

INTRODUCTION

- Classroom management (CM) refers to skills and techniques used by teachers to prevent student misbehavior and promote student academic, social and behavioral success (Reddy, Fabiano, Dudek & Hsu, 2013).
 - Some examples of CM strategies are specific behavioral and academic corrective feedback, behavioral and academic praise, concise summaries of academic concepts and clear and concise directives.
- Self-efficacy (teachers’ confidence in their abilities to effectively use CM strategies), familiarity with CM strategies, and teacher stress are each associated with important teacher outcomes in their early years of teaching such as professional commitment and development, professional burnout and teacher retention.
- Specifically, greater teacher self-efficacy has been shown to be related to more proactive CM strategy usage and greater engagement in CM professional development opportunities (Downer, Locasale-Crouch, Hamre & Pianta 2009).
- Familiarity with CM strategies has been shown to be positively associated with teachers’ perceived confidence and self-efficacy in their ability to effectively manage the classroom (O’Neill & Stephenson, 2013).
- Lack of CM strategies is associated with higher degrees of teacher stress and teachers’ burnout, which in some cases may result in teachers leaving their profession (Ingersoll 2001; Brouwers & Tomic 2000).
- Although these important relationships exist, many teachers report insufficient training on effective CM strategies during their preservice years, making the inspection of associations between preservice experiences and changes in these variables critical (National Council on Teacher Quality, 2013).
- Given past research, further investigation into this area of study and into these three teacher measures will be helpful in gaining further insights into how teachers are affected in the classroom.
- **Current Study: This poster demonstrates preservice teachers’ changes in self-efficacy, familiarity with CM strategies and teaching stress due to student misbehavior throughout one semester of professional internship placement.**

METHOD

- Participants**
- Nine senior preservice teachers completing their professional internship (see Table 1).
- Measures**
- Each participant completed (a) a demographic form, (b) a measure of teaching self-efficacy (Tschannen-Moran & Hoy, 2001), (c) a measure of familiarity with CM strategies (O’Neill & Stephenson, 2012), and (d) a measure of teaching stress (Boyle, Borg, Falzon, & Baglioni, 1995).
 - These measures were completed at the beginning and end of one semester of their professional internship.
- Procedure**
- Preservice teachers are assigned to a Pre-K to 3rd grade classroom with a mentor teacher who may assist and manage students in a secondary role while the intern teacher is typically the primary educator in the classroom.

RESULTS

Table 1. Participant Characteristics.

Participant Characteristics	
	(N = 12)
Sex (% Female)	91.7%
Mean Age (sd)	22.2 (1.4)
Ethnicity (% Caucasian)	91.7%
Grade Taught (%)	Pre-K – 11.1% K – 22.2% 1 st – 22.2% 2 nd – 22.2% 3 rd – 22.2%
Classes taken that include any CM content (SD)	4.55 (3.82)

Table 2. Self-Efficacy, Familiarity with CM Strategies and Teacher Stress and Effect Sizes

Measure	Means (SD)		Within-Subject Effect Sizes
	Pre	Post	
Self-Efficacy			
Self-Efficacy for Instruction	6.69 (1.11)	7.33 (1.01)	0.81
Self-Efficacy for CM	6.63 (1.15)	7.17 (0.93)	0.73
Self-Efficacy for Engaging Students	6.53 (1.22)	7.1 (0.93)	0.62
Familiarity with CM Strategies			
“Know but haven’t used”	13.22 (6.24)	8.56 (7.11)	- 0.60
“Know and have used in my class”	22 (5.91)	25.67 (11.7)	0.31
Teacher Stress			
Stress: Student Misbehavior	1.85 (0.61)	1.63 (0.77)	- 0.47

Note. Within-subject effect sizes were calculated using pooled standard deviation across time points and pre/post correlation. Self-Efficacy ratings are on a scale from 1 (Nothing) to 9 (A Great Deal). Familiarity means are the average number of strategies (up to 10) that each group reported being familiar with and/or having used. Teacher stress is measured with a 0-3 scale of “No stress” to “Extreme stress”.

DISCUSSION

Summary of Results – Preservice elementary teachers generally experienced positive change in all three measures, with the most noticeable change occurring in preservice teachers self-efficacy for instruction. Stress has decreased across the professional internship; familiarity with CM strategies and the three self-efficacy subscales have increased.

Implications for Training– Based on the results of this poster, preservice teachers reports of self-efficacy, familiarity with CM strategies and stress are all advancing in the desired direction for the given measure. Although this data is reflective of positive teacher changes, there is still continued room for growth in each of these domains and exploration of how other types of experiences affect change in these domains should occur. Observations of preservice teachers, during their professional internship, by trained observers familiar with CM strategies and providing feedback on effective CM usage would result in further data and preservice training that would work to improve teachers’ ratings on these 3 measures.

Future Directions – In future research on this topic, larger and more diverse sample sizes will yield more accurate and comprehensive results of current and past preservice elementary teachers’ measures of self-efficacy, stress and familiarity with effective CM strategies. Although results are currently headed in a positive direction, further investigation into this area of research will provide the information and understandings needed to create further learning programs/modifications that promote optimal measures of self-efficacy, stress and CM knowledge within the entire educational community.