



Connecticut Takes Promising Steps Towards Enhancing Teacher Training in Classroom Management Cari Carson

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Managing classrooms effectively is one of the most challenging tasks teachers face.¹ It is also one of the most important tasks, as successful classroom management is essential to effective delivery of instruction.² The need for Connecticut teachers to have the tools for managing their classrooms is evidenced by the high rates of disciplinary referrals in Connecticut schools³ and by the correlation between poor classroom management capabilities and teacher burnout.⁴

Classroom management training in teacher preparation programs, however, has often been seen as a subject secondary to educational theory and pedagogy.⁵ It is not surprising, then, that in national and state studies, graduates of teacher education programs often have felt less prepared in the areas of classroom management and student discipline than in other areas.⁶

Having greater, more explicit training in classroom management could help teachers feel more confident in classroom management, improving student learning and lowering disciplinary referral rates. Fortunately, Connecticut has taken important steps towards increasing the amount of training that beginning teachers receive in classroom management.

What is Classroom Management?

Classroom management has been defined in the education literature in several ways. Part of the complexity in defining classroom management is that it is closely linked with pedagogy; many aspects of instructional practice could be termed aspects of classroom management as well.⁷ Classroom management can be summarized as the combination of classroom organization, prevention of and intervention in disciplinary matters, and the setting of the “tone” of the classroom.⁸

Good Classroom Management Bolsters Student Success

Research indicates that effective classroom management, effective instruction, greater student learning, and fewer student discipline problems are all linked. In order to deliver effective instruction to students, teachers must effectively manage their classrooms.⁹ Students also learn more in well-managed classrooms.¹⁰ Researchers have noted that not only does effective classroom management allow for effective instruction but that effective instruction can be one of the greatest tools of good classroom management.¹¹

On the other hand, poor classroom management and the corresponding disciplinary difficulties can lead to negative outcomes for children. All students in a classroom lose valuable instructional time when a teacher has to spend significant time addressing classroom disruption, even by a single student.¹² Referrals to the school office for disciplinary matters and out-of-school suspensions also reduce the amount of time that a child is in school learning; in the 2007-2008 school year, Connecticut children lost over 250,000 school days to suspensions.¹³ While it is evident that some office referrals and suspensions are necessary, some offenses could likely be handled by the teacher in the classroom if the teacher had and exercised the needed classroom management skills.¹⁴ Nearly two-thirds of suspensions in Connecticut are for school policy violations, such as use of profanity and disruptive behavior.¹⁵ With training and practice, it is likely that teachers could handle at least some of such behaviors in the classroom, avoiding office or suspension referrals and allowing children to remain in school learning.

Inadequate Classroom Management Skills Lead to Teacher Burnout

There is also a connection between ineffective classroom management skills and teacher burnout. Burnout is one cause of teacher attrition¹⁶; nationwide, nearly half of all new teachers leave the profession within 5 years.¹⁷ Multiple studies have shown that student discipline problems are one of the leading causes of teacher stress and burnout.¹⁸ Teachers who lack sufficient classroom management skills are prone to burnout.¹⁹ Furthermore, teachers' perceived efficacy in classroom management is predictive of levels of burnout. Teachers who perceive themselves as more competent in the area of classroom management are less likely to report symptoms of burnout.²⁰

Teachers Express Concern About Classroom Management

Both new and experienced teachers see classroom management as an area of concern.²¹ Student teachers often state their anxiety about classroom management.²² Some researchers have noted that this concern about classroom management outweighs teachers' concerns about instructional content or pedagogy.²³

It is understandable that classroom management is often perceived as a daunting task. Students have many needs both academic and social-emotional, and teachers must balance responding to these needs with the sheer number of other tasks that are vital to managing a class well – organizing the physical layout of the room, presiding over classroom transitions, and managing conflict, among others.²⁴ Teachers are also usually the initial responders to many student discipline problems in the classroom.²⁵

Classroom Management Underemphasized in Teacher Education Programs Nationally

Studies that have looked at classroom management's representation in teacher training curricula have noted that classroom management and discipline skills are often relegated to secondary status, behind content pedagogy and educational psychology.²⁶ Particularly when classroom management is integrated into other courses, it may be overshadowed by the primary course content and may be taught by an instructor whose area of expertise is not classroom management.²⁷ Consequently, both new and experienced teachers have stated they feel least prepared in the area of classroom management,²⁸ with

few practical tools to help them develop effective classroom management.²⁹ The lack of training in discipline skills in teacher training programs has been called a "major deficiency."³⁰

Classroom Management Education in Connecticut's Teacher Training Institutions

There are 19 approved teacher preparation institutions in Connecticut for initial or advanced teacher certification.³¹ Sixteen of these are degree-granting programs, and three are non-degree-granting alternative certification programs. In Connecticut, teacher training programs prepare teacher candidates to meet several sets of standards.³² The state of Connecticut does *not* currently mandate any specific type of training in classroom management for teacher certification; rather, each institution or program has its own curriculum and requirements for classroom management education.³³

A telephone and email survey of 16 of Connecticut's teacher preparation programs conducted by Connecticut Voices for Children revealed that training in classroom management varies substantially across the state.³⁴ (See Appendices A and B.) Of the degree-granting programs, at least six offer a separate class dedicated to classroom management. This course is required for certification at three of these institutions; at two other institutions, the classroom management course is required only of teachers training for certain certification areas (e.g. special education). Additional classroom management training is often integrated into other courses in those programs with a separate course. Of those programs and tracks not requiring a separate course in classroom management, all integrate the topic into other required courses, such as methods or foundation courses.

In Connecticut's alternative certification teacher education programs, methods of classroom management instruction vary between programs. In one program, a classroom management specialist gives substantial instruction in classroom management as part of one of three required program components. A second program requires completion of a separate module on classroom management equivalent to a 3-credit course. A third program has a required course entitled "Classroom Management and Culture."³⁵ In all of these programs, classroom

management training is also integrated throughout the training program.

It appears, then, that some instruction in classroom management is always provided as part of the teacher training curricula in Connecticut, though there is substantial variation in the quantity or method of instruction. There is also currently no state requirement for veteran teachers to receive professional development in classroom management throughout their careers.³⁶

Connecticut's Education Community States Need for Greater Classroom Management Training

Connecticut educators, administrators, teacher training instructors, and policymakers have voiced the need for greater training in classroom management. In surveys of beginning teachers and their principals, focus groups of teachers done by a statewide teachers' union, and state-level advisory committee meetings, classroom management has been identified as one of the main areas in which teachers need and desire more preparation.³⁷

Connecticut Takes Steps to Ensure Greater Training in Classroom Management

The Connecticut legislature and State Department of Education (SDE) have responded to the expressed need for more instruction in classroom management by changing requirements for teacher training and certification. The new requirements were developed over the course of several years, with input from a wide range of stakeholders.³⁸

Beginning on July 1, 2012, teacher candidates starting teacher preparation programs will be required to be trained in "evidence-based classroom and behavior management."³⁹ Candidates are to learn a variety of classroom management skills and develop competence in classroom and behavior management prior to teaching, according to SDE's new draft regulations on teacher certification.⁴⁰ These regulations, if adopted by state officials, will go into effect on July 1, 2014. A timeline published by SDE states that the regulations may reach final approval and adoption by fall 2010.⁴¹ While the new requirements and draft regulations do not specify how classroom management strategies should be taught or assessed, the draft regulations do specify a minimum skill set that should help ensure that teacher candidates receive a solid foundation in classroom

management practices. The regulations specify, for example, that new teachers are to learn skills such as use of positive reinforcement and development of individual behavioral support plans. Preservation of this specific language concerning classroom management strategies in the regulations is needed to ensure that the requirements are effective and result in positive change in Connecticut teacher education.

In addition to receiving enhanced instruction in classroom management prior to teaching, beginning teachers in Connecticut will be required to complete additional training in classroom management during their first two years of teaching. Teachers will receive this instruction through the new Teacher Education and Mentoring (TEAM) program, which begins in school year 2010-2011.⁴² TEAM will pair new teachers with mentors and utilize new teachers' individualized needs assessment to develop professional growth plans.⁴³ New teachers complete five modules as part of the TEAM program, one of which is classroom management and climate. SDE suggests that the classroom management module be the first one undertaken by each teacher in the TEAM program.⁴⁴ All modules must be completed successfully before new teachers can progress from an initial educator certificate to a provisional educator certificate.⁴⁵

Greater Classroom Management Training Yields Positive Results

Evidence from both Connecticut programs and national literature indicates that Connecticut has made a positive step in designing the new training requirements. Evidence shows that training in classroom management allows teachers to become more effective classroom managers.⁴⁶ Various classroom management teacher training interventions for in-service teachers have resulted in teachers' increased use of positive classroom management skills and a decrease in inappropriate student behavior.⁴⁷ In Connecticut, districts working with the University of Connecticut's teacher candidates and graduates reported that additional explicit training in classroom management was a positive change.⁴⁸ Teachers and administrators in Bridgeport receiving training in Positive Behavioral Supports (PBS) – a program with a strong emphasis on classroom management – saw the district's out-of-school suspension rate decrease by approximately one-third.⁴⁹

Greater training in classroom management would also likely increase teachers' confidence and perceived self-efficacy in the area of classroom management.

Greater perceived self-efficacy, as noted earlier, is associated with a decreased likelihood of teacher burnout.⁵⁰

Conclusion

Effective classroom management is an integral part of effective teaching, with positive implications for both teacher and student success. Connecticut has made a large step in the right direction with the introduction of state requirements for training in classroom management, both before and after new teachers begin teaching. Final approval by state officials of the regulations concerning competence in classroom management is pending. It is necessary that the specific classroom management strategies in the draft regulations are preserved in the final regulations in order to uphold the benefits of the new requirements. Monitoring the effectiveness of the new requirements is also needed. Ensuring that all teacher candidates receive instruction in all the classroom management components of the draft regulations and tracking the success of the added instruction in enhancing teacher competence and confidence in classroom management are important components of such monitoring. In addition, further supporting and enhancing professional development for veteran teachers in the area of classroom management could be helpful, as the new changes target beginning teachers only.

Appendix A: Classroom Management Training Practices in Connecticut's Degree-Granting Teacher Education Institutions⁶

School Name ¹	Classroom Management Offered as a Separate Course ²	Separate Course in Classroom Management Required for Certification	Classroom Management Integrated into Other Required Courses; No Separate Course Required
Albertus Magnus College			X
Connecticut College			X
Mitchell College			X
Quinnipiac University	X	X	
Sacred Heart University	X	X	
St. Joseph College ³	X	X	X
Southern Connecticut State University ⁴	X	X	X
University of Bridgeport			X
University of Connecticut	X	X	
University of Hartford			X
University of New Haven ⁵	X		X
Western Connecticut State University			X
Yale University			X

Sources:

A telephone and email survey was conducted by Connecticut Voices for Children with the following institutions between 19 November 2009 and 14 April 2010: Albertus Magnus College, Connecticut College, Mitchell College, Quinnipiac University, Sacred Heart University, St. Joseph College, Southern Connecticut State University, University of Bridgeport, University of Connecticut, University of Hartford, University of New Haven, Western Connecticut State University, and Yale University.

¹ The following institutions are approved initial teacher education programs in Connecticut and were contacted but could not be reached for information on classroom management instruction practices: Central Connecticut State University, Eastern Connecticut State University, and Fairfield University.

² Programs that offer a separate course on classroom management typically integrate classroom management instruction into other required courses as well.

³ At St. Joseph College, a separate course in classroom management is required for candidates in the special education and secondary education certification tracks. For candidates in the elementary education and early childhood education certification tracks, classroom management training is integrated into other required courses.

⁴ At Southern Connecticut State University, classroom management instruction is integrated into required courses for undergraduate and graduate elementary education track candidates. For graduate-level elementary education track candidates, a specific course in classroom management is offered and is strongly recommended. For students in the secondary education certification track, classroom management instruction is integrated into other required courses, and a separate course in classroom management may be taken as an elective. For students in the special education certification track, a separate course on classroom management is required.

⁵ At the University of New Haven, a separate course in classroom management is offered and often taken as an elective by secondary education track candidates. Classroom management instruction is integrated into other required courses for elementary education track candidates.

⁶ This chart reflects classroom management training practices during the 2009-2010 school year. Some teacher education programs in Connecticut are beginning to revise their classroom management instruction practices due to new and pending changes in state law and regulations.

Appendix B: Classroom Management Training Practices in Connecticut’s Alternative Certification Teacher Education Programs¹

Program Name	Classroom Management Taught by a Specialist as part of a Required Core/Theory Module	Classroom Management Offered in a Separate, Required Module/Course
Alternate Route to Certification (ARC) ²	X	
Charter Oak State College ³		X
Teach For America ⁴		X

Sources:

A telephone and email survey was conducted by Connecticut Voices for Children with the following programs between 20 November 2009 and 16 April 2010: Alternate Route to Certification (ARC), Charter Oak State College, and Teach For America.

¹ This chart reflects classroom management training practices during the 2009-2010 school year. Some teacher education programs in Connecticut are beginning to revise their classroom management instruction practices due to new and pending changes in state law and regulations.

² In the ARC program, classroom management instruction is also integrated throughout other required components of training.

³ At Charter Oak State College, classroom management instruction is also integrated throughout other required components of training.

⁴ In the Teach For America program, classroom management instruction is also integrated throughout other required components of training.

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- ¹ See, Martin, Nancy K., and Alan R. Shoho. "Teacher Experience, Training, & Age: The Influence of Teacher Characteristics on Classroom Management Style." The University of Texas at San Antonio. January 2000. p. 4.
- ² Conversation with Brandi Simonsen, PhD, Assistant Professor – Special Education, Neag School of Education, University of Connecticut, on 15 December 2009.
- ³ See, Ali, Taby, and Alexandra Dufresne, J.D. "Missing Out: Suspending Students from Connecticut Schools." Connecticut Voices for Children. August 2008. p. 8.
- ⁴ See, Evers, Will J.G., John Gerrichhauzen, and Welco Tomic. "The Prevention and Mending of Burnout Among Secondary School Teachers. Technical Report." The Open University, the Netherlands. January 2000. p. 18.
- ⁵ See, Wesley, Donald A. and David E. Vocke. "Classroom Discipline and Teacher Education." College of Education, Towson State University. February 1992. pp. 4-5.
- ⁶ *Id.* at 5.; Evertson, Carolyn M., et al. "Improving Classroom Management: An Experiment in Elementary School Classrooms." *The Elementary School Journal*, Vol. 84, No. 2, pp. 172-188. November 1983. p. 182.; Sedovic, Madeline, Qing Li, and Mary Yakimowski. "The Neag School of Education's Teacher Preparation Program: Alumni Survey Results for the Graduates of 2003-2007." University of Connecticut. September 2008. pp. 17-19.; Tiso, Susan R., et al. "SCSU Educator Preparation Program Evaluation: An Analysis of Principal Responses 2004-2005 Academic Year." Southern Connecticut State University, Center for Community and School Action Research. p. 4.; Conversation with Nancy Pugliese, JD, Bureau Chief – Educator Standards and Certification, Connecticut State Department of Education, on 7 January 2010.
- ⁷ Conversation with Jack Gillette, PhD, Director, Teacher Preparation and Education Studies Program, Yale University, on 14 December 2009.
- ⁸ See, Laut, John. "Classroom Management: Beliefs of Preservice Teachers and Classroom Teachers Concerning Classroom Management Styles." Coastal Carolina University. October 1999. p. 1.; Conversation with Jack Gillette, PhD, Director, Teacher Preparation and Education Studies Program, Yale University, on 14 December 2009.
- ⁹ See, Johnson, Daphne D., et al. "For the Uninitiated: How to Succeed in Classroom." Kappa Delta Pi. pp. 28-32. Fall 2005. p. 29.
- ¹⁰ See, Doyle, Walter. "Classroom Management." A Kappa Delta Pi Publication. West Lafayette, Ind. 1980. p. 3.
- ¹¹ See, Eggleton, Travis. "Discipline in the Schools." 2001. p. 2.
- ¹² Conversation with Dee Speese-Linehan, MA-6th Year, Supervisor, New Haven Public Schools, on December 23, 2009.
- ¹³ See, "Improve Discipline and Academic Performance by Retaining Connecticut's School Suspensions Law." Connecticut Voices for Children. September 2009. p. 1. Available online at: <http://www.ckidslink.org/publications/edu09schoolsuspension.pdf>; Ali, Taby, and Alexandra Dufresne, J.D. "Missing Out: Suspending Students from Connecticut Schools." Connecticut Voices for Children, August 2008. p. 4. Research shows that out-of-school suspensions can also lead to other negative consequences for children, such as dropout and juvenile justice involvement.
- ¹⁴ See, Garibaldi, Antoine, Loren Blanchard, and Steven Brooks. "Conflict Resolution Training, Teacher Effectiveness, and Student Suspension: The Impact of a Health and Safety Initiative in the New Orleans Public Schools." *The Journal of Negro Education*, Vol. 65, No. 4, pp. 408-413. Autumn 1996. p. 408.
- ¹⁵ See, Ali, Taby, and Alexandra Dufresne, J.D. "Missing Out: Suspending Students from Connecticut Schools." Connecticut Voices for Children. August 2008. p. 6.
- ¹⁶ See, O'Brien, Patrick, Richard Goddard, and Mary Keeffe. "Burnout Confirmed as a Viable Explanation for Beginning Teacher Attrition." University of Southern Queensland. 2007. pp. 12-13.
- ¹⁷ See, Ingersoll, Richard M. "Is There Really a Teacher Shortage?" Center for the Study of Teaching and Policy, University of Washington. September 2003. pp. 13-14.; Recent data on Connecticut's teacher attrition rates are not currently available.
- ¹⁸ See, Özdemir, Yalçın. "The Role of Classroom Management Efficacy in Predicting Teacher Burnout." *International Journal of Social Sciences*, 2:4. pp. 257-263. 2007. p. 258.; Abel, Millicent H., and Joanne Sewell. "Stress and Burnout in Rural and Urban Secondary School Teachers." *The Journal of Educational Research*, Vol. 92, No. 5, pp. 287-293. May-June 1999. p. 288.; Oliver, Regina M., and Daniel J. Reschly. "Effective Classroom Management: Teacher Preparation and Professional Development." National Comprehensive Center for Teacher Quality. December 2007. p. 1.
- ¹⁹ See, Evers, Will J.G., John Gerrichhauzen, and Welco Tomic. "The Prevention and Mending of Burnout Among Secondary School Teachers. Technical Report." The Open University, the Netherlands. January 2000. pp. 17-18.
- ²⁰ See, Özdemir, Yalçın. "The Role of Classroom Management Efficacy in Predicting Teacher Burnout." *International Journal of Social Sciences*, 2:4. pp. 257-263. 2007. p. 261.
- ²¹ See, Laut, John. "Classroom Management: Beliefs of Preservice Teachers and Classroom Teachers Concerning Classroom Management Styles." Coastal Carolina University. October 1999. p. 1.; Martin, Nancy K., and Alan R. Shoho. "Teacher Experience, Training, & Age: The Influence of Teacher Characteristics on Classroom Management Style." The University of Texas at San Antonio. January 2000. p. 4.
- ²² See, Wesley, Donald A. and David E. Vocke. "Classroom Discipline and Teacher Education." College of Education, Towson State University. February 1992. p. 4.
- ²³ See, Gee, Jerry Brooksher. "What Graduates in Education Fear Most about Their First Year of Teaching." College of Education, Nicholls State University. March 2001. p. 2.; Johnson, Daphne D., et al. "For the Uninitiated: How to Succeed in Classroom." Kappa Delta Pi. pp. 28-32. Fall 2005. p. 29.

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- ²⁴ See, Johnson, Daphne D., et al. "For the Uninitiated: How to Succeed in Classroom." Kappa Delta Pi. pp. 28-32. Fall 2005. p. 29.
- ²⁵ See, Eggleton, Travis. "Discipline in the Schools." 2001. p. 2.
- ²⁶ See, Wesley, Donald A. and David E. Voake. "Classroom Discipline and Teacher Education." College of Education, Towson State University. February 1992. pp. 4-5.; Ellis, Helen Jo, et al. "Positive Classroom Management." Saint Xavier University & IRI/Skylight. May 1996. p. 26.
- ²⁷ See, Landau, Barbara McEwan. "Teaching Classroom Management: A Stand-Alone Necessity for Preparing New Teachers." University of Redlands. April 2001. pp. 10-11.
- ²⁸ See, Wesley, Donald A. and David E. Voake. "Classroom Discipline and Teacher Education." College of Education, Towson State University. February 1992. p. 5.
- ²⁹ See, Evertson, Carolyn M., et al. "Improving Classroom Management: An Experiment in Elementary School Classrooms." *The Elementary School Journal*, Vol. 84, No. 2, pp. 172-188. November 1983. p. 182.
- ³⁰ See, Ellis, Helen Jo, et al. "Positive Classroom Management." Saint Xavier University & IRI/Skylight. May 1996. p. 26.
- ³¹ See, Connecticut State Department of Education – Bureau of Educator Standards and Certification. "Guide to Approved Educator Preparation Programs in Connecticut." January 2009. Available online at: http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/guides/ap_ed_prep_prgms.pdf.
- ³² According to Connecticut's 1999 Common Core of Teaching (CCT), teacher training institutions in Connecticut, for example, are to yield candidates with *knowledge* of the CCT, which includes skills and competencies such as classroom management. During the first years of teaching after receiving certification, teachers are to demonstrate *competence* in these skills and competencies. The CCT has begun to undergo revisions in 2010; the 2010 update states that "the CCT should be used to help guide and build teacher competence beginning with pre-service and continuing throughout a teacher's career." Classroom environment is maintained as a foundational skill domain in the 2010 update. Teacher candidates also are to possess the pedagogical skills mentioned in the National Council for Accreditation of Teacher Education (NCATE) standards; classroom management is implicitly but not explicitly mentioned in the NCATE standards. See, NCATE. "Professional Standards for the Accreditation of Teacher Preparation Institutions." February 2008. Available online at: <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>. p. 4.; Connecticut State Department of Education. "Educator Preparation Program Approval." August 2009. Available online at: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321812&sdePNavCtr=|#45565>; "2010 Common Core of Teaching: Foundational Skills." Connecticut State Department of Education. 2010. pp. 1-2. Available online at: http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf; "Connecticut's Common Core of Teaching." Connecticut State Board of Education, 1999. p. 1. Available online at: http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/cteach_all.pdf; Conversation with Katie Moirs, PhD, Program Approval Coordinator – Connecticut State Department of Education, on 11 January 2010.
- ³³ While not all teachers in Connecticut are trained in Connecticut, this report focuses on teacher training requirements in in-state educator preparation institutions. Teachers from out-of-state are not required to have specific training in classroom management before becoming certified in Connecticut. From January 2001 to August 2008, approximately two-thirds of first-time teacher certificates issued by the Connecticut State Department of Education were issued to in-state teachers, while approximately one-third were issued to out-of-state teachers. Data obtained through email correspondence with Georgette Nemr, Bureau of Educator Standards and Certification, Connecticut State Department of Education, on 5 April 2010.
- ³⁴ A telephone and email survey was conducted by Connecticut Voices for Children with the following institutions or programs between 19 November 2009 and 16 April 2010: Albertus Magnus College, Connecticut College, Mitchell College, Quinnipiac University, Sacred Heart University, St. Joseph College, Southern Connecticut State University, University of Bridgeport, University of Connecticut, University of Hartford, University of New Haven, Western Connecticut State University, Yale University, Alternate Route to Certification (ARC), Charter Oak State College, and Teach For America.
- ³⁵ Connecticut's alternative certification teacher education programs do not award degrees or course credit. Depending on the program, units of learning may be referred to as modules or courses or may be given other designations.
- ³⁶ Conversation with Nancy Pugliese, JD, Bureau Chief – Educator Standards and Certification, Connecticut State Department of Education, on 7 January 2010.
- ³⁷ See, Sedovic, Madeline, Qing Li, and Mary Yakimowski. "The Neag School of Education's Teacher Preparation Program: Alumni Survey Results for the Graduates of 2003-2007." University of Connecticut. September 2008. pp. 17-19.; Tiso, Susan R., et al. "SCSU Educator Preparation Program Evaluation: An Analysis of Principal Responses 2004-2005 Academic Year." Southern Connecticut State University, Center for Community and School Action Research. p. 4. ; Conversation with Nancy Pugliese, JD, Bureau Chief – Educator Standards and Certification, Connecticut State Department of Education, on 7 January 2010.; Conversation with Mary Loftus Levine, Director of Policy and Professional Practice, Connecticut Education Association, on 4 January 2010.
- ³⁸ See, Legislative Program Review and Investigations Committee. "Teacher Certification Program Implementation." Connecticut General Assembly. December 2008. pp. 40, 44-48. Available online at: http://www.gsa.ct.gov/2008/pridata/Studies/PDF/Teacher_Certification_Final_Report.pdf.
- ³⁹ See, Connecticut Public Act No. 09-1, "An Act Concerning Educator Certification and Professional Development and Other Education Issues." Section 1 (h). The Public Act reads: "(h) On and after July 1, 2012, any candidate entering a program of teacher preparation leading to professional certification shall be required to complete training in competency areas contained in the professional teaching standards established by the State Board of Education, including, but not limited to, development and characteristics of learners, evidence-based and standards-based instruction, evidence-based classroom and

behavior management, and assessment and professional behaviors and responsibilities.” Available online at:

<http://www.cga.ct.gov/2009/ACT/PA/2009PA-00001-R00HB-06901SS2-PA.htm>.

⁴⁰ See, Connecticut Regulation of State Board of Education (DRAFT) – Part III: Pre-Service Teacher Competencies. Section 10-145d-808-(a)(3). Revised 3 February 2010. The draft regulations read:

“(a) Teacher candidates shall complete preparation at an approved institution or professional development through a specially approved provider in each of the following domains: ...

(3) Evidence-based Classroom and Behavior Management

(A) Maintain a structured, safe, and positive learning environment that promotes and ensures socially valid behavioral outcomes and student learning, within the context of the school culture;

(B) Define, model, and acknowledge student learning behavior expectations and assess, document, and report both appropriate and problematic social behaviors of students;

(C) Provide explicit or direct instruction on social skills that are conducive to ensuring learning, including school-wide and classroom-wide positive expectations, self-management strategies, and study skills;

(D) Reinforce appropriate behavior and minimize problematic social behaviors by proactively providing targeted supplemental, specialized or individualized behavioral instruction and intervention through a continuum of strategies such as: modifying classroom management or environment, using a variety of grouping options, using positive reinforcement or corrective feedback, contributing to the design of individual behavioral support plans, and facilitating problem-solving and conflict resolution processes.”

Available online at http://www.sde.ct.gov/sde/lib/sde/pdf/cert/regulations/2014_proposed_regulations_2-3-2010.pdf – “Draft 2014 Certification Regulations Presented to the SBE on 2-3-2010.” pp. 11-12.

⁴¹ See, Connecticut State Board of Education. “Intent to Adopt Proposed Regulations Concerning State Educator Certificates, Permits and Authorizations.” 3 February 2010. Available online at http://www.sde.ct.gov/sde/lib/sde/pdf/cert/regulations/intent_to_adopt_res_2-3-2010.pdf p. 3.

⁴² The TEAM program replaces the Beginning Educator Support and Training (BEST) program, which was to yield competence in Connecticut Common Core of Teaching (CCT) skills and competencies. The BEST program included a first-year mentoring program and a second-year portfolio assessment. A study revealed that nearly one-third of teachers in their first year of BEST received no substantive support. Though classroom management was a CCT skill that could have been emphasized in BEST, the inclusion of a module of explicit classroom management training in TEAM is hoped to yield improved results over the BEST program.

See, “Connecticut’s Common Core of Teaching.” Connecticut State Board of Education, 1999. p. 1. Available online at:

http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/cteach_all.pdf; Connecticut Public Act No. 09-6 – “An Act Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects, and Making Changes to the Statutes Concerning School Building Projects and Other Education Statutes.” Sections 37-39.

Available online at: <http://www.cga.ct.gov/2009/ACT/PA/2009PA-00006-R00SB-02053SS3-PA.htm>; Legislative Program Review and Investigations Committee. “Beginning Educator Support and Training Program.” Connecticut General Assembly. December 2007. pp. 56-57. Available online at: http://www.cga.ct.gov/2007/pridara/Studies/PDF/BEST_Final_Report.PDF.

⁴³ See, Connecticut State Department of Education. “Passage of Legislation Establishing the Teacher Education and Mentoring (TEAM) Program.” SDE Bureau of Educator Standards and Certification. 23 October 2009. p. 2. Available online at: http://www.sde.ct.gov/sde/lib/sde/pdf/best/q_a_for_all_bts.pdf.

⁴⁴ Conversation with Nancy Pugliese, JD, Bureau Chief – Educator Standards and Certification, Connecticut State Department of Education, on 7 January 2010.

⁴⁵ See, Connecticut Public Act No. 09-6 – “An Act Implementing the Provisions of the Budget Concerning Education, Authorizing State Grant Commitments for School Building Projects, and Making Changes to the Statutes Concerning School Building Projects and Other Education Statutes.” Sections 37-39. Available online at: <http://www.cga.ct.gov/2009/ACT/PA/2009PA-00006-R00SB-02053SS3-PA.htm>.

⁴⁶ Conversation with Brandi Simonsen, PhD, Assistant Professor – Special Education, Neag School of Education, University of Connecticut, on 15 December 2009.; Conversation with Amy Watson, Early Childhood Education Alternative Route to Certification Coordinator, Charter Oak State College, on 17 December 2009.; American Federation of Teachers. “Setting the Stage for Strong Standards: Elements of a Safe and Orderly School.” AFT Teachers, Educational Issues Department. Item Number 39-0235. Revised June 2003. p. 10.

⁴⁷ See, MacDonald, Scott, and Ronald Gallimore. “Introducing Classroom Behavior Management Skills to Experienced Teachers.” *The Journal of Educational Research*, Vol. 65, No. 9, pp. 420-424. May-June 1972. pp. 423-424.; Morris, Pamela, et al. “Can Teacher Training in Classroom Management Make a Difference for Children’s Experiences in Preschool?: A Preview of Findings from the Foundations of Learning Demonstration.” MDRC. September 2009. p. 14.; Evertson, Carolyn M., et al. “Improving Classroom Management: An Experiment in Elementary School Classrooms.” *The Elementary School Journal*, Vol. 84, No. 2, pp. 172-188. November 1983. pp. 179-181.; Ellis, Helen Jo, et al. “Positive Classroom Management.” Saint Xavier University & IRI/Skylight. May 1996. p. 66.

⁴⁸ Conversation with Mary Yakimowski, PhD, Director of Assessment – Neag School of Education, University of Connecticut, on 5 January 2010.

⁴⁹ See, “Lost Class Time: The State of Suspensions in Bridgeport Schools.” Bridgeport Child Advocacy Coalition. Fall 2009. Available online at http://www.bcacc.org/Websites/bcacc/Images/BCACC%20suspension%20report_FINAL%20for%20website.pdf p. 1.

⁵⁰ See, Özdemir, Yalçın. “The Role of Classroom Management Efficacy in Predicting Teacher Burnout.” *International Journal of Social Sciences*, 2:4. pp. 257-263. 2007. p. 261.