association
National Indian Education Association

NOTICE:

This survey is authorized by Title I, Part E, Sections 151(b) and 153(a) of Public Law 107-279, the Education Sciences Reform Act of 2002.

FORM **SASS-4A**
(06-19-2007)

14417026

DEAR TEACHER:

The Schools and Staffing Survey is the largest sample survey of America's elementary and secondary schools. Your participation is important. Below are answers to some general questions.

WHAT IS THE PURPOSE OF THIS SURVEY?
The purpose of this survey is to obtain information about teachers, such as professional background, teaching field, workload, and opinions about working conditions.

WHO IS CONDUCTING THIS SURVEY?
The U.S. Census Bureau is conducting this survey for the National Center for Education Statistics (NCES) of the U.S. Department of Education.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?
Policymakers and educational leaders rely on data from this survey to inform their decisions concerning K-12 schools. Because it is a sample survey, your responses represent the responses of many. Higher response rates give us confidence that the findings are accurate.

WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?
Your responses are protected from disclosure by federal statute (P.L. 107-279, Title I, Part E, Sec. 183). All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, unless otherwise compelled by law.

HOW WILL YOUR INFORMATION BE REPORTED?
The information you provide will be combined with the information provided by others in statistical reports. No individually-identifiable data will be included in the statistical reports.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?
Please return your completed questionnaire in the enclosed pre-addressed, postage-paid envelope or mail it to:

U.S. CENSUS BUREAU
ATTN: DCB 60A
1201 E. 10th STREET
JEFFERSONVILLE, IN 47132-0001

WE HOPE YOU WILL PARTICIPATE IN THIS VOLUNTARY SURVEY.

SINCERELY,

MARK SCHNEIDER

COMMISSIONER FOR EDUCATION STATISTICS
NATIONAL CENTER FOR EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 45 minutes per response, including the time spent to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns about the contents of this questionnaire, e-mail: dsd.sass@census.gov, or write directly to: Schools and Staffing Survey, National Center for Education Statistics, 1990 K Street, N.W., #9018, Washington, DC 20006.

14417034

INSTRUCTIONS

The data you enter on this form will be captured through the use of imaging technology. Please print all information clearly in ordinary characters, using a black ballpoint pen.

CORRECT marking example – *(Use care to keep characters in their designated spaces.)*	**INCORRECT** marking example –	
35	35	35
1 ☒ Yes	1 ☐ Yes	1 ■ Yes
2 ☐ No	2 ☒ No	2 ☐ No
	OR	

a. If you are the teacher named on the cover page label, please complete the questionnaire.

b. Please do not write any comments near the answer boxes.

c. If you are unsure about how to answer a question, please give the best answer you can rather than leaving it blank.

d. If you have any questions, call the U.S. Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time). The U.S. Census Bureau is also available to answer your questions via e-mail at: dsd.sass@census.gov.

Please correct any errors in name, address, and ZIP Code.

Teacher name
9001

School name
9002

Address
9003

City
9004

State
9005

ZIP Code
9006

14417042

I GENERAL INFORMATION

1. How do you classify your position at THIS school, that is, the activity at which you spend most of your time during this school year?

Mark (X) only one box.

0025

- 1 ☐ Regular full-time teacher
- 2 ☐ Regular part-time teacher
- 3 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
- 4 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
- 5 ☐ Short-term substitute
- 6 ☐ Student teacher
- 7 ☐ Teacher aide
- 8 ☐ Administrator (e.g., principal, assistant principal, director, school head)
- 9 ☐ Library media specialist or Librarian
- 10 ☐ Other professional staff (e.g., counselor, curriculum coordinator, social worker)
- 11 ☐ Support staff (e.g., secretary)

---

2. Which box did you mark in item 1 above?

0026

- 1 ☐ Box 1 → *GO TO item 5 on page 5.*
- 2 ☐ Box 2, 3, or 4 → *GO TO item 4 below.*
- 3 ☐ Box 5, 6, or 7 → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**
- 4 ☐ Box 8, 9, 10, or 11

---

3. Do you TEACH any regularly scheduled class(es) at this school?

If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

0027

- 1 ☐ Yes
- 2 ☐ No → **Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.**

---

4. How much time do you work as a TEACHER at THIS school?

Mark (X) only one box.

0028

- 1 ☐ Full time
- 2 ☐ 3/4 time or more, but less than full-time
- 3 ☐ 1/2 time or more, but less than 3/4 time
- 4 ☐ 1/4 time or more, but less than 1/2 time
- 5 ☐ Less than 1/4 time

14417059

5. How many days are covered by your contract?
Include professional development, student contact days, and any other days covered by your contract.

0029 ☐☐☐ Days

6. What was your MAIN activity LAST school year (2006-07)?
Mark (X) only one box.

0030
1 ☐ Teaching in this school
2 ☐ Teaching in another public elementary or secondary school IN THIS SCHOOL SYSTEM
3 ☐ Teaching in a public elementary or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE
4 ☐ Teaching in a public elementary or secondary school IN ANOTHER STATE
5 ☐ Teaching in a PRIVATE elementary or secondary school
6 ☐ Student at a college or university
7 ☐ Teaching in a preschool
8 ☐ Teaching at a college or university
9 ☐ Working in a position in the field of education, but not as a teacher
10 ☐ Working in an occupation outside the field of education
11 ☐ Caring for family members
12 ☐ Military service
13 ☐ Unemployed and seeking work
14 ☐ Retired from another job
15 ☐ Other – please specify → 5030 ☐

7a. Did you mark box 10 (Working in an occupation outside the field of education) in item 6?

0031
1 ☐ Yes
2 ☐ No → GO TO item 8 on page 6.

b. What kind of work did you do, that is, what was your occupation?
Please record your job title; for example, plumber, typist, or farmer.

5032 ☐

c. What were your usual activities or duties at the job?
For example, typing, keeping account books, filing, selling cars, operating printing press, laying brick.

5033 ☐

d. In addition to these usual activities, were you also teaching in one or more of grades K-12 last school year?

0034
1 ☐ Yes → GO TO item 7e on page 6.
2 ☐ No → GO TO item 8 on page 6.

14417067

7. *Continued –*

e. How would you classify that teaching position?

- *Mark (X) only one box.*

0035

1 ☐ Regular full-time teacher

2 ☐ Regular part-time teacher

3 ☐ Substitute teacher

4 ☐ Itinerant teacher

5 ☐ Other – please specify → 5035 [ ]

---

8. In what year did you begin teaching in THIS school?

- *If you have had a break in service of **one year or more**, please report the year that you returned to this school.*
- *Do not include time spent as a student teacher.*

0036 [ ] Year

---

9. In what year did you begin teaching, either full-time or part-time, at the elementary or secondary level?

- *Do not include time spent as a student teacher.*

0037 [ ] Year

10a. How many years have you worked as a FULL-TIME elementary or secondary teacher in PUBLIC SCHOOLS?

- *Include the current school year if you are a full-time teacher this year.*
- *Public schools include public charter and/or Bureau of Indian Affairs-funded schools.*
- *Record whole years, not fractions or months.*
- *If none, please mark (X) the box.*

0038 0 ☐ None **or** [ ] Year(s)

---

b. How many years have you worked as a PART-TIME elementary or secondary teacher in PUBLIC SCHOOLS?

- *Include the current school year if you are a part-time teacher this year.*
- *Public schools include public charter and/or Bureau of Indian Affairs-funded schools.*
- *Record whole years, not fractions or months.*
- *If none, please mark (X) the box.*

0039 0 ☐ None **or** [ ] Year(s)

14417075

11a. Have you ever worked as an elementary or secondary teacher in a PRIVATE SCHOOL?

0040

1 ☐ Yes

2 ☐ No → *GO TO item 12 on page 9.*

b. How many years did you teach FULL-TIME in PRIVATE SCHOOLS?

- *Record whole years, not fractions or months.*
- *If none, please mark (X) the box.*

0041

0 ☐ None **or** ☐ Year(s)

c. How many years did you teach PART-TIME in PRIVATE SCHOOLS?

- *Record whole years, not fractions or months.*
- *If none, please mark (X) the box.*

0042

0 ☐ None **or** ☐ Year(s)

YOUR COMMENTS

14417083

Table 1. Teaching Assignment and Subject-matter Codes For Questions 15 and 22

General Education

Elementary Education
101 Early childhood or pre-K, general
102 Elementary grades, general

Special Education
110 Special education, any

Subject-matter Specific

Arts and Music
141 Art or arts and crafts
143 Dance
144 Drama or theater
145 Music

English and Language Arts
151 Communications
152 Composition
153 English
154 Journalism
155 Language arts
158 Reading
159 Speech

English as a Second Language (ESL)
160 ESL or bilingual education: General
161 ESL or bilingual education: Spanish
162 ESL or bilingual education: Other languages

Foreign Languages
171 French
172 German
173 Latin
174 Spanish
175 Other foreign language

Health Education
181 Health education
182 Physical education

Mathematics and Computer Science
191 Algebra I
192 Algebra II
193 Algebra III
194 Basic and general mathematics
195 Business and applied math
196 Calculus and pre-calculus
197 Computer science
198 Geometry
199 Pre-algebra
200 Statistics and probability
201 Trigonometry

Natural Sciences
210 Science, general
211 Biology or life sciences
212 Chemistry
213 Earth sciences
215 Integrated science
216 Physical sciences
217 Physics

Social Sciences
220 Social studies, general
221 Anthropology
225 Economics
226 Geography
227 Government or civics
228 History
231 Native American studies
233 Psychology
234 Sociology

Vocational, Career, or Technical Education
241 Agriculture and natural resources
242 Business management
243 Business support
244 Marketing and distribution
245 Health occupations
246 Construction trades, engineering, or science technologies (including CADD and drafting)
247 Mechanics and repair
249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
250 Communications and related technologies (including design, graphics, or printing; not including computer science)
253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
254 Family and consumer sciences education
255 Industrial arts or technology education
256 Other vocational, career, or technical education

Miscellaneous
262 Driver education
264 Library or information science
265 Military science or ROTC
266 Philosophy
267 Religious studies, theology, or divinity

Other
268 Other

14417091

II CLASS ORGANIZATION

12. In which grades are ALL of the STUDENTS you currently teach at THIS school?
Mark (X) all that apply.

0050	1 ☐	Prekindergarten	0055	1 ☐	4th	0060	1 ☐	9th
0051	1 ☐	Kindergarten	0056	1 ☐	5th	0061	1 ☐	10th
0052	1 ☐	1st	0057	1 ☐	6th	0062	1 ☐	11th
0053	1 ☐	2nd	0058	1 ☐	7th	0063	1 ☐	12th
0054	1 ☐	3rd	0059	1 ☐	8th	0064	1 ☐	Ungraded

13. Of all the students you teach at this school, how many have an Individualized Education Program (IEP) because they have disabilities or are special education students?
If none, please mark (X) the box.

0065 0 ☐ None **or** ☐☐☐ Students

14. Of all the students you teach at this school, how many are of limited-English proficiency?
(Students of limited-English proficiency [LEP] are those whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)
If none, please mark (X) the box.

0066 0 ☐ None **or** ☐☐☐ Students

15. This school year, what is your MAIN teaching assignment field at THIS school?
(Your main assignment is the field in which you teach the most classes.)
Record one of the teaching assignment and subject matter codes from Table 1 on page 8.

0067 ☐☐☐ Code 5067 ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ Main assignment

16. Which statement best describes the way YOUR classes at THIS school are organized?
Mark (X) only one box.

0068
1 ☐ You instruct several classes of different students most or all of the day in one or more subjects (sometimes called Departmentalized Instruction).
2 ☐ You are an elementary school teacher who teaches only one subject to different classes of students (sometimes called an Elementary Subject Specialist).
3 ☐ You instruct the same group of students all or most of the day in multiple subjects (sometimes called a Self-Contained Class).
4 ☐ You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day (sometimes called Team Teaching).
5 ☐ You instruct a small number of selected students released from or in their regular classes in specific skills or to address specific needs (sometimes called a "Pull-Out" Class or "Push-In" Instruction).

14417109

17. Check the box you marked in item 16 on page 9 and follow the arrow for the next item.

0069

1 ☐ Box 1 or 2 → *GO TO item 21 on page 11.*

2 ☐ Box 3 or 4

3 ☐ Box 5 → *GO TO item 19 below.*

18. During your most recent FULL WEEK of teaching at THIS school, what is the total number of students enrolled in the class you taught?

0070 ☐☐☐ Students → *GO TO item 20 below.*

19. During your most recent FULL WEEK of teaching at THIS school, what is the average number of students you taught at any one time?

0071 ☐☐☐ Students

20. During your most recent FULL WEEK of teaching, approximately how many hours did YOU spend teaching each of the following subjects at THIS school?

- *If you taught two or more subjects at the same time, apportion the time to each subject the best you can.*
- *Report hours to the nearest whole hour; do not record fractions of an hour or minutes.*
- *If you did not teach a particular subject during the week, mark (X) the "None" box.*

a. English, reading, or language arts (including reading and writing)

0072

0 ☐ None **or** ☐☐ Hours per week

(1) Of these hours, how many were designated for reading instruction?
Record response, then GO TO item 20b below.

0073 0 ☐ None **or** ☐☐ Hours per week

b. Arithmetic or mathematics

0074 0 ☐ None **or** ☐☐ Hours per week

c. Social studies or history

0075 0 ☐ None **or** ☐☐ Hours per week

d. Science

0076 0 ☐ None **or** ☐☐ Hours per week

GO TO item 23a on page 13.

14417117

Note: Items 21 and 22 are for teachers who marked box 1 or 2 for item 16, on page 9. If you marked box 3, 4, or 5 for item 16 (and completed items 18-20 or 19-20), GO TO item 23a on page 13.

21. How many separate class periods or sections do you currently teach at THIS school?

- *Do not include homeroom periods or study halls.*
  (Example: If you teach 2 classes or sections of chemistry I, a class or section of physics I, and a class or section of physics II, you would report 04 classes or sections.)

0077 ☐ Number of classes or sections

22. For EACH class period or section that you reported in item 21, record the subject name, subject matter code, grade level code, and number of students.

- *MIXED GRADES: List the grade with the most number of students.*
- *The number of lines filled out should equal the number of class periods or sections reported in item 21.*
- *Record one of the teaching assignment and subject matter codes from Table 1 on page 8 and use the grade level codes below.*

	A. Subject Name		B. Subject Matter Code		C. Grade Level Code		D. Number of Students
Example	English		1 5 3		1 1		3 3
5078 (1)		0078		0079		0080	
5081 (2)		0081		0082		0083	
5084 (3)		0084		0085		0086	
5087 (4)		0087		0088		0089	
5090 (5)		0090		0091		0092	
5093 (6)		0093		0094		0095	
5096 (7)		0096		0097		0098	
5099 (8)		0099		0100		0101	
5102 (9)		0102		0103		0104	
5105 (10)		0105		0106		0107	

Codes for grade levels of students

PK	Prekindergarten	07	7th grade
KG	Kindergarten	08	8th grade
01	1st grade	09	9th grade
02	2nd grade	10	10th grade
03	3rd grade	11	11th grade
04	4th grade	12	12th grade
05	5th grade	UG	Ungraded
06	6th grade		

14417125

Table 2. Major Fields of Study Codes For Questions 23d, 23f, 25d, and 26b

General Education

Elementary Education
101 Early childhood or pre-K, general
102 Elementary grades, general

Secondary Education
103 Middle grades, general
104 Secondary grades, general

Special Education
110 Special education, any

Other Education
131 Administration
132 Counseling and guidance
133 Educational psychology
134 Policy studies
135 School psychology
136 Other non-subject-matter-specific education

Subject-matter Specific

Arts and Music
141 Art or arts and crafts
142 Art history
143 Dance
144 Drama or theater
145 Music

English and Language Arts
151 Communications
152 Composition
153 English
154 Journalism
155 Language arts
156 Linguistics
157 Literature or literary criticism
158 Reading
159 Speech

English as a Second Language (ESL)
160 ESL or bilingual education: General
161 ESL or bilingual education: Spanish
162 ESL or bilingual education: Other languages

Foreign Languages
171 French
172 German
173 Latin
174 Spanish
175 Other foreign language

Health Education
181 Health education
182 Physical education

Mathematics and Computer Science
190 Mathematics
197 Computer science

Natural Sciences
211 Biology or life sciences
212 Chemistry
213 Earth sciences
214 Engineering
217 Physics
218 Other natural sciences

Social Sciences
221 Anthropology
222 Area or ethnic studies (excluding Native American Studies)
223 Criminal justice
224 Cultural studies
225 Economics
226 Geography
227 Government or civics
228 History
229 International studies
230 Law
231 Native American studies
232 Political science
233 Psychology
234 Sociology
235 Other social sciences

Vocational, Career, or Technical Education
241 Agriculture and natural resources
242 Business management
243 Business support
244 Marketing and distribution
245 Health occupations
246 Construction trades, engineering, or science technologies (including CADD and drafting)
247 Mechanics and repair
249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
250 Communications and related technologies (including design, graphics, or printing; not including computer science)
253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
254 Family and consumer sciences education
255 Industrial arts or technology education
256 Other vocational, career, or technical education

Miscellaneous
261 Architecture
263 Humanities or liberal studies
264 Library or information science
265 Military science or ROTC
266 Philosophy
267 Religious studies, theology, or divinity

Other
268 Other

FORM SASS-4A

14417133

III EDUCATIONAL BACKGROUND

23a. Do you have a bachelor's degree?
If you have more than one bachelor's degree, information about additional degrees will be asked in item 26a.

0110
1 ☐ Yes
2 ☐ No → GO TO item 26a on page 15.

b. In what year did you receive your bachelor's degree?

0111 Year

c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

0112
1 ☐ Yes
2 ☐ No

d. What was your major field of study?
Record the field of study code and the field name from Table 2 on page 12.

0113 Code 5113 Major

e. Did you have a second major field of study?
Do not report academic minors or concentrations.

0114
1 ☐ Yes
2 ☐ No → GO TO item 24a below.

f. What was your second major field of study?
Record the field of study code and the field name from Table 2 on page 12.
Do not report academic minors or concentrations.

0115 Code 5115 Major

24a. What is the name of the college or university where you earned this degree?

Name of college or university
5116

b. In what city and state is it located?

City
5117
State
5118

0119
1 ☐ Located outside the United States

14417141

25a. Do you have a master's degree?

If you have more than one master's degree, information about additional degrees will be asked in item 26a.

0120

1 ☐ Yes

2 ☐ No → GO TO item 26a on page 15.

b. In what year did you receive your master's degree?

0121 ____ Year

c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?

0122

1 ☐ Yes

2 ☐ No

d. What was your major field of study?

Record the field of study code and the field name from Table 2 on page 12.

0123 ____ Code 5123 _____ Major

YOUR COMMENTS

14417158

26a. Have you earned any of the degrees or certificates listed below?

0124 1 ☐ Yes

2 ☐ No → *GO TO item 27 below.*

a. Degree	b. What was your major field of study for each degree? ☛ *Record the field of study code and the field name from Table 2 on page 12.*	c. Was this degree awarded by a university's Department or College of Education, or a college's Department or School of Education?	d. In what year?
(1) Vocational certificate	0125 Code 5125 Major field of study title		0126 Year
(2) Associate's degree	0127 Code 5127 Major field of study title		0128 Year
(3) SECOND Bachelor's degree	0129 Code 5129 Major field of study title	0130 1 ☐ Yes 2 ☐ No	0131 Year
(4) SECOND Master's degree	0132 Code 5132 Major field of study title	0133 1 ☐ Yes 2 ☐ No	0134 Year
(5) Educational specialist or professional diploma (at least one year beyond a master's level)	0135 Code 5135 Major field of study title	0136 1 ☐ Yes 2 ☐ No	0137 Year
(6) Certificate of Advanced Graduate Studies	0138 Code 5138 Major field of study title	0139 1 ☐ Yes 2 ☐ No	0140 Year
(7) Doctorate or first professional degree (Ph.D, Ed.D, M.D., J.D., D.D.S.)	0141 Code 5141 Major field of study title	0142 1 ☐ Yes 2 ☐ No	0143 Year

27. Did any of your coursework result in a concentration or specialization in READING?

0144 1 ☐ Yes

2 ☐ No

YOUR COMMENTS

14417166

28. Have you taken the following tests?
Mark (X) only one box.

a. The Praxis I Pre-Professional Skills Test (PPST): Reading
(The Praxis was formerly called the National Teachers Exam [NTE].)

0145
1 ☐ Taken and passed
2 ☐ Taken and have not yet passed
3 ☐ Not taken

b. The Praxis I Pre-Professional Skills Test (PPST): Mathematics
(The Praxis was formerly called the National Teachers Exam [NTE].)

0146
1 ☐ Taken and passed
2 ☐ Taken and have not yet passed
3 ☐ Not taken

c. The Praxis I Pre-Professional Skills Test (PPST): Writing
(The Praxis was formerly called the National Teachers Exam [NTE].)

0147
1 ☐ Taken and passed
2 ☐ Taken and have not yet passed
3 ☐ Not taken

d. The Praxis II: Subject Assessment in a specific content area
(The Praxis was formerly called the National Teachers Exam [NTE].)

0148
1 ☐ Taken and passed
2 ☐ Taken and have not yet passed
3 ☐ Not taken

e. Another test of basic skills or subject knowledge, other than those listed above, required by your state or district

0149
1 ☐ Taken and passed
2 ☐ Taken and have not yet passed
3 ☐ Not taken

14417174

29. Have you ever taken any graduate or undergraduate courses that focused on teaching methods or teaching strategies?

- *Include courses you have taken to earn a degree and courses taken outside a degree program.*
- *Do not include student teaching.*

0150
1 ☐ Yes → **How many courses?**
- *Mark (X) only one box, then GO TO item 30 below.*

0151
1 ☐ 1 or 2 courses
2 ☐ 3 or 4 courses
3 ☐ 5 to 9 courses
4 ☐ 10 or more courses

2 ☐ No

30. How long did your practice teaching last?

- *Mark (X) only one box.*

0152
1 ☐ I had no practice teaching
2 ☐ 4 weeks or less
3 ☐ 5-7 weeks
4 ☐ 8-11 weeks
5 ☐ 12 weeks or more

31. Did you enter teaching through an alternative certification program?
(An alternative program is a program that was designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.)

0153
1 ☐ Yes
2 ☐ No

32a. Are you certified by the National Board for Professional Teaching Standards in at least one content area?
(The National Board for Professional Teaching Standards is a nongovernment organization that administers National Board certification, a voluntary national assessment program that certifies teachers who meet high professional standards. In order to gain certification, the candidate must at least complete a portfolio of classroom practice and pass one or more tests of content knowledge.)

0154
1 ☐ Yes, fully certified → *GO TO item 33a on page 19.*
2 ☐ No

b. Are you working toward National Board Certification?

0155
1 ☐ Yes
2 ☐ No

14417182

Table 3. Certification Content Area Codes For Questions 33 and 34

General Education

Elementary Education
101 Early childhood or pre-K, general
102 Elementary grades, general
103 Middle grades, general

Secondary Education
103 Middle grades, general
104 Secondary grades, general

Special Education
111 Special education, general
112 Autism
113 Deaf and hard-of-hearing
114 Developmentally delayed
115 Early childhood special education
116 Emotionally disturbed or behavior disorders
117 Learning disabilities
118 Mentally retarded
119 Mildly or moderately disabled
120 Orthopedically impaired
121 Severely or profoundly disabled
122 Speech or language impaired
123 Traumatically brain-injured
124 Visually impaired
125 Other special education

Subject-matter Specific

Arts and Music
141 Art or arts and crafts
143 Dance
144 Drama or theater
145 Music

English and Language Arts
151 Communications
152 Composition
153 English
154 Journalism
155 Language arts
158 Reading
159 Speech

English as a Second Language (ESL)
160 ESL or bilingual education: General
161 ESL or bilingual education: Spanish
162 ESL or bilingual education: Other languages

Foreign Languages
171 French
172 German
173 Latin
174 Spanish
175 Other foreign language

Health Education
181 Health education
182 Physical education

Mathematics and Computer Science
190 Mathematics
197 Computer science

Natural Sciences
210 Science, general
211 Biology or life sciences
212 Chemistry
213 Earth sciences
216 Physical sciences
217 Physics
218 Other natural sciences

Social Sciences
220 Social studies, general
221 Anthropology
225 Economics
226 Geography
227 Government or civics
228 History
231 Native American studies
233 Psychology
234 Sociology
235 Other social sciences

Vocational, Career, or Technical Education
241 Agriculture and natural resources
242 Business management
243 Business support
244 Marketing and distribution
245 Health occupations
246 Construction trades, engineering, or science technologies (including CADD and drafting)
247 Mechanics and repair
249 Manufacturing or precision production (electronics, metalwork, textiles, etc.)
250 Communications and related technologies (including design, graphics, or printing; not including computer science)
253 Personal and public services (including culinary arts, cosmetology, child care, social work, protective services, custodial services, and interior design)
254 Family and consumer sciences education
255 Industrial arts or technology education
256 Other vocational, career, or technical education

Miscellaneous
262 Driver education
263 Humanities or liberal studies
264 Library or information science
265 Military science or ROTC
266 Philosophy
267 Religious studies, theology, or divinity

Other
268 Other

14417190

IV CERTIFICATION AND TRAINING

33a. Which of the following describes the teaching certificate you currently hold in THIS state?
- *Mark (X) only one box.*
- *If you currently hold more than one of the following, a second certification may be listed in item 34.*

0160
1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Certificate issued after satisfying all requirements except the completion of a probationary period
3 ☐ Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
4 ☐ Certificate issued to persons who must complete a certification program in order to continue teaching
5 ☐ I do not hold any of the above certifications in THIS state → *GO TO item 35a on page 23.*

b. Using Table 3 on page 18, in what content area(s) does the teaching certificate marked above allow you to teach in THIS state?
(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)
- *If this certificate allows you to teach in more than one content area, you may report additional content areas in later items.*

1) Code 0161 [ ] Content area 5161 [ ]

2) **Which of the following grade ranges does this certificate apply to?**
- *Mark (X) all that apply.*
- *If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.*

0162 1 ☐ Early childhood, preschool, and any of grades K-5
0163 1 ☐ Any of grades 6-8
0164 1 ☐ Any of grades 9-12

c. Does this certificate marked in item 33a allow you to teach in additional content areas?

0165
1 ☐ Yes
2 ☐ No → *GO TO item 34a on page 21.*

d. In what ADDITIONAL content area does the certificate marked in item 33a allow you to teach?
(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)
- *Please record the content area code from Table 3 on page 18.*

1) Code 0166 [ ] Content area 5166 [ ]

2) **Which of the following grade ranges does this certificate apply to?**
- *Mark (X) all that apply.*
- *If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.*

0167 1 ☐ Early childhood, preschool, and any of grades K-5
0168 1 ☐ Any of grades 6-8
0169 1 ☐ Any of grades 9-12

14417208

33. *Continued –*

e. Does this certificate marked in item 33a allow you to teach in additional content areas?

0170
1 ☐ Yes
2 ☐ No → GO TO item 34a on page 21.

f. In what ADDITIONAL content area does the certificate marked in item 33a allow you to teach? (For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

Please record the content area code from Table 3 on page 18.

1) Code 0171 ☐ Content area 5171 ☐

2) **Which of the following grade ranges does this certificate apply to?**
Mark (X) all that apply.
If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0172 1 ☐ Early childhood, preschool, and any of grades K-5
0173 1 ☐ Any of grades 6-8
0174 1 ☐ Any of grades 9-12

g. Does this certificate marked in item 33a allow you to teach in additional content areas?

0175
1 ☐ Yes
2 ☐ No → GO TO item 34a on page 21.

h. In what ADDITIONAL content area does the certificate marked in item 33a allow you to teach? (For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)

Please record the content area code from Table 3 on page 18.

1) Code 0176 ☐ Content area 5176 ☐

2) **Which of the following grade ranges does this certificate apply to?**
Mark (X) all that apply.
If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0177 1 ☐ Early childhood, preschool, and any of grades K-5
0178 1 ☐ Any of grades 6-8
0179 1 ☐ Any of grades 9-12

i. Does this certificate marked in item 33a allow you to teach in additional content areas?

0180
1 ☐ Yes
2 ☐ No → GO TO item 34a on page 21.

14417216

33. *Continued –*

j. **In what ADDITIONAL content area does the certificate marked in item 33a allow you to teach?** (For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)
Please record the content area code from Table 3 on page 18.

1) Code 0181 ☐ Content area 5181 ☐

2) **Which of the following grade ranges does this certificate apply to?**
Mark (X) all that apply.
If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0182 1 ☐ Early childhood, preschool, and any of grades K-5
0183 1 ☐ Any of grades 6-8
0184 1 ☐ Any of grades 9-12

34a. **Do you have another current teaching certificate in THIS state?**

0185 1 ☐ Yes
2 ☐ No → GO TO item 35a on page 23.

b. **Which of the following describes this current teaching certificate you hold in THIS state?**
Mark (X) only one box.

0186 1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Certificate issued after satisfying all requirements except the completion of a probationary period
3 ☐ Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
4 ☐ Certificate issued to persons who must complete a certification program in order to continue teaching

c. **Using Table 3 on page 18, in what content area(s) does this other teaching certificate, marked in 34b above, allow you to teach in THIS state?**
(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)
If this certificate allows you to teach in more than one content area, you may report additional content areas in later items.

1) Code 0187 ☐ Content area 5187 ☐

2) **Which of the following grade ranges does this certificate apply to?**
Mark (X) all that apply.
If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0188 1 ☐ Early childhood, preschool, and any of grades K-5
0189 1 ☐ Any of grades 6-8
0190 1 ☐ Any of grades 9-12

14417224

34. *Continued –*

d. Does this certificate marked in item 34b allow you to teach in additional content areas?

0191
1 ☐ Yes
2 ☐ No → GO TO item 35a on page 23.

e. In what ADDITIONAL content area does this other current teaching certificate (described in item 34b) allow you to teach?
(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)
Please record the content area code from Table 3 on page 18.

1) Code 0192 ☐☐ Content area 5192 ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

2) **Which of the following grade ranges does this certificate apply to?**
Mark (X) all that apply.
If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0193 1 ☐ Early childhood, preschool, and any of grades K-5
0194 1 ☐ Any of grades 6-8
0195 1 ☐ Any of grades 9-12

f. Does this certificate marked in item 34b allow you to teach in additional content areas?

0196
1 ☐ Yes
2 ☐ No → GO TO item 35a on page 23.

g. In what ADDITIONAL content area does this other current teaching certificate (described in item 34b) allow you to teach?
(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)
Please record the content area code from Table 3 on page 18.

1) Code 0197 ☐☐ Content area 5197 ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

2) **Which of the following grade ranges does this certificate apply to?**
Mark (X) all that apply.
If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.

0198 1 ☐ Early childhood, preschool, and any of grades K-5
0199 1 ☐ Any of grades 6-8
0200 1 ☐ Any of grades 9-12

h. Does this certificate marked in item 34b allow you to teach in additional content areas?

0201
1 ☐ Yes → GO TO item 34i on page 23.
2 ☐ No → GO TO item 35a on page 23.

14417232

34. *Continued –*

i. In what ADDITIONAL content area does this other current teaching certificate (described in item 34b) allow you to teach?
(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)
- *Please record the content area code from Table 3 on page 18.*

0202 1) Code ____ Content area 5202 ____

2) **Which of the following grade ranges does this certificate apply to?**
- *Mark (X) all that apply.*
- *If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.*

0203 1 ☐ Early childhood, preschool, and any of grades K-5

0204 1 ☐ Any of grades 6-8

0205 1 ☐ Any of grades 9-12

j. Does this certificate marked in item 34b allow you to teach in additional content areas?

0206
1 ☐ Yes
2 ☐ No → *GO TO item 35a below.*

k. In what ADDITIONAL content area does this other current teaching certificate (described in item 34b) allow you to teach?
(For some teachers, the content area may be the grade level, for example, elementary general, secondary general, etc.)
- *Please record the content area code from Table 3 on page 18.*

0207 1) Code ____ Content area 5207 ____

2) **Which of the following grade ranges does this certificate apply to?**
- *Mark (X) all that apply.*
- *If your certificate does not restrict you to a specific grade range(s), mark all three grade ranges.*

0208 1 ☐ Early childhood, preschool, and any of grades K-5

0209 1 ☐ Any of grades 6-8

0210 1 ☐ Any of grades 9-12

35a. This school year, are you a Highly Qualified Teacher (HQT) according to your state's requirements?
(Generally, to be Highly Qualified, teachers must meet requirements related to 1) a bachelor's degree, 2) full state certification, and 3) demonstrated competency in the subject area(s) taught. The HQT requirement is a provision under No Child Left Behind (NCLB).)

0211
1 ☐ Yes → *GO TO item 36 on page 24.*
2 ☐ No

b. Do you meet your state's requirements for a Highly Qualified Teacher in at least one subject that you teach?

0212
1 ☐ Yes
2 ☐ No

14417240

36. Was your FIRST year of teaching before the 2003-04 school year?

0213

1 ☐ Yes → *GO TO item 40 on page 26.*

2 ☐ No

37. In your FIRST year of teaching, how well prepared were you to –

If you are in your first year of teaching, please answer for THIS school year.

		Mark (X) one box on each line.			
		Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	0214	1 ☐	2 ☐	3 ☐	4 ☐
b. Use a variety of instructional methods?	0215	1 ☐	2 ☐	3 ☐	4 ☐
c. Teach your subject matter?	0216	1 ☐	2 ☐	3 ☐	4 ☐
d. Use computers in classroom instruction?	0217	1 ☐	2 ☐	3 ☐	4 ☐
e. Assess students?	0218	1 ☐	2 ☐	3 ☐	4 ☐
f. Select and adapt curriculum and instructional materials?	0219	1 ☐	2 ☐	3 ☐	4 ☐

38. In your FIRST year of teaching, did you participate in a teacher induction program?

If you are in your first year of teaching, please answer for THIS school year.

0220

1 ☐ Yes

2 ☐ No

YOUR COMMENTS

14417257

39. Did you receive the following kinds of support during your FIRST year of teaching?
If you are in your first year of teaching, please answer for THIS school year.

a. Reduced teaching schedule or number of preparations

0221
1 ☐ Yes
2 ☐ No

b. Common planning time with teachers in your subject

0222
1 ☐ Yes
2 ☐ No

c. Seminars or classes for beginning teachers

0223
1 ☐ Yes
2 ☐ No

d. Extra classroom assistance (e.g., teacher aides)

0224
1 ☐ Yes
2 ☐ No

e. Regular supportive communication with your principal, other administrators, or department chair

0225
1 ☐ Yes
2 ☐ No

f. Ongoing guidance or feedback from a master or mentor teacher

0226
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

FORM SASS-4A

14417265

V PROFESSIONAL DEVELOPMENT

40. From the list of topics below, select the three that are your top priorities for YOUR OWN professional development.

01- Student discipline and classroom management
02- Teaching students with special needs (e.g., disabilities, special education)
03- Teaching students with limited-English proficiency
04- Use of technology in instruction
05- The content of the subject(s) I primarily teach
06- Content standards in the subject(s) I primarily teach
07- Methods of teaching
08- Student assessment
09- Communicating with parents
10- Other, please specify below

5230 [ ]

Enter the appropriate code (01-10) for each priority.

0231 [ ] First priority
0232 [ ] Second priority
0233 [ ] Third priority

41a. In the past 12 months, have you participated in any professional development activities specific to and concentrating on the content of the subject(s) you teach?

0234
1 ☐ Yes
2 ☐ No → GO TO item 42a on page 27.

b. In the past 12 months, how many hours did you spend on these activities?
Mark (X) only one box.

0235
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

c. Overall, how useful were these activities to you?
Mark (X) only one box.

0236
1 ☐ Not useful
2 ☐ Somewhat useful
3 ☐ Useful
4 ☐ Very useful

14417273

42a. **In the past 12 months, have you participated in any professional development activities that focused on the uses of computers for instruction?**

0237
1 ☐ Yes
2 ☐ No → *GO TO item 43a below.*

b. **In the past 12 months, how many hours did you spend on these activities?**
Mark (X) only one box.

0238
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

c. **Overall, how useful were these activities to you?**
Mark (X) only one box.

0239
1 ☐ Not useful
2 ☐ Somewhat useful
3 ☐ Useful
4 ☐ Very useful

43a. **In the past 12 months, have you participated in any professional development activities that focused on reading instruction?**

0240
1 ☐ Yes
2 ☐ No → *GO TO item 44a on page 28.*

b. **In the past 12 months, how many hours did you spend on these activities?**
Mark (X) only one box.

0241
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

c. **Overall, how useful were these activities to you?**
Mark (X) only one box.

0242
1 ☐ Not useful
2 ☐ Somewhat useful
3 ☐ Useful
4 ☐ Very useful

14417281

44a. **In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?**

0243
1 ☐ Yes
2 ☐ No → *GO TO item 45a below.*

b. **In the past 12 months, how many hours did you spend on these activities?**
Mark (X) only one box.

0244
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

c. **Overall, how useful were these activities to you?**
Mark (X) only one box.

0245
1 ☐ Not useful
2 ☐ Somewhat useful
3 ☐ Useful
4 ☐ Very useful

45a. **In the past 12 months, have you participated in any professional development on how to teach students with disabilities?**

0246
1 ☐ Yes
2 ☐ No → *GO TO item 46a on page 29.*

b. **In the last 3 years, how many hours did you spend on these activities?**
Mark (X) only one box.

0247
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

c. **Overall, how useful were these activities to you?**
Mark (X) only one box.

0248
1 ☐ Not useful
2 ☐ Somewhat useful
3 ☐ Useful
4 ☐ Very useful

14417299

46a. **In the past 12 months, have you participated in any professional development on how to teach limited-English proficient students?**

0249

1 ☐ Yes

2 ☐ No → *GO TO item 47 below.*

b. **In the last 3 years, how many hours did you spend on these activities?**
Mark (X) only one box.

0250

1 ☐ 8 hours or less

2 ☐ 9-16 hours

3 ☐ 17-32 hours

4 ☐ 33 hours or more

c. **Overall, how useful were these activities to you?**
Mark (X) only one box.

0251

1 ☐ Not useful

2 ☐ Somewhat useful

3 ☐ Useful

4 ☐ Very useful

47. **In the past 12 months, have you participated in any professional development activities that focused on other topics not included in items 41-46 above?**

0252

1 ☐ Yes → Please specify 5252

2 ☐ No

YOUR COMMENTS

14417307

VI WORKING CONDITIONS

48. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL teaching and other school-related activities during a typical FULL WEEK at THIS school?

- *Report to the nearest whole hour; do not record fractions of an hour or minutes.*

0260 ☐☐ Total weekly hours

---

49. How many hours are you required to work to receive BASE PAY during a typical FULL WEEK at THIS school?

(This would be base contract hours, or the equivalent, NOT including stipends or extra pay for extra duty.)

- *Report to the nearest whole hour; do not record fractions of an hour or minutes.*

0261 ☐☐ Total weekly hours for BASE PAY

---

50. Of the total BASE PAY HOURS reported in item 49, how many hours a week are you paid to deliver INSTRUCTION to a class of students in THIS school?

(Example: If your base contract requires you to work 40 hours a week, with 30 of those hours for delivering instruction and 10 hours for planning, monitoring students outside of class time, etc., you would report 30 hours.)

- *Report to the nearest whole hour; do not record fractions of an hour or minutes.*
- *"PULL-OUT" or "PUSH-IN" TEACHERS: Please include the number of hours you instruct individual students or small groups of students.*

0262 ☐☐ Total weekly hours

---

51. During this school year, do you or will you –

a. Coach a sport?

0263
1 ☐ Yes
2 ☐ No

---

b. Sponsor any student groups, clubs, or organizations?

0264
1 ☐ Yes
2 ☐ No

---

c. Serve as a department lead or chair?

0265
1 ☐ Yes
2 ☐ No

---

d. Serve as a lead curriculum specialist?

0266
1 ☐ Yes
2 ☐ No

---

e. Serve on a school-wide or district-wide committee or task force?

0267
1 ☐ Yes
2 ☐ No

14417315

52. In the LAST SCHOOL YEAR (2006-07), how much of your own money did you spend on classroom supplies, without reimbursement?

- *Please use your best estimate for costs incurred, in whole dollars.*
- *If none, please mark (X) the box.*

0268

0 ☐ None **or** $ ____,____.00

---

53. Do you use the following to communicate with parents or students outside of the regular school day?

a. E-mail or list-serve to send out group updates or information

0269

1 ☐ Yes

2 ☐ No

---

b. E-mail to address individual questions or concerns

0270

1 ☐ Yes

2 ☐ No

---

c. Online bulletin board for class discussion

0271

1 ☐ Yes

2 ☐ No

---

d. Course or teacher web page

0272

1 ☐ Yes

2 ☐ No

---

e. Course or teacher blog

0273

(A blog is a type of website where entries are made, such as in a journal or diary, usually displayed in a reverse chronological order.)

1 ☐ Yes

2 ☐ No

---

f. Real-time, typed "conversations" through instant messaging

0274

1 ☐ Yes

2 ☐ No

14417323

VII SCHOOL CLIMATE AND TEACHER ATTITUDES

54. How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?

		Mark (X) one box on each line.			
		No control	Minor control	Moderate control	A great deal of control
a. Selecting textbooks and other instructional materials	0280	1 ☐	2 ☐	3 ☐	4 ☐
b. Selecting content, topics, and skills to be taught	0281	1 ☐	2 ☐	3 ☐	4 ☐
c. Selecting teaching techniques	0282	1 ☐	2 ☐	3 ☐	4 ☐
d. Evaluating and grading students	0283	1 ☐	2 ☐	3 ☐	4 ☐
e. Disciplining students	0284	1 ☐	2 ☐	3 ☐	4 ☐
f. Determining the amount of homework to be assigned	0285	1 ☐	2 ☐	3 ☐	4 ☐

YOUR COMMENTS

14417331

55. To what extent do you agree or disagree with each of the following statements?

Mark (X) one box on each line.

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The school administration's behavior toward the staff is supportive and encouraging.	0286	1 ☐	2 ☐	3 ☐	4 ☐
b. I am satisfied with my teaching salary.	0287	1 ☐	2 ☐	3 ☐	4 ☐
c. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	0288	1 ☐	2 ☐	3 ☐	4 ☐
d. I receive a great deal of support from parents for the work I do.	0289	1 ☐	2 ☐	3 ☐	4 ☐
e. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	0290	1 ☐	2 ☐	3 ☐	4 ☐
f. Routine duties and paperwork interfere with my job of teaching.	0291	1 ☐	2 ☐	3 ☐	4 ☐
g. My principal enforces school rules for student conduct and backs me up when I need it.	0292	1 ☐	2 ☐	3 ☐	4 ☐
h. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	0293	1 ☐	2 ☐	3 ☐	4 ☐
i. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	0294	1 ☐	2 ☐	3 ☐	4 ☐
j. The principal knows what kind of school he or she wants and has communicated it to the staff.	0295	1 ☐	2 ☐	3 ☐	4 ☐
k. There is a great deal of cooperative effort among the staff members.	0296	1 ☐	2 ☐	3 ☐	4 ☐
l. In this school, staff members are recognized for a job well done.	0297	1 ☐	2 ☐	3 ☐	4 ☐
m. I worry about the security of my job because of the performance of my students on state and/or local tests.	0298	1 ☐	2 ☐	3 ☐	4 ☐
n. State or district content standards have had a positive influence on my satisfaction with teaching.	0299	1 ☐	2 ☐	3 ☐	4 ☐
o. I am given the support I need to teach students with special needs.	0300	1 ☐	2 ☐	3 ☐	4 ☐
p. The amount of student tardiness and class cutting in this school interferes with my teaching.	0301	1 ☐	2 ☐	3 ☐	4 ☐
q. I am generally satisfied with being a teacher at this school.	0302	1 ☐	2 ☐	3 ☐	4 ☐

14417349

56. To what extent is each of the following a problem in this school?

		Mark (X) one box on each line.			
		Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	0303	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	0304	1 ☐	2 ☐	3 ☐	4 ☐
c. Student class cutting	0305	1 ☐	2 ☐	3 ☐	4 ☐
d. Teacher absenteeism	0306	1 ☐	2 ☐	3 ☐	4 ☐
e. Students dropping out	0307	1 ☐	2 ☐	3 ☐	4 ☐
f. Student apathy	0308	1 ☐	2 ☐	3 ☐	4 ☐
g. Lack of parental involvement	0309	1 ☐	2 ☐	3 ☐	4 ☐
h. Poverty	0310	1 ☐	2 ☐	3 ☐	4 ☐
i. Students come to school unprepared to learn	0311	1 ☐	2 ☐	3 ☐	4 ☐
j. Poor student health	0312	1 ☐	2 ☐	3 ☐	4 ☐

57. To what extent do you agree or disagree with each of the following statements?

		Mark (X) one box on each line.			
		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The stress and disappointments involved in teaching at this school aren't really worth it.	0313	1 ☐	2 ☐	3 ☐	4 ☐
b. The teachers at this school like being here; I would describe us as a satisfied group.	0314	1 ☐	2 ☐	3 ☐	4 ☐
c. I like the way things are run at this school.	0315	1 ☐	2 ☐	3 ☐	4 ☐
d. If I could get a higher paying job I'd leave teaching as soon as possible.	0316	1 ☐	2 ☐	3 ☐	4 ☐
e. I think about transferring to another school.	0317	1 ☐	2 ☐	3 ☐	4 ☐
f. I don't seem to have as much enthusiasm now as I did when I began teaching.	0318	1 ☐	2 ☐	3 ☐	4 ☐
g. I think about staying home from school because I'm just too tired to go.	0319	1 ☐	2 ☐	3 ☐	4 ☐

14417356

58a. **If you could go back to your college days and start over again, would you become a teacher or not?**
Mark (X) only one box.

0320
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

b. **How long do you plan to remain in teaching?**
Mark (X) only one box.

0321
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement benefits from this job
3 ☐ Until I am eligible for retirement benefits from a previous job
4 ☐ Until I am eligible for Social Security benefits
5 ☐ Until a specific life event occurs (e.g., parenthood, marriage)
6 ☐ Until a more desirable job opportunity comes along
7 ☐ Definitely plan to leave as soon as I can
8 ☐ Undecided at this time

59a. **Has a student FROM THIS SCHOOL ever threatened to injure you?**

0322
1 ☐ Yes
2 ☐ No → *GO TO item 60a on page 36.*

b. **Has a student FROM THIS SCHOOL threatened to injure you IN THE PAST 12 MONTHS?**

0323
1 ☐ Yes
2 ☐ No → *GO TO item 60a on page 36.*

c. **In the past 12 months, how many times has a student FROM THIS SCHOOL threatened to injure you?**

0324 ☐ Times

14417364

60a. **Has a student FROM THIS SCHOOL ever physically attacked you?**

0325

1 ☐ Yes

2 ☐ No → GO TO item 61 on page 37.

b. **Has a student FROM THIS SCHOOL physically attacked you IN THE PAST 12 MONTHS?**

0326

1 ☐ Yes

2 ☐ No → GO TO item 61 on page 37.

c. **In the past 12 months, how many times has a student FROM THIS SCHOOL physically attacked you?**

0327 ☐ Times

YOUR COMMENTS

14417372

VIII GENERAL EMPLOYMENT AND BACKGROUND INFORMATION

The following questions refer to your before-tax earnings from teaching and other employment.

61. DURING THE SUMMER OF 2007, did you have any earnings from –
Report amounts in whole dollars.

a. Teaching summer school in this or any other school?

0335
1 ☐ Yes → **How much?**
2 ☐ No

0336 $ .00

(1) Did all of these earnings come from your current school or district?
Mark (X) Yes or No, then GO TO item 61b below.

0337
1 ☐ Yes
2 ☐ No

b. Working in a non-teaching job in this or any other school?

0338
1 ☐ Yes → **How much?**
2 ☐ No

0339 $ .00

(1) Did all of these earnings come from your current school or district?
Mark (X) Yes or No, then GO TO item 61c below.

0340
1 ☐ Yes
2 ☐ No

c. Working in any NONSCHOOL job?

0341
1 ☐ Yes → **How much?**
2 ☐ No

Record amount, then GO TO item 62 below.

0342 $ .00

62. DURING THE CURRENT SCHOOL YEAR, what is your academic year base teaching salary?
Report amounts in whole dollars.

0343 $ .00

14417380

63. **DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?**
Report amounts in whole dollars.

0344
1 ☐ Yes → **How much?**
2 ☐ No

Record amount, then GO TO item 64 below.
0345 $,.00

64. **DURING THE CURRENT SCHOOL YEAR, have you earned income from any OTHER sources from this school system, such as a merit pay bonus, state supplement, etc.?**
Do not report any earnings already reported.
Report amounts in whole dollars.

0346
1 ☐ Yes → **How much?**
2 ☐ No

Record amount, then GO TO item 65a below.
0347 $,.00

65a. **DURING THE CURRENT SCHOOL YEAR, do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?**
Report amounts in whole dollars.

0348
1 ☐ Yes → **How much?**
2 ☐ No → *GO TO item 66 on page 39.*

Record amount, then GO TO item 65b below.
0349 $,.00

b. **Which of these best describes this job OUTSIDE this school system?**
Mark (X) only one box.

0350
1 ☐ Teaching or tutoring
2 ☐ Non-teaching, but related to teaching field
3 ☐ Other

YOUR COMMENTS

14417398

66. Are you a member of a teachers' union or an employee association similar to a union?

0351
1 ☐ Yes
2 ☐ No

67. Are you male or female?

0352
1 ☐ Male
2 ☐ Female

68. Are you of Hispanic or Latino origin?

0353
1 ☐ Yes
2 ☐ No

69. What is your race?
Mark (X) one or more races to indicate what you consider yourself to be.

0354 1 ☐ White
0355 1 ☐ Black or African-American
0356 1 ☐ Asian
0357 1 ☐ Native Hawaiian or Other Pacific Islander
0358 1 ☐ American Indian or Alaska Native

GO TO item 71 below.

70. Are you enrolled in a state- or federally-recognized tribe?

0359
1 ☐ Yes
2 ☐ No

71. What is your year of birth?

0360
1 9 ☐☐

YOUR COMMENTS

FORM SASS-4A

14417406

IX CONTACT INFORMATION

72. The survey you have completed may involve a brief follow-up next school year in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, the most convenient time to reach you, and your work and home e-mail addresses.

a. Your name

9010

b. Spouse's full name (if applicable)

9011

c. Street address

9012

d. City

9013

e. State

9014

f. ZIP Code + 4

9015 [ ] - [ ]

g. Home telephone

AREA CODE TELEPHONE NUMBER

9016 [ ] - [ ] - [ ]

h. In whose name is the telephone number listed?

9017

1 ☐ My name

2 ☐ Other – please specify

9018

14417414

72. *Continued* – **Please PRINT the most convenient time to reach you, your work e-mail address, and your home e-mail address.**

i. Best day(s) to reach you
● *Enter Mon, Tue, etc., as appropriate.*

9019

j. Best time of the day to reach you
● *Mark (X) only one box.*

9020

1 ☐ a.m.

2 ☐ p.m.

k. Work e-mail address

9021

l. Home e-mail address

9022

YOUR COMMENTS

14417422

73. What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Please do not list more than one person who now lives with you. Please inform these individuals that you have provided their names and someone from the U.S. Census Bureau may contact them in the coming years if we are unable to locate you.

Please PRINT contact's name, contact's relationship to you, contact's home address, contact's telephone number, and contact's work and home e-mail addresses.

(1) First Contact Person

a. Name

9023

b. Relationship to you

9024

c. Street address

9025

d. City

9026

e. State

9027

f. ZIP Code + 4

9028 [ ] - [ ]

g. Home telephone

AREA CODE TELEPHONE NUMBER

9029 [ ] - [ ] - [ ]

h. In whose name is the telephone number listed?

9030

1 ☐ Name entered in part a

2 ☐ Other – please specify

9031

i. Work e-mail address

9032

j. Home e-mail address

9033

14417430

73. *Continued* – **What is the name and address of another person who would know where to get in touch with you during the coming years?**

Please PRINT contact's name, contact's relationship to you, contact's home address, contact's telephone number, and contact's work and home e-mail addresses.

(2) Second Contact Person

a. Name

9034

b. Relationship to you

9035

c. Street address

9036

d. City

9037

e. State

9038

f. ZIP Code + 4

9039 -

g. Home telephone

AREA CODE TELEPHONE NUMBER

9040 - -

h. In whose name is the telephone number listed?

9041

1 ☐ Name entered in part a

2 ☐ Other – please specify

9042

i. Work e-mail address

9043

j. Home e-mail address

9044

FORM SASS-4A

14417448

74. **Please indicate how much time it took you to complete this form, not counting interruptions.**
Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

0361 ____ Minutes

75. **Please enter the date you completed this questionnaire.**

Month	Day	Year
0362	0363	0364
		2 0 0

Thank you very much for your participation in this survey. If you have any questions, please contact us, toll-free, at: 1-800-221-1204 or by e-mail at: dsd.sass@census.gov.

To learn more about this survey and to access reports from earlier collections, see the Schools and Staffing Survey (SASS) website at: http://nces.ed.gov/surveys/sass

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES' website at: http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the Federal Statistics clearinghouse at: http://www.fedstats.gov

APPENDIX B. IRB EMAIL

June 23, 2011

Hi Kristi,

Thanks for the additional information. Obtaining de-identified data that were collected for purposes other than your current study (i.e., for SASS, in your case) does not constitute research that involves human subjects (as federally defined). This is because you will not interact or intervene with subjects, and the data you obtain are not both private and identifiable.

Because your project does not involve human subjects, IRB approval is not required and you may proceed with analysis of the data.

Best of luck with your research.

Best,

Kerry Agnitsch, Ph.D.
Co-Chair, Institutional Review Board
Office for Responsible Research
Iowa State University
1138 D Pearson
Ames, IA 50011

515.294.4271

APPENDIX C. PEARSON CORRELATION SUMMARY

Correlations

		Practice teaching	Gender Rec	Hispanic	White	Black	Asian	Pacific Islander	American Indian	Multi Racial	CERT program	MAeduc
Practice teaching	Pearson Correlation	1	.094**	.a	.120**	-.146**	.019	-.012	-.001	-.036**	-.543**	.096**
	Sig. (2-tailed)		.000	.	.000	.000	.131	.325	.945	.004	.000	.000
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
GenderRec	Pearson Correlation	.094**	1	.a	-.011	.005	.016	.023	.028*	-.013	-.097**	-.001
	Sig. (2-tailed)	.000		.	.364	.668	.218	.065	.025	.292	.000	.919
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
Hispanic	Pearson Correlation	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a	.a
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.	.
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
White	Pearson Correlation	.120**	-.011	.a	1	-.609**	-.283**	-.116**	-.242**	-.597**	-.142**	-.007
	Sig. (2-tailed)	.000	.364	.		.000	.000	.000	.000	.000	.000	.587
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
Black	Pearson Correlation	-.146**	.005	.a	-.609**	1	-.036**	-.015	-.031*	-.077**	.169**	.017
	Sig. (2-tailed)	.000	.668	.	.000		.004	.234	.013	.000	.000	.173
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
Asian	Pearson Correlation	.019	.016	.a	-.283**	-.036**	1	-.007	-.014	-.036**	-.015	.033**
	Sig. (2-tailed)	.131	.218	.	.000	.004		.580	.250	.005	.238	.009
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
PacificIslander	Pearson Correlation	-.012	.023	.a	-.116**	-.015	-.007	1	-.006	-.015	-.005	.004
	Sig. (2-tailed)	.325	.065	.	.000	.234	.580		.637	.243	.717	.726
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
AmericanIndian	Pearson Correlation	-.001	.028*	.a	-.242**	-.031*	-.014	-.006	1	-.031*	.003	-.030*
	Sig. (2-tailed)	.945	.025	.	.000	.013	.250	.637		.015	.791	.019
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
MultiRacial	Pearson Correlation	-.036**	-.013	.a	-.597**	-.077**	-.036**	-.015	-.031*	1	.046**	-.012
	Sig. (2-tailed)	.004	.292	.	.000	.000	.005	.243	.015		.000	.350
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
CERTprogram	Pearson Correlation	-.543**	-.097**	.a	-.142**	.169**	-.015	-.005	.003	.046**	1	-.038**
	Sig. (2-tailed)	.000	.000	.	.000	.000	.238	.717	.791	.000		.003
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
MAeduc	Pearson Correlation	.096**	-.001	.a	-.007	.017	.033**	.004	-.030*	-.012	-.038**	1
	Sig. (2-tailed)	.000	.919	.	.587	.173	.009	.726	.019	.350	.003	
	N	6167	6167	6167	6167	6167	6167	6167	6167	6167	6167	6167
TeacherLevel	Pearson Correlation	.150**	.278**	.a	-.011	-.039**	.005	.012	.037**	.035**	-.148**	-.024
	Sig. (2-tailed)	.000	.000	.	.389	.002	.686	.354	.003	.006	.000	.056
	N	6283	6283	6283	6283	6283	6283	6283	6283	6283	6283	6152
InductionProgram	Pearson Correlation	-.047**	.013	.a	-.025*	.015	.004	-.001	-.014	.026*	.061**	-.146**
	Sig. (2-tailed)	.000	.292	.	.048	.233	.738	.921	.276	.041	.000	.000
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
Coach	Pearson Correlation	.053**	-.279**	.a	.061**	-.022	-.046**	-.005	-.004	-.043**	-.053**	-.040**
	Sig. (2-tailed)	.000	.000	.	.000	.086	.000	.708	.775	.001	.000	.001
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
Sponsor	Pearson Correlation	-.024	-.047**	.a	-.001	.038**	-.011	-.008	-.006	-.028*	.017	.011
	Sig. (2-tailed)	.060	.000	.	.953	.002	.368	.537	.614	.028	.171	.409
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167

Committee	Pearson Correlation	.087**	.076**	.a	.055**	-.028*	-.026*	-.017	-.017	-.030*	-.050**	.040**
	Sig. (2-tailed)	.000	.000	.	.000	.027	.042	.190	.185	.018	.000	.002
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
JobSecurity	Pearson Correlation	-.013	.043**	.a	-.044**	.021	-.008	.012	.029*	.032**	.039**	-.017
	Sig. (2-tailed)	.316	.001	.	.001	.095	.544	.360	.020	.010	.002	.194
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
Poverty	Pearson Correlation	.033**	-.001	.a	.029*	-.027*	.024	.007	-.010	-.024	-.044**	.048**
	Sig. (2-tailed)	.009	.934	.	.022	.030	.060	.556	.409	.056	.000	.000
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
TeacherControl1	Pearson Correlation	.039**	-.014	.a	.041**	-.037**	-.002	-.008	.011	-.026*	-.038**	-.019
	Sig. (2-tailed)	.002	.280	.	.001	.003	.903	.535	.388	.042	.003	.129
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
TeacherControl2	Pearson Correlation	.045**	-.091**	.a	.054**	-.044**	.017	.007	-.004	-.043**	-.048**	-.008
	Sig. (2-tailed)	.000	.000	.	.000	.000	.185	.581	.743	.001	.000	.523
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
TeacherSupport	Pearson Correlation	-.057**	.015	.a	-.033**	.021	.002	-.004	.000	.027*	.050**	.049**
	Sig. (2-tailed)	.000	.220	.	.009	.090	.867	.724	.975	.033	.000	.000
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
TeacherSatisfaction	Pearson Correlation	-.047**	-.004	.a	-.042**	.033**	.004	.008	.007	.022	.044**	.027*
	Sig. (2-tailed)	.000	.777	.	.001	.008	.780	.549	.574	.087	.000	.036
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
Teacher's age	Pearson Correlation	-.153**	-.098**	.a	-.047**	.069**	.003	-.007	.021	-.009	.177**	.100**
	Sig. (2-tailed)	.000	.000	.	.000	.000	.835	.602	.098	.477	.000	.000
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167
Percentage of students in school who are of a racial/ethnic minority	Pearson Correlation	-.128**	.002	.a	-.364**	.265**	.089**	.035**	.078**	.187**	.159**	.016
	Sig. (2-tailed)	.000	.850	.	.000	.000	.000	.005	.000	.000	.000	.214
	N	6299	6299	6299	6299	6299	6299	6299	6299	6299	6299	6167

Correlations

		Teacher Level	Induction Program	Coach	Sponsor	Committee	Job Security	Poverty	Teacher Control1	Teacher Control2	Teache rSupport
Practice teaching	Pearson Correlation	.150**	-.047**	.053**	-.024	.087**	-.013	.033**	.039**	.045**	-.057**
	Sig. (2-tailed)	.000	.000	.000	.060	.000	.316	.009	.002	.000	.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
GenderRec	Pearson Correlation	.278**	.013	-.279**	-.047**	.076**	.043**	-.001	-.014	-.091**	.015
	Sig. (2-tailed)	.000	.292	.000	.000	.000	.001	.934	.280	.000	.220
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
Hispanic	Pearson Correlation	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]	.[a]
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.	.
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
White	Pearson Correlation	-.011	-.025*	.061**	-.001	.055**	-.044**	.029*	.041**	.054**	-.033**
	Sig. (2-tailed)	.389	.048	.000	.953	.000	.001	.022	.001	.000	.009
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
Black	Pearson Correlation	-.039**	.015	-.022	.038**	-.028*	.021	-.027*	-.037**	-.044**	.021
	Sig. (2-tailed)	.002	.233	.086	.002	.027	.095	.030	.003	.000	.090
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
Asian	Pearson Correlation	.005	.004	-.046**	-.011	-.026*	-.008	.024	-.002	.017	.002
	Sig. (2-tailed)	.686	.738	.000	.368	.042	.544	.060	.903	.185	.867
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
PacificIslander	Pearson Correlation	.012	-.001	-.005	-.008	-.017	.012	.007	-.008	.007	-.004
	Sig. (2-tailed)	.354	.921	.708	.537	.190	.360	.556	.535	.581	.724
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
AmericanIndian	Pearson Correlation	.037**	-.014	-.004	-.006	-.017	.029*	-.010	.011	-.004	.000
	Sig. (2-tailed)	.003	.276	.775	.614	.185	.020	.409	.388	.743	.975
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
MultiRacial	Pearson Correlation	.035**	.026*	-.043**	-.028*	-.030*	.032**	-.024	-.026*	-.043**	.027*
	Sig. (2-tailed)	.006	.041	.001	.028	.018	.010	.056	.042	.001	.033
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
CERTprogram	Pearson Correlation	-.148**	.061**	-.053**	.017	-.050**	.039**	-.044**	-.038**	-.048**	.050**
	Sig. (2-tailed)	.000	.000	.000	.171	.000	.002	.000	.003	.000	.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
MAeduc	Pearson Correlation	-.024	-.146**	-.040**	.011	.040**	-.017	.048**	-.019	-.008	.049**
	Sig. (2-tailed)	.056	.000	.001	.409	.002	.194	.000	.129	.523	.000
	N	6152	6167	6167	6167	6167	6167	6167	6167	6167	6167
TeacherLevel	Pearson Correlation	1	.020	-.202**	-.248**	.142**	.038**	.049**	-.114**	-.194**	-.113**
	Sig. (2-tailed)		.115	.000	.000	.000	.002	.000	.000	.000	.000
	N	6283	6283	6283	6283	6283	6283	6283	6283	6283	6283
InductionProgram	Pearson Correlation	.020	1	.028*	-.010	-.065**	.046**	-.035**	-.015	-.049**	.002
	Sig. (2-tailed)	.115		.028	.418	.000	.000	.005	.224	.000	.869
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
Coach	Pearson Correlation	-.202**	.028*	1	.065**	-.042**	-.035**	-.006	.077**	.091**	-.021
	Sig. (2-tailed)	.000	.028		.000	.001	.006	.619	.000	.000	.090
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
Sponsor	Pearson Correlation	-.248**	-.010	.065**	1	.068**	-.017	-.012	.062**	.130**	.025*
	Sig. (2-tailed)	.000	.418	.000		.000	.175	.323	.000	.000	.048
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299

Committee	Pearson Correlation	.142**	-.065**	-.042**	.068**	1	.008	-.028*	.005	.017	.021
	Sig. (2-tailed)	.000	.000	.001	.000		.517	.025	.674	.173	.093
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
JobSecurity	Pearson Correlation	.038**	.046**	-.035**	-.017	.008	1	-.088**	-.142**	-.169**	.113**
	Sig. (2-tailed)	.002	.000	.006	.175	.517		.000	.000	.000	.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
Poverty	Pearson Correlation	.049**	-.035**	-.006	-.012	-.028*	-.088**	1	.050**	.054**	-.171**
	Sig. (2-tailed)	.000	.005	.619	.323	.025	.000		.000	.000	.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
TeacherControl1	Pearson Correlation	-.114**	-.015	.077**	.062**	.005	-.142**	.050**	1	.365**	-.250**
	Sig. (2-tailed)	.000	.224	.000	.000	.674	.000	.000		.000	.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
TeacherControl2	Pearson Correlation	-.194**	-.049**	.091**	.130**	.017	-.169**	.054**	.365**	1	-.178**
	Sig. (2-tailed)	.000	.000	.000	.000	.173	.000	.000	.000		.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
TeacherSupport	Pearson Correlation	-.113**	.002	-.021	.025*	.021	.113**	-.171**	-.250**	-.178**	1
	Sig. (2-tailed)	.000	.869	.090	.048	.093	.000	.000	.000	.000	
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
TeacherSatisfaction	Pearson Correlation	-.098**	.010	.005	.029*	.013	.071**	-.148**	-.227**	-.125**	.757**
	Sig. (2-tailed)	.000	.422	.663	.023	.303	.000	.000	.000	.000	.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
Teacher's age	Pearson Correlation	-.060**	-.225**	-.153**	-.032*	.027*	.049**	.011	.020	.042**	-.053**
	Sig. (2-tailed)	.000	.000	.000	.012	.029	.000	.403	.115	.001	.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299
Percentage of students in school who are of a racial/ethnic minority	Pearson Correlation	.041**	.007	-.098**	-.032*	-.021	.076**	-.153**	-.131**	-.145**	.225**
	Sig. (2-tailed)	.001	.557	.000	.010	.102	.000	.000	.000	.000	.000
	N	6283	6299	6299	6299	6299	6299	6299	6299	6299	6299

Correlations

		TeacherSatisfaction	Teacher's age	Percentage of students in school who are of a racial/ethnic minority
Practice teaching	Pearson Correlation	-.047**	-.153**	-.128**
	Sig. (2-tailed)	.000	.000	.000
	N	6299	6299	6299
GenderRec	Pearson Correlation	-.004	-.098**	.002
	Sig. (2-tailed)	.777	.000	.850
	N	6299	6299	6299
Hispanic	Pearson Correlation	.a	.a	.a
	Sig. (2-tailed)	.	.	.
	N	6299	6299	6299
White	Pearson Correlation	-.042**	-.047**	-.364**
	Sig. (2-tailed)	.001	.000	.000
	N	6299	6299	6299
Black	Pearson Correlation	.033**	.069**	.265**
	Sig. (2-tailed)	.008	.000	.000
	N	6299	6299	6299
Asian	Pearson Correlation	.004	.003	.089**
	Sig. (2-tailed)	.780	.835	.000
	N	6299	6299	6299
PacificIslander	Pearson Correlation	.008	-.007	.035**
	Sig. (2-tailed)	.549	.602	.005
	N	6299	6299	6299
AmericanIndian	Pearson Correlation	.007	.021	.078**
	Sig. (2-tailed)	.574	.098	.000
	N	6299	6299	6299
MultiRacial	Pearson Correlation	.022	-.009	.187**
	Sig. (2-tailed)	.087	.477	.000
	N	6299	6299	6299
CERTprogram	Pearson Correlation	.044**	.177**	.159**
	Sig. (2-tailed)	.000	.000	.000
	N	6299	6299	6299
MAeduc	Pearson Correlation	.027*	.100**	.016
	Sig. (2-tailed)	.036	.000	.214
	N	6167	6167	6167
TeacherLevel	Pearson Correlation	-.098**	-.060**	.041**
	Sig. (2-tailed)	.000	.000	.001
	N	6283	6283	6283
InductionProgram	Pearson Correlation	.010	-.225**	.007
	Sig. (2-tailed)	.422	.000	.557
	N	6299	6299	6299
Coach	Pearson Correlation	.005	-.153**	-.098**
	Sig. (2-tailed)	.663	.000	.000
	N	6299	6299	6299
Sponsor	Pearson Correlation	.029*	-.032*	-.032*
	Sig. (2-tailed)	.023	.012	.010
	N	6299	6299	6299
Committee	Pearson Correlation	.013	.027*	-.021
	Sig. (2-tailed)	.303	.029	.102
	N	6299	6299	6299
JobSecurity	Pearson Correlation	.071**	.049**	.076**
	Sig. (2-tailed)	.000	.000	.000
	N	6299	6299	6299
Poverty	Pearson Correlation	-.148**	.011	-.153**
	Sig. (2-tailed)	.000	.403	.000
	N	6299	6299	6299

TeacherControl1	Pearson Correlation	-.227**	.020	-.131**
	Sig. (2-tailed)	.000	.115	.000
	N	6299	6299	6299
TeacherControl2	Pearson Correlation	-.125**	.042**	-.145**
	Sig. (2-tailed)	.000	.001	.000
	N	6299	6299	6299
TeacherSupport	Pearson Correlation	.757**	-.053**	.225**
	Sig. (2-tailed)	.000	.000	.000
	N	6299	6299	6299
TeacherSatisfaction	Pearson Correlation	1	-.048**	.187**
	Sig. (2-tailed)		.000	.000
	N	6299	6299	6299
Teacher's age	Pearson Correlation	-.048**	1	.051**
	Sig. (2-tailed)	.000		.000
	N	6299	6299	6299
Percentage of students in school who are of a racial/ethnic minority	Pearson Correlation	.187**	.051**	1
	Sig. (2-tailed)	.000	.000	
	N	6299	6299	6299

**. Correlation is significant at the 0.01 level (2-tailed).
a. Cannot be computed because at least one of the variables is constant.
*. Correlation is significant at the 0.05 level (2-tailed).

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