

**Classroom Management and the Relationship to Student Success**

Cherin Avey

Department of Education, The University of Washington Tacoma

TEDUC 599B

Professor Weinstein

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### **Abstract**

This literature review examines the research on classroom management and its relationship to student success. Classroom management refers to the techniques and strategies that teachers use to maintain a productive, organized, and conducive learning environment. Classroom management is a critical aspect of effective teaching that involves creating a structured, supportive, and engaging learning environment. This project seeks to understand the relationship between classroom management and student success in the classroom. The literature explores four themes: The connection between ongoing teacher education in classroom management and student achievement, the transition between elementary school and middle school and the role that classroom management plays, the association between teacher self-efficacy and classroom management, and the relationship of student achievement and culturally responsive classroom management. Following the literature review is an action plan with recommendations on how to achieve student success. It ends with a discussion section on a review of the literature and how it's all connected to classroom management. Effective classroom management benefits both teachers and students, leading to improved academic outcomes, better behavior, and greater overall satisfaction in the educational experience.

**Keywords:** classroom management, student achievement, middle school, culturally responsive classroom management, teacher self-efficacy

### **Classroom Management and the Relationship to Student Success**

This literature review examines the research on classroom management and its relationship to student success. Classroom management refers to the practices and strategies that teachers use to establish and maintain an orderly, productive, and positive learning environment in their classrooms. It encompasses a wide range of skills and techniques aimed at promoting student engagement, minimizing disruptions, and maximizing learning outcomes. Effective classroom management involves setting clear expectations, establishing routines and procedures, providing appropriate consequences for behavior, building positive relationships with students, and implementing instructional strategies that cater to diverse learning needs. It is the connection with students that is important to me. The way that a teacher handles their class can interpret their academic career. Being a parent and having been through a bad experience with my son's teacher is what makes this topic even more crucial for me. Classroom management to me is essentially the art and science of creating an environment where both teaching and learning can flourish. The American researchers Stronge et al. (2011) states that teachers have a major influence on pupils' learning and use as the point of departure for their study the question of what makes a teacher 'good' (Postholm, 2013). The learning in the classroom is derived from the environment.

#### **Context**

Classroom management is a distinct part of teaching. Washington state has provided a training program to support the set of discipline procedures. RCW 28A.415.410 dictates that training to support discipline is strongly encouraged for all schools and district staff interacting with students, including instructional staff. Locally, classroom management training is made

available through the state. The Office of Superintendent of Public Instruction (OSPI) in Washington state training contains relevant content on Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), restorative justice practices, culturally responsive teaching, family engagement, trauma-informed approaches, function-based thinking, and classroom management strategies. These different strategies are intended to guide teachers in classroom management. Additionally, locally, districts have late start Wednesday for students, which allows educators to attend all staff meetings to discuss important issues of the school, including teacher's classroom management, teacher-student interactions, and teacher self-efficacy.

Nationally, classroom management is recognized and is significant to the environment of the classroom, the Center for Disease Control and Prevention (CDC) has guidelines set in place. The CDC recommends best practices for classroom management that consist of establishing rules, routines, and expectations by reinforcing positive behavior through praise, consistently enforcing consequences for misbehavior, maximizing structure, and fostering student engagement by including opportunities for active student participation (CDC, 20121). This covers a comprehensive range of topics relevant to creating a supportive and inclusive learning environment. By attending to these aspects of classroom management, teachers can create an environment that promotes academic achievement, social-emotional development, and overall well-being for all students.

### **Importance**

This project is important because of how crucial classroom management is to the learning environment. The teacher-student interactions are critical to build a safe learning environment. Classroom management is a way to connect to students to help them grow not just academically,

but also exponentially. It is important for teachers to take training in classroom management because it is only a one quarter course in their schooling, and this does not prepare first year teachers to deal with behavior issues or how to really build a bond with students. In my own personal experience, I have seen firsthand how some classroom management styles just do not work with all students. My youngest son had been a good student up until his 4th grade year when the teacher did not handle their classroom appropriately. This teacher was extreme about discipline and how they ran their class and scared the students into doing what was needed, instead of letting students have a voice. This was very disheartening to see because when I visited the classroom, it showed on the students faces. My son struggled with being in this class, and I eventually had him taken out and he did much better in his new class. That teacher did not work at the school the next year because of all the parents' complaints, but it showed me how a teacher can make or break a class. This experience allowed me to see how important the teacher-student bond is. I chose to write about classroom management because of my experience and as a new teacher, I want to give my students a safe learning environment.

### **Focal Questions**

The purpose of this project is to explore the connection between classroom management and student success.

- How does continuing education for teachers in classroom management create a positive environment?
- How does the transition from elementary school to middle school influence student achievement in the classroom?
- Does teacher self-efficacy play a role in their classroom management style?

- And does culturally responsive classroom management create more opportunities for student success?

### **Literature Review**

Classroom management is an essential part of teaching and learning. Classroom management is defined as “a collection of non-instructional classroom procedures implemented by teachers in classroom settings with all students for the purposes of teaching prosocial behavior and preventing and reducing inappropriate behavior” (Oliver, Wehby, & Reschly, 2011, pp. 7– 8 as stated in Herman et al., 2020). Important moving parts in classroom management instruction are establishing clear expectations by clearly communicating behavioral and academic expectations, building relationships by developing positive interactions, and implementing routines and procedures because consistent routines create balance. Another is managing transitions, providing differentiated instruction because recognizing and addressing the diverse learning needs is a crucial part of classroom management. By acknowledging behavior proactively, responding to behavior incidents, promoting student autonomy, and creating a positive classroom climate, teachers can produce an inclusive classroom environment.

The studies in this literature review explored different elements of classroom management, which I explore as separate themes and sections. First, continuing education for teachers and assessing if these tools work in the classroom is key in developing positive classroom management skills. Second, understanding the transitional time after elementary school and into middle school is critical for adolescents. Also, the relevance of the role of teachers' self-efficacy plays in classroom management. Lastly, the importance of culturally responsive classroom management and how this can create an inclusive classroom. By examining how teachers' classroom management practices impact student academic achievement

it can uncover insights that can inform educational practices and policies to better support both teachers and students.

### **Teacher Continued Training in Classroom Management**

Classroom management encompasses a wide range of strategies and techniques that teachers employ to create an environment conducive to learning. Strategies or learning tools are created to reach all the teachers and staff. Each teacher may find that different combinations of these strategies work best for their particular classroom's dynamics and student population. Flexibility and ongoing reflection on what is working and what needs adjustment are key to effective classroom management. Continuing training in classroom management is important to the success of the students. This section examines the research on continuing education for teachers regarding classroom management.

There are varying methods that can be used in classroom management. For novice teachers, focusing on establishing clear expectations, implementing simple classroom routines, and utilizing positive reinforcement techniques can be effective starting points. These strategies may provide a solid foundation for managing behavior and creating a positive learning environment without overwhelming new teachers with complex methods. Experienced teachers may benefit from more advanced strategies such as proactive classroom management techniques, which involve preventing behavior problems before they occur through careful planning and anticipation of student needs. These teachers might also incorporate more sophisticated behavior management strategies, such as cognitive-behavioral interventions or restorative practices, to address complex behavioral issues and promote long-term behavior change. Also, classroom management strategies should be flexible enough to accommodate the diverse range of behaviors exhibited by students. For students with challenging behaviors, teachers may need to implement

individualized behavior plans, provide targeted interventions, or collaborate with support staff such as school counselors or behavior specialists to address specific needs. Furthermore, for students who consistently demonstrate positive behavior, teachers can use strategies like peer tutoring or leadership opportunities to reinforce and extend their contributions to the classroom community.

### ***Training and Implementation of Learning Tools***

There are many different styles of teacher education on classroom management. These studies focused on middle school and the importance of classroom management training. A randomized control trial study with 20 teachers and 190 students, Duong et al. (2019), investigated the effects of Establish-Maintain-Restore (EMR). EMR focuses on a single target of intervention: the dyadic relationship between a student and a teacher. The study found that there was a decline in these relationships in the transition from elementary school to middle school due to the multitude of challenges that students face. The study found that intervention style of classroom management technique engages when implemented and it increased student positive behavior and created a stronger bond between teacher and students. Hough's (2011) longitudinal study that included 22 middle schools, and 360 teachers, staff, and administration found that the use of Developmental Design, (DD) showed how implementing this classroom management tool can be used by novice teachers to feel confident in their classroom management. The study focused on how this two-year training improved positive student behavior while instilling positive traits. The study also found that educators confidence grew in that two-year period and felt that the training was of great value to their classroom management skills. A randomized controlled study done by Dawes et al. (2020) included 220 teachers and 2, 925 students, investigated Behavioral, Academic, and Social Engagement (BASE) which is a classroom

management program that is focused on the first year of middle school. The results showed that teachers trained in BASE were able to create a supportive classroom for students in the transition to middle school because they were able to make positive adjustments in their classrooms.

Studies that had smaller sample size still produced results in the effectiveness of classroom management training. A qualitative study by Baker et al. (2016) included six participating teachers and found Spencer Henry's methods focused on first year teachers. The goal was creating a positive classroom environment founded on mutual respect and trust. This training established the importance that classrooms and schools are places of physical and emotional security where students can achieve their basic needs for acceptance and understanding and the study found positive results from those teachers that participated. Additionally, a study by Kronenberg and Staham (2010) focused on only one student and through this lens it explained how personalized classroom management may be linked to how students perform. This case study showed that responsive teaching is not only a focus on student welfare in general, but also the art of orchestrating responses simultaneously with individual students. Hunter & Haydon (2019) used a case study with only one middle school and studied how implementing a package on explicit timing, pre-correction, and active supervision can reduce students' undesirable behavior. When used properly, the study showed a decrease of 50% across all 3 classrooms.

A few studies focused on one training. Conversation, Help, Activity, Movement, Participation, and Success (CHAMPS) is a popular training vehicle for classroom management. CHAMPS consists of a series of training and coaching materials designed to help classroom teachers develop an effective classroom management plan that is proactive, positive, and instructional. The studies in this section found CHAMPS intervention training helped teachers

with students with disruptive behavior. Two different randomized controlled studies by Herman et al. (2020) and Sinclair et al. (2021) examined how teachers trained in CHAMPS combined proactive prevention with responsive strategies, where teachers can maintain a productive learning environment where all students have the opportunity to succeed academically and socially. The results in both of those studies showed that when used properly, CHAMPS showed positive correlations in student behavior, student concentration, and classroom work completion.

Intervention training is beneficial for more productive student engagement. A year-long study done in twelve schools by Gregory et al. (2014) focused on My Teaching Partner-Secondary (MTP-S). The study found a moderate increase in positive student engagement from fall to spring. Intervention teachers benefited from training in MTP-S by creating more interesting lessons and materials and this improved teacher-student interactions. Three different studies investigated Class-Wide Function-Related Interventions Teams Middle School (CW-FIT MS) have shown positive results in the classroom. CW-FIT MS studies mostly focus on a Tier 1 level classroom behavior. Tier 1 refers to the level that the student's behavior is at. Tier one allows teachers to redirect any undesirable behavior. When teachers are trained in CW-FIT MS, they use a very specific lesson plan that includes the volume of students, movement in the classroom, and how they want students to participate. These studies all show that when educators implement CW-FIT MS it creates a stronger learning environment. (Caldarella et al., 2023; Chen et al., 2022; Wills et al., 2021).

Interventions are designed to support student learning, manage behavior, and promote a positive and inclusive learning environment. Adding to research on interventions, Arter (2007) used 898 students to investigate the reaction to Positive Alternative Learning Supports (PALS) was created as an intervention plan for the 10% of the students with behavior issues. This

targeted the needs of those students and the study found that this additional adult support for students in the PALS program increased student success in attendance and academic achievement. Korpershoek et al. (2016) provided a meta-analysis of 54 intervention studies. The analysis found that successful intervention programs that include both teacher-focused programs and student-centered classroom management interventions, helps teachers in minimizing disruptions. Additionally, it provides students with social-emotional development. Together it provides a more positive academic outcome. Training equips teachers with the skills and confidence needed to handle diverse classroom challenges, leading to better outcomes for both teachers and students. A randomized trial using nine schools from an urban area found that training in The Incredible Years classroom management program combined with the teachers' positive affiliation with their school supported positive changes in the classroom (Sebastian et al., 2018). By prioritizing classroom management training, schools can enhance teaching quality, promote positive student behavior, and support overall school success.

### ***Classroom Management Assessments***

Assessments ensure that classroom management training programs are effective in equipping teachers with the knowledge and skills they need to create a positive and productive learning environment for all students. The studies in this section investigate different assessments. A two-year long study on Direct Behavior Rating-Classroom Management (DBR-CM) in 140 schools used direct observation and showed the validity of how classroom management is being used. DBR-CM assess how well the classroom management programs are working for teachers. Findings showed growing evidence in support of the DBR-CM as a conclusive assessment of educators' use of classroom management practices in varied contexts (Sims et al., 2023). Additionally, another study in assessments was Self-Assessment-Classroom

Management was designed by how many office referrals a teacher gives in a day. The quantitative study, which included 237 teachers, indicated that there was a correlation between a teacher's classroom management and office referrals, the more referrals the teacher gave indicated that the teacher's classroom management was more negative than positive (Demirdrag, 2015). Another study used 3,263 classrooms that were assessed using the Assessing School Settings: Interactions of Students and Teachers (ASSIST) which is an observational measure of classroom management that is helpful for assessing differences in classroom management constructs across all school levels (i.e., elementary, middle, high), as well as select variables, including class size and racial composition. The study found that the use of ASSIST does show how effective the teachers classroom management is, indicating what adjustments may need to be made (McDaniel et al., 2022). Lastly, a longitudinal study using seventeen teachers on Classroom Assessments Scoring System (CLASS-S) investigated the classroom management of novice teachers and found that classroom organization increased over time, emotional support from teachers was lower with older students, and students were more engaged in bigger class size (Malmberg et al., 2010). The assessment studies bring essential information on what is effective and what is not in classroom management.

### **Transition From Elementary School to Middle School**

The transition from elementary school to middle school is a significant period in a student's educational journey, and it does bring about distinct differences in classroom management approaches. The transition from elementary to middle school can be daunting for many students, as they navigate changes in routines, expectations, and social environments. Effective classroom management in middle school involves providing transitional support to help students acclimate to their new school environment, establish positive relationships with

other students and teachers, and develop the academic and social skills needed for success in middle school and beyond. For many students the demands that come with being in middle school are also associated with difficulty navigating increasingly complex academics and new social contexts which can be challenging at that age. That is why teacher-student interactions are imperative to student learning which increases student motivation.

### ***Teacher-Student Interactions***

Teacher-student interactions are an important role in the transition between elementary school to middle school. In both elementary and middle school, effective teacher-student interactions are characterized by respect, empathy, and support. A latent profile analysis, a person-centered approach that identifies distinct patterns of responses to a set of continuous variables in a sample of individuals, was used in a study of 334 teachers done by Camacho et al. (2022). It investigated the quality of teacher-student interactions in middle school. It was found to be relatively higher in classroom organization areas and student engagement and lower in their emotional support and instructional support. By fostering positive relationships, setting clear expectations, and actively engaging students in the learning process, teachers can create a supportive classroom environment that can be more conducive to engaging students. Another study using survey data from 347 teachers in the literature describes the importance of how to set clear expectations in the very first three days of school. Starting the year with set expectations, allows the students to get an understanding of how things work in middle school. When implemented, it did increase teachers job satisfaction which created a more positive atmosphere for the students (Garwood et al., 2017). A study found in the literature review used 34 sixth and seventh graders to examine the importance that teachers need practical, cost-effective strategies for supporting positive behavior of secondary school students that have challenging behavior.

The study found that for students to have the positive learning environment needed, training is crucial to create this. This helps to support the importance of clear and positive communication between students and teachers in the transition and accommodates the needs of the students. Additionally, the study found that when teachers use insults and humiliate students it is very harmful and leaves lasting effects (Matsumura et al.,2008). The transition to middle school is challenging, but with the right strategies can be a positive experience for both students and teachers.

Middle school students may require active engagement and hands-on learning experiences. Another insight into classroom management in a distinct perspective is in how different a block setting vs. traditional classroom setting is. This study was done in four high schools and included 665 students. When teaching methodology was examined, it was determined that teachers in block and traditional classrooms did not vary significantly in how they delivered instruction, but teachers in traditional classroom settings did lose 18 minutes at the end class due to students being off task and this resulted in an increase in undesirable behaviors from students (Ratcliff, 2019). Though this study reflects high school teachers, it is the same for middle school teachers also.

### ***Student Motivation***

In the transition from elementary school to middle school, students have new pressures that come along with it. A study using 223 students found that the social environment of middle school explains changes in students' efficacy relating to their teacher, efficiency in accomplishing their schoolwork, self-regulated learning, and disruptive behavior. The study found that when teachers promoted performance goals to students, it reflected a negative change in student motivation (Ryan and Patrick, 2001). Additionally, another study used 190 eighth

grade students and of these students 53.6% were male and 67.9% qualified for free or reduced lunch which added to the results which indicated that adolescents who hold higher levels of trust in the teacher reported greater behavioral engagement after teacher discipline. In contrast, adolescents with high teacher trust but low institutional trust reported less behavioral engagement after discipline (Amemiya et al., 2019). A study done by Hamm et al. (2011) used 225 sixth and eighth grade students and 26 teachers and found that teachers attunement was greater in the beginning of the school year and this reflected on how students' own social structure can impede their learning because of lack of teacher's attunement. A study using many students (25, 423) and empirical testing found that once students were given surveys on their thoughts, and when asked about classroom management specific dimensions, there was a positive association to teachers' values (LeBaron Wallace et al., 2016). A quantitative study using 67 seventh graders from four urban schools by O'Connell (2008) found that middle school students who had "fun" teachers were more motivated to learn. When teachers had more engaging lessons, students were more concentrated on learning. On the opposite side of motivating students was a study done by Graham (2020) who explored how a no-excuse classroom may not be a way to create a supportive classroom. This was an ethnographic study that included 366 students in grades 4th through 8th and 90% of the students were classified as coming from disadvantaged areas. The reactions throughout the study seem to imply that this style of classroom management does not resonate with students, but teachers continue to use this style of classroom management. This style of classroom management is harsh and does not establish an inclusive classroom.

### **Teacher Self-Efficacy**

Teacher self-efficacy is the belief teachers hold about their own abilities to influence student learning and outcomes and is critically important. It affects various aspects of teaching and learning, leading to improved educational experiences and more positive outcomes for both teachers and students. Building and maintaining trust requires ongoing communication and a shared commitment to the well-being and success of every student and teacher. Teachers' belief in their ability to impact student learning translates into higher expectations and encouragement for students, fostering a growth mindset.

### ***Teacher Perceptions***

Teacher self-efficacy is a powerful determinant of teaching effectiveness and student success. By fostering high self-efficacy among teachers through professional development, mentorship, and a supportive school culture, educational institutions can enhance teaching quality, improve student outcomes, and ensure a positive and productive learning environment. Gunersel et al. (2023) did a qualitative study that included 35 middle school teachers that revealed that effective classroom management includes teachers' use of appropriate positive and negative reinforcement. Student buy-in to reward systems, and positive immediate feedback to students, along with teachers' consistent follow-through with consequences created a more positive teacher-student relationship. A descriptive research study by Oakes et al. (2019) used 635 students and 61 educators in grade levels sixth through eighth examined how a tiered-system framework incorporates a range of strategies to maximize academic learning time and reduce exclusionary and punitive discipline by implementing positive proactive practices. The study also discussed how the more knowledge the teachers had on classroom management strategies the more useful they were, and it was important to continue professional development to continue to succeed. A study by Zoromski et al. (2021) included 58 teachers from four middle

schools and investigated how Classroom Behavior Management (CBM) strategies are effective at reducing disruptive behavior, decreasing teacher stress, and increasing engagement with elementary students. The study found explicitly that seat work time was the most crucial time to get positive behavior out of students, this time seemed the most off-task time for students and teacher's classroom management is needed then. In a study that used 51 teachers and 709 seventh grade students were about teacher-student interactions and emotional engagement by Pöysä et al. (2019), the results showed that the higher the emotional support from the teacher in the classroom, the higher the students' rated their emotional engagement and help-seeking. Additionally, the higher the classroom organization was, the higher the students' rated their behavioral/cognitive engagement. Overall, teachers' perceptions of classroom management are shaped by a combination of practical experience, theoretical knowledge, personal beliefs, and ongoing professional growth.

### ***Teacher Mindfulness***

Teacher mindfulness refers to the practice of teachers being fully present and engaged in the moment, both in their professional and personal lives. A quantitative study that used 58 middle school teachers found that middle school teachers can reduce stress, anxiety, and burnout with teacher mindfulness training. The training showed positive results when teachers implemented this in their classrooms (Braun et al., 2018). Additionally, this quantitative study using 58 sixth through eighth grade teachers found training in Mindfulness-Based Emotional Balance (MBEB) to positively help teachers with less job stress and self-compassion (Roeser et al., 2022). Teacher-student attachment and teachers' attitude towards work appears critical in promoting and maintaining positive teacher behaviors. A qualitative study using 115 educators that were put in 18 focus groups found that educators reported benefiting from being appreciated

by students, parents, and other school staff. It showed that positive teacher-student relationships create confidence in teachers' self-efficacy (Pimpalkhute et al., 2023). Additionally, found in the research was a comparison study on the benefits of School-Wide Positive Behavior Supports (SWPBS). This study used 22 teachers that were implementing SWPBS and 41 teachers who were not and found that using this support in the classroom provided teachers with more confidence because it gave teachers ways to handle successful classroom management (Kelm & McIntosh, 2012). This creates various aspects of teaching and learning, leading to improved educational experiences and outcomes for both teachers and students. The literature found four studies that were similar because the aspects of the studies all had the same conclusion. Studies found teachers who lack classroom management skills due to little experience, poor preparation, or bias to students, have low teacher self-efficacy and have higher levels of stress and anxiety causing those teachers to burn out faster (Shank & Santiago, 2021; Denessen et al., 2020; Ozen & Yildirim, 2020; Arbuckle et al., 2004). By engaging, and providing supportive learning environments, it ultimately leads to better outcomes for both teachers and students.

### **Culturally Responsive Classroom Management**

Culturally responsive classroom management is crucial for fostering an inclusive, equitable, and effective learning environment. By understanding and respecting students' cultural backgrounds, teachers can build stronger relationships, reduce behavioral issues, and support academic success. Culturally responsive classroom management is essential in today's diverse educational landscape. It involves recognizing, respecting, and utilizing students' cultural backgrounds to create an inclusive and effective learning environment. Making real connections with students will help create a safe learning environment, where students feel safe to share their thoughts and make connections to their teacher and peers around them.

### *The Importance of Culturally Responsive Classroom Management*

Students perform better academically when they see their cultures represented in the curriculum. Culturally relevant content helps make learning more meaningful and relatable. Culturally responsive classroom management can be done in any classroom despite the teacher race and/or ethnicity, however, when teachers are of the race or ethnicity, these studies have found that it brings more culturally responsive teaching to their classrooms. It makes the lessons more relatable for the students thus, creating more culturally responsive classroom management. A seven-year longitudinal study by Hwang et al. (2022) used data from the Indiana Department of Education found that the positive links between same race/ethnicity teachers and improved achievement are stronger for elementary school students than middle school and positive results for students in self-contained classrooms. This improved achievement is due to the teachers culturally responsive classroom management. Teachers' classroom management practices are an essential aspect of supporting student engagement, but it often varies in response to classroom conditions. In the studies in this section, it was found that when students and teachers are of the same color, it gets students to be more involved. Though culturally responsive classroom management does not need the students and teacher to be of the same color, it does allow students to feel more culturally relevant in the classroom. These two studies are similar to the previous study because students found that the lesson and classroom environment were more relatable to them because when the students can see themselves in the classroom, through the teachers, it creates a more culturally responsive classroom. Additionally, both Kaiho et al. (2023) and Snipes and Tran, (2019) studies found that implications of teacher practice and student engagement outcomes were rated more engaging when students were of the same color as the teacher. An analysis study of literature found that students that have Emotional Behavior

Disorder (EBD) respond more positively to culturally responsive classroom management. This creates a stronger bond between teacher and students (Hunter et al., 2021). By addressing the dynamics between teachers and students of different racial and ethnic backgrounds it can be influential for creating an equitable and inclusive classroom environment.

### ***Importance of Training in Culturally Responsive Classroom Management***

For teachers to connect to their students, there needs to be training in culturally responsive classroom management. This is a way to transform the classroom into a more inclusive, engaging, and effective learning environment. It promotes equity, enhances student engagement, motivation, improves academic achievement, and strengthens student-teacher relationships. A qualitative study that used three teachers and two different schools found that novice teachers that got training on focusing on developing relationships and establishing expectations through a culturally responsive communication style demonstrated how teachers create environments of success because of the respect they get from their students (Bondy et al., 2007). Additionally, three studies that were similar in the importance of culturally responsive classrooms and how it creates a more positive environment for students, found that after receiving professional development training it was indicated that there were improvements because teachers self-reported their culturally responsive behavior management and teacher self-efficacy created a more positive atmosphere (Bradshaw et al., 2019; Larson et al., 2019; Santiago-Rosario et al., 2022). Lastly, a quantitative study that used 103 middle school teachers from nine middle schools suggested that teachers are in need of professional development training on a range of classroom management techniques, and all teachers could improve their practices reflecting meaningful participation and cultural responsiveness (Gaias et al., 2019). Training in culturally

responsive classroom management provides significant benefits to both teachers and students. The classroom becomes a more inclusive, engaging, and effective learning environment.

### **Summary**

This project is about the relationship between classroom management and how it relates to student success. Classroom management is a two-way road that is taken by both teachers and students. Teachers set the tone in the classroom, but students' voices are also valuable. In creating a learning environment, teachers are giving students opportunities to succeed. Not all classroom management looks alike and learning something from the different strategies can help shape the classroom environment. Most of the studies discussed here agree with each other about the importance of building student bonds. Some questions that remain are which strategy works best for students and teachers and if students' perceptions really matter to teachers, and how these perspectives shape the classroom environment. Looking for the direct correlation between the two, revisiting the research questions will help guide where this project is going. How does continuing education for teachers in classroom management create a positive environment? How does the transition from elementary school to middle school influence student achievement in the classroom? Does teacher self-efficacy play a role in their classroom management style? And does culturally responsive classroom management create more opportunities for student success? By prioritizing positive relationships, empathy, and culturally responsive practices, teachers can foster an inclusive and empowering classroom culture that promotes student engagement, motivation, and achievement. In the next section, I will provide an action plan with suggestions for putting these strategies into practices.

### **Action Plan**

In the literature review, I summarized and analyzed literature on classroom management and the relationship to students' achievement. Classroom management refers to the practices and strategies that teachers use to establish and maintain an orderly, productive, and positive learning environment in their classroom. The themes that emerged are connected to my focal questions. Classroom management is a part of the teaching profession, and the research will lead to its importance. These action tables will compare what the literature recommends to what my school district is doing and to what I recommend creating a positive learning environment.

The Brobeck school district is in Washington state. The Brobeck school district is a medium size district in the middle of Washington state. The Brobeck school district is a Title 1 district and has about 20,450 students. There are 22 elementary schools, 24 middle schools, and 6 high schools. 46.5% of the students are eligible for free or reduced lunch. The population consists of 35% Latino, 25% African American, 20% White, 10% Asian, and 10% Islander. The district defers to state standards and uses the guidelines that are set forth from the Office of Superintendent of Public Instruction (OSPI).

Five major aspects came out from the research found in the literature review. The importance of continuing education for teachers in classroom management, how the transition from elementary school to middle school affects students, teacher's self-efficacy's relationship to classroom management, the purpose of culturally responsive classroom management and student perceptions. The tables below explore how these might be put into context.

### **Classroom Management Teacher Training**

The literature review presented aspects on the need for continuing education in classroom management for teachers. This may evolve over time as teachers gain more experience and insights into what works best for their students. Emerging from the literature were many

different styles of training in classroom management. Most important themes that emerged were on novice teachers because they lack experience in the classroom. Another was intervention training programs were very relevant in the research on continuing education in classroom management.

**Table 1**

*Classroom Management Education*

What The Research Says...	What My District/School Does...	What I Recommend...
<p>Novice teachers need to continue education in classroom management because it helps establish teacher-student relationships. It creates a foundation of respect and understanding of expectations between teacher and students. (Baker et al., 2016; Hough, 2011)</p>	<p>The district does not have any training in classroom management for novice teachers</p>	<p>The school district should provide required training for classroom management before the start of the school year for teachers in their first 2 years</p>
<p>Training in intervention programs provides extra support to students. Interventions help students with disruptive behavior and</p>	<p>The district has administered the Multi-Tiered System of Support (MTSS). It is designed to address students' behavior, academics, and</p>	<p>The district should continue the multi-tiered system that supports students behavior. Additionally, the district should provide training in the</p>

<p>give extra support for social-emotional development. (Caldarella et al.,2023; Chen et al., 2022; Wills et al., 2021; Arter, 2007; Korpershoek et al., 2016)</p>	<p>social-emotional needs. This is a model that uses prevention, intervention, and enrichment.</p>	<p>start of the year to give teachers support in intervention</p>
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**Transitional Period Between Primary Grades and Intermediate Grades**

The transition can be both exciting and challenging as students navigate new social dynamics, academic expectations, and extracurricular opportunities. Middle school often introduces students to more complex and challenging academic content, as well as different teaching styles and classroom structures. Classroom management looks different for students entering a middle school setting. Adolescents are experiencing a wide range of emotions and developing a strong teacher-student foundation is crucial for student achievement.

**Table 2**

*Transition From Elementary School to Middle School*

What The Research Says...	What My District/School Does...	What I Recommend...
<p>Setting clear expectations from the start of the year allows teachers to set the foundation for students. Using</p>	<p>To keep clear communication between teachers and students, Brobeck SD has required that every teacher</p>	<p>The school district is providing clear communication to students from the start of the year. The</p>

<p>clear and positive communication from the start creates a bond for teacher-student relationships. (Garwood et al., 2017; Matsumara et al., 2008)</p>	<p>write, explain, and orally go over expectations of the classroom. This is done in the first of the year, every year and again after winter break.</p>	<p>expectations are stated very clear for students to understand.</p>
<p>Being in a new social environment plays a role in student motivation for incoming 6th graders. Additionally, trust in teachers also has a part in the transition from elementary school to middle school. (Ryan &amp; Patrick, 2001; Amemiya et al., 2019; Hamm et al., 2011)</p>	<p>The school district offers new 6th graders a “jump start”. It’s three days in August and it allows new students to meet their new teachers and learn the bell schedule.</p>	<p>My school district provides the students with an opportunity to meet teachers and explore the school in August. Additionally, the school district should provide a transition day at the end of 5<sup>th</sup> grade, so students feel more comfortable in the transition</p>

**Teacher Self-Efficacy Classroom Management**

Teachers' perceptions of classroom management reflect its multifaceted nature and its significance in promoting student learning and well-being. Teachers' perceptions of classroom

management can vary based on their experiences, training, teaching style, and the specific context of their classroom. This is shaped by their beliefs, experiences, and ongoing reflection on their practice. How teachers view themselves plays a significant role in shaping their approach to various aspects of education, including classroom management.

**Table 3**

*Teachers Self-Efficacy in Classroom Management*

What The Research Says...	What My District/School Does...	What I Recommend...
<p>Using classroom management strategies boosts teachers' confidence and creates positive teacher self-efficacy. (Gunersal et al., 2023; Oaks et al., 2020; Zoromski et al., 2021)</p>	<p>The school district does not offer any training in classroom management</p>	<p>The school district needs to provide more professional development on classroom management strategies. This should be done once a month on late start Wednesday in the all-staff meetings</p>
<p>Mindfulness training creates more positive teacher-student interactions. The mindfulness training allows teachers to connect to students with emotional support. (Braun et al., 2018; Roeser et al., 2022; Pöysä et al., 2019; Pimpalkhute et al., 2023)</p>	<p>The school district does not offer mindfulness training or any emotional support for teachers</p>	<p>The school district needs to implement mindfulness training sessions in January when teachers return from winter break. This allows teachers to mentally prepare for the rest of the school year</p>

**Culturally Responsive Classroom Management**

Culturally responsive classroom management is an approach that recognizes the importance of including students' cultural backgrounds and identities in classroom management practices. It aims to create an inclusive and equitable learning environment by acknowledging and valuing cultural diversity. Culturally responsive classroom management training is becoming

a crucial part of teachers' ongoing professional education. Aligning this with classroom management techniques already in place will strengthen the bond in the classroom.

**Table 4**

*The Use of Culturally Responsive Classroom Management*

What The Research Says...	What My District/School Does...	What I Recommend...
<p>Teachers of the same race/ethnicity as the students creates a stronger bond between teacher and students creating a more culturally responsive classroom environment. (Hwang., 2022; Kaiho et al., 2023; Snipes &amp; Tran, 2019)</p>	<p>The school district hires diverse teachers and staff</p>	<p>The school district is already doing it by hiring diverse staff. Additionally, the district should give more hiring opportunities beyond June and August, the usual hiring months</p>
<p>Training in culturally responsive classroom management creates a more inclusive classroom environment (Bradshaw et al., 2019; Larson et al., 2019; Santiago-Rosario et al., 2022;</p>	<p>The school district does not offer any culturally responsive training</p>	<p>The school district needs to have professional development training in culturally responsive teaching. This needs to be done in all staff meetings in start of the year</p>

Gais et al., 2019)		
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**Student Perceptions on Classroom Management**

Promoting student efficacy is about creating an environment where students feel capable, valued, and motivated to achieve their goals. The power of the student voice helps shape how they view their education. This is the student's belief in their ability to succeed in specific tasks, achieve academic goals, and effectively manage learning processes. A student's social environment also encompasses their self-efficacy, and this may have big consequences for their future.

**Table 5**

*Students Perception on Classroom Management*

What The Research Says...	What My District/School Does...	What I Recommend...
The literature found that trust in teachers is at higher levels when teachers give more engagement. Students also acknowledged that trust in teachers did not decline in engagement after discipline was dealt. (Camacho et al., 2022 Amemiya et al., 2020)	Brobeck SD has teachers in all the middle schools teach concepts of trust and engagement in their education in the first week of school to make students feel more secure.	The school district is already implementing concepts of trust and engagement. In the district, teachers are only required to do this at the start of the year, the district needs to require that this lesson be taught three times a year

<p>The literature found that the classroom social environment explained changes in students' efficacy relating to their teacher. Students' social structure may impede their learning. (Ryan &amp; Patrick, 2001; Hamm et al., 2011)</p>	<p>The school district does not have lessons on student social structure and how it affects the students' learning.</p>	<p>The principals in the middle schools in the district need to implement student-led assemblies that have students explain how all students are equal and how important it is to respect one another.</p>
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**Summary**

In creating a learning environment, teachers are giving students opportunities to succeed. Not all classroom management looks alike and learning something from the different strategies can help shape that environment. By acknowledging the significance of student voices, incorporating diverse classroom management strategies, and prioritizing the establishment of meaningful connections, educators can cultivate an environment that promotes academic success and personal growth for all students. Understanding and respecting the perspectives and needs of students can greatly enhance the learning process and create a more enriching educational experience. Utilizing learning tools and resources can indeed aid teachers in implementing effective classroom management strategies tailored to the needs of their students.

**Discussion**

This research project focused on the relationship between classroom management and student achievement. Teachers' ability to create a safe learning environment, allows students to flourish in success, and find a haven for their learning. The review of the literature found many

different aspects in classroom management. Teachers can be so much more to their students when they create an environment where students feel safe to share their thoughts. For teachers to create this safe environment, investing in behavior management strategies, instructional strategies, classroom procedures, routines, and professional development allows teachers to have the tools to help them succeed. The findings in the literature are compared to the district site used for this project. It is very similar to the site where I did my student teaching. It is in Washington State and the OSPI standards are closely related to what the district I reference implements. In the sections that follow, I will explore the findings of my focal questions featured in the literature review, discuss implications for teachers, students, schools, and future research on how classroom management is linked to student achievement, along with the limitations of this project.

### **Discussion of Findings**

In this section, I answer my focal questions from the rationale. How does continuing education for teachers in classroom management create a positive environment? How does the transition from elementary school to middle school influence student achievement in the classroom? Does teacher self-efficacy play a role in their classroom management style? And does culturally responsive classroom management create more opportunities for student success? In addition to these focal questions, I will also analyze the barriers in classroom management and how it differs by grade level. My project examines many different avenues surrounding classroom management. These avenues will dive into the relationship to student achievement in the classroom.

#### ***Continuing Education in Classroom Management***

How does continuing education in classroom management for teachers relate to student achievement in the classroom? Continuing education in classroom management is important for teachers to succeed in their classrooms. Training in classroom management is essential for creating a positive classroom environment. Found in the literature were classroom management training programs, like Establish-Maintain-Restore (EMR) (Duong et al., 2019) and Classroom Behavior Strategies Management (CBM) (Zoromski et al., 2021) give teachers strategies for classroom management to produce positive results when implemented. Programs that have multiple ways to create a positive classroom environment have been shown to be effective. EMR training teaches educators how to build students trust, the importance of maintaining positive student interactions, and it gives the educators knowledge on how to repair teacher-student relationships after teacher reprimand. CBM strategies teaches those positive reinforcements, setting clear expectations, and implementing consistent classroom rules reduces the potential of student distractions.

Another classroom management program that has been found in the literature to be successful is Activity, Movement, Participation, and Success (CHAMPS), this training provides teachers with the right tools needed to organize the needs of their students (Herman et al., 2022; Sinclair et al., 2021). CHAMPS teaches how to model conversation skills to students, learning the appropriate voice level, and how to have active listening skills. It trains teachers to ask students if they have any questions during the lesson, so students feel more inclined to ask for help. It also educates teachers on how to explain the activity and give clear expectations of what the student needs to do. Finally, it coaches teachers on how to bring movement and participation into their lessons. This is how CHAMPS helps teachers succeed in their classroom management,

Novice teachers are new to classroom management. These new teachers are not as well versed in handling classroom management because there are only one or two classes that are taken in college about classroom management, and nothing compares to actually doing it. The research in this project found training programs dedicated to new teachers, for example, Spencer Henry's workshops were beneficial in training for first-year teachers (Baker et al., 2016) and Developmental Designs (DD) is useful for teachers in their first two years on the job (Hough, 2011). DD is effective because it is a two-year training program that builds on the previous year. It allows new teachers to learn strategies and implement them in the classroom in the first year. In the second year, it gives teachers more in-depth training. This allows teachers to have a better understanding of classroom management because it is not just a one-time training. Teachers who took this training learned that building a foundation and using procedures help in creating an inclusive classroom. Likewise, teachers in their first few years need to broaden their level of competence and confidence and the literature found a few more studies that agreed that training programs that were designed to help boost new teachers' confidence will set them up for their teaching career. New teachers need to feel certainty in their classroom management.

Intervention measures for classroom management refer to a range of strategies, programs, and practices designed to support students who are experiencing academic, behavioral, and social-emotional challenges. These measures aim to address the students' needs, promote positive outcomes, and prevent further issues. One example found in the literature for training in interventions was Positive Alternative Learning Support (PALS). It is a training program for the 10% of the students that need intervention, and this was found to be successful in establishing a foundation (Arter, 2007). Additionally, interventions are meant to decrease negative behaviors, and support students in fostering confident outcomes (Gregory et al., 2013; Hunter & Haydon,

2017). These measures aim to address students' needs, promote positive attitudes, and prevent further issues. Three different studies found interventions that focused on middle school and positive results were found in Class-wide Function-related Intervention in Middle School (CWFIT MS) when implemented. CWFIT-MS is used as an intervention program. Teachers trained in CWFIT-MS are educated on how to establish rules, teach coping skills to students, minimize attention to inappropriate behaviors, and provide self-management tools to students. This intervention system allows teachers to redirect students when needed.

Two studies, Malmberg et al. (2010) and McDaniel et al. (2022) that showed that assessment tools, like Classroom Assessment Scoring System-Secondary (CLASS-S) and Assessing School Settings: Interactions of Students and Teachers (ASSIST) gave clear results that extra training in classroom management strategies can create an effective learning environment. These assessment tools follow teachers in the classroom and can provide information on what works well in their classroom management and what needs adjusting. ASSIST-S is used to evaluate the effects of school-wide interventions and how this relates to teacher-student relationships. Furthermore, CLASS-S analyzes the quality of teacher-student interactions by producing qualitative data across three domains which are emotional support, classroom organization, and instructional support. These assessments help in creating a more positive learning environment for both teacher and students.

My school implements the Multi-Tiered System of Support (MTSS). It is designed to address students' behavior, academics, and social-emotional needs. This is a model that uses prevention, intervention, and enrichment. MTSS aligns with what the Office of Superintendent of Public Instruction (OSPI) recommended in Washington state. MTSS is about optimizing data-driven decision-making, evidence-based practices, and monitoring students' progress. MTSS

meets the needs of the students by ensuring equitable access to education for everyone. Students benefit from a nurturing environment that also uses Universal Design Instruction (UDL). MTSS is not just about a tiered intervention plan, but also adding more support to go with it.

Adding to the support system already in place, my school district also provides Positive Behavioral Interventions and Supports (PBIS). PBIS works under the MTSS umbrella providing more support. Supporting social competence, academic achievement, decision-making, student behavior, and supporting staff behavior are the four key components. To ensure that students have access to the most effective instruction and behavioral practices, PBIS involves proactive, comprehensive, and continuum support. In my school site, PBIS works to improve the school climate, decrease reactive behavior, and maximize academic achievement for all.

The literature suggests that continuing teachers' education in classroom management is vital for student achievement in the classroom. The literature found that programs like CHAMPS and EMR help provide teachers with supports that create an overall learning environment by educating teachers on the importance of teacher-student interactions. CHAMPS provides teachers with tools that create respect in the classroom by being very specific in their instructions. EMR also provides teachers with ways to gain respect by building trust with students and knowing how to deal with reprimand in a way so that it does not hurt the teacher-student relationship. Both EMR and CHAMPS have similar outcomes to what my school uses by gaining students trust in the classroom. In my school, the use of intervention system MTSS alongside PBIS provides an inclusive classroom environment. There were multiple studies that focused on training and using intervention programs. My school uses MTSS, but it does not provide teachers with everyday classroom management backing, but with the addition of PBIS, it helps provide teachers with more behavioral support. My school district uses more intervention-

style classroom management which is not comparable to what the literature suggests. The literature suggests that intervention classroom management does help those students with undesirable behaviors, but teachers trained in programs that create positive environments for all students are more effective.

### ***Classroom Management and the Transition from Elementary School to Middle School***

How does the transition from elementary school to middle school influence student achievement in the classroom? Middle school brings students together from different elementary schools, so these students are meeting new people and are creating new social groups for themselves. After only having one teacher all day long in elementary school, it is hard for students to adjust to having multiple teachers. The transition from elementary school to middle school is a significant milestone for students, as it marks a shift to a new environment with greater academic demands, increased independence, and new social dynamics.

To help reduce the adjustment time in middle school, the literature found that the use of Behavioral, Academic, and Social Engagement (BASE) lets teachers invest in developmentally appropriate strategies across all the areas in middle school, especially students with special needs (Dawes et al., 2019). Establishing expectations is also very important to incoming students since there is so much change going on, this helps in setting foundations for students (Garwood et al., 2017). The literature also showed through rigorous lessons, students showed positive results in a middle school setting for respectfulness to the teacher and with student behavior with one another (Matsumura et al., 2008). Once in middle school, students' interactions in class with both the teacher and other students are much different than in elementary school so positive reinforcement strategies can increase student positive behavior (Browne, 2013). Additionally, three different studies, Amemiya et al. 2019, Camacho et al. 2022, and Ratcliff et al. 2019, all

revealed that the more positive teacher-student interactions during this transition period creates a stronger foundation that students respect. Another aspect is teachers in middle school need to be attuned to the social dynamics that come along with this transition time (Hamm et al., 2019).

Many different aspects go along with incoming students in middle school.

Middle schools in my district offer incoming 6th-grade students a chance to engage in the navigation of their new bell schedule. “Jump Start” is a chance for students to explore their new school, learn the bell schedule, acclimate with their teachers, and meet new friends. This allows students to feel more comfortable in their new surroundings. Meeting their new teachers and understanding how middle school works gives students motivation to invest in their future.

Another aspect that middle schools in my district offer to students is a social-emotional curriculum called “Character Strong” and it is focused on all aspects of middle school. It has a comprehensive and evidence-based curriculum that supports life-readiness. It is done every Tuesday during advisory time, which is the first period of the day. Each grade level has its own curriculum and is focused on what each grade level needs. 6th graders begin the school year with lessons on how to build their community, middle school myth busters, and meeting new people. As the year progresses, it dives deeper into the concerns of how the transition has affected them. These lessons include understanding emotions, developing friendships, how to relate to values, and what empathy is. This is a way for 6th graders to connect to their new world around them.

One similarity between the literature and my district is how the beginning of school is treated. My district has a “jump start” for three days in August, and the research found positive results in effectively using the first 3 days of school to set expectations (Garwood et al., 2017). Due to the “jump start”, those who participated will have been acquainted with these expectations. The use of PBIS in my school is closely related to what the literature suggests

because it gives praise and rewards to improve student behavior (Browne, 2015). Positive reinforcement provides students with motivation to succeed through this transition period. My school is lacking in more ways to get 6<sup>th</sup> graders connected to clubs and sports. One way to ease into the transition of middle school is to have students join in in extracurricular activities. As a 6<sup>th</sup> grader, they can only join soccer, wrestling, and track, all other sports are for 7<sup>th</sup> and 8<sup>th</sup> graders. Also, there are no clubs done at the first of the year, and by January when the clubs begin, 6<sup>th</sup> grade students are already set in their social groups and it makes it harder for them to want to join clubs after school.

### ***Teacher Self-Efficacy Relationship to Classroom Motivation***

Does teacher self-efficacy play a role in their classroom management style? Teacher self-efficacy is defined as the perception of the teachers looking at their ability to affect student outcomes in the classroom. A study by Pimpalkhute et al. 2023 found that clear classroom management skills produced a positive classroom environment. The study also revealed that with good classroom management skills, teachers were able to control the negative student behavior that arises, and this boosted teachers' confidence in themselves all of which are important parts in being self-assured in classroom management. Teacher self-efficacy is a critical factor in educational success because it influences teachers' attitudes, practices, resilience, and commitment to their work. Positive teacher-student interactions can reduce a teacher's stress, thus leaving them more confident in their perceptions of their own classroom management (Camacho et al., 2022).

Unfortunately, there is also a negative side to teacher self-efficacy when unfavorable teacher-student interactions can lead to teacher burnout, anxiety, and depression (Braun et al., 2018). Stress, anxiety, and tension can affect a teacher's self-efficacy negatively. Teachers with

low self-efficacy will rely on calling on reliable students to answer, allowing outbursts in their classroom, yell at students, and use grades against them. Teachers with negative self-efficacy seem to be the teachers that are burnt out or just don't care anymore. This negative self-efficacy effects the teacher's classroom management skills and teachers lose control their classrooms. Teacher self-efficacy is important for the health of the teachers.

Teachers' self-efficacy is not only tied to teacher-student relationships but also teacher-parent relationships. Teachers found that building these positive relationships does take time and energy, but overall, the outcome is worth it (Pimpalkhute et al., 2023; Kronenberg & Straham, 2010). Teachers view their classroom management as a skill to form effective learning environments. By considering all aspects of teacher-self efficacy it can create more effective, engaging, and supportive learning environments, ultimately leading to better outcomes for both teachers and students. Engaging in positive relationships with not only just students but parents too, builds an overall effective classroom environment.

Teachers use a wide variety of classroom behavior management strategies to find what works for them. Each teacher perceives classroom strategies differently, what some deem effective, others do not. Overall, praise was one of the most effective strategies for promoting motivation (Zoromski et al., 2021; O'Connell, 2008.). Teacher self-efficacy is one variable in the classroom that can affect student outcomes and even when students are difficult and unmotivated. Teachers' lack of practical approaches, poor preparation for inappropriate behaviors from students, and minimal evidence-based classroom management training affected the overall environment in the classroom (Shank & Santiago, 2021). Teachers' self-efficacy has a role in providing a positive learning environment.

Kelm & McIntosh (2012) investigated a program that boosts teacher self-efficacy, an intervention reward system, like School-Wide Positive Behavior Supports (SWPBS) gives teachers more ways to create a more positive classroom atmosphere. This study revealed that this reward system gives teachers a way to show appreciation to students who have appropriate behavior. Teachers handle on-the-spot occurrences and mild conflict. Having the administrators in the office handling the more aggressive behavior allows teachers to pursue engagement in their classrooms. The literature also found two studies by Braun et al. 2018 and Roeser et al. 2022, that were dedicated to examining how mindfulness training programs can help middle school teachers build confidence and competency. These kinds of programs help teachers build a positive classroom environment.

My school builds teacher self-efficacy by engaging in a team meeting once a month, on the last late-start Wednesday, when the principals do an all-staff meeting, and teachers' mental health is one of the topics. In this meeting, a teacher team has different topics on how to do self-care, mental care, and social care. Additionally, my school requires teachers come together every three months to examine students who are struggling emotionally, socially, and academically. This helps with teacher self-efficacy by allowing teachers to gain knowledge on students that have disruptive behavior not only in their classroom, but in other classrooms as well. With this knowledge, teachers can feel secure in their classroom management, and gain an understanding of why these students may have behavior issues. This also allows teachers to acknowledge which students may need extra support and guidance. One example that is similar what was found in the literature was the use of the intervention system that has a reward programs. The literature investigated SWPBS as a tool that helps teachers feel successful in their classrooms. My school uses Positive Behavior Intervention and Supports (PBIS) which also creates a way for teachers to

reward students for positive behavior, while tracking those that have disruptive behavior.

### ***Culturally Responsive Classroom Management***

Does culturally responsive classroom management create more opportunities for student success? By adopting culturally responsive classroom management practices, teachers can create a positive, inclusive environment where all students feel valued, respected, and empowered to succeed. Communication is the key to culturally responsive classroom management. Establishing rules and procedures helps ignite the communication between teachers and students (Bondy et al., 2007). Additionally, Gais et al. (2019) found that teachers who have demonstrated poor culturally responsive classroom management, have higher levels of students who have disruptive behaviors and reduction of academic achievement. The need for training in culturally responsive classroom management is crucial for the student's future success.

Two studies, Hwang et al. (2023) and Kaihoi et al. (2023) found that students and teachers of the same race/ethnicity have higher levels of success in the classroom. Also, it was consistent with the argument that relationships with teachers play a particularly critical role with students of the same race/ethnicity and this effects the outcome in the classroom. Teachers that use culturally responsive classroom management have more success connecting to student. Santiago-Rosario et al. (2023) found teachers are critical of their abilities to partner with diverse families and integrate students. The teachers in the study believed culturally responsive classroom management brings culture into the classroom and integrate students creating an inclusive classroom.

My school does not offer any teacher training in culturally responsive classroom practices. My district uses Universal Design Learning (UDL) to give students a chance to use their own identities in their work. For example, in 6th grade Social Studies students need to show

what they learned at the end of the unit, students are asked to create a choice board. Students can use their own culture and compare it with the culture they learned about, and students can choose from many different options to create this. UDL is an important element in teaching and my school site uses it interchangeably in all classes.

In comparing what the literature found and what my school is doing, I found no similarities. Washington state has created this opportunity for teachers by passing that bill. The schools in my district do offer training on SEL and Universal Design but have no training in culturally responsive teaching. My school district needs to train teachers in Cultural Competency Standards that were created by the Washington Professional Educator Standards Boards (PESB) and Education Opportunities Gap and Oversight and Accountability Committee (EOGOAC). This training would align more closely with what was found in the literature. It recognizes that nearly 50% of students are of color and there is a gap in cultural diversity due to the demographics of having 98% of teachers being white. The literature found that teachers need to acknowledge any stereotypes they conceive and work more closely with training in culturally responsive teaching.

***Additional Analysis: Barriers of Classroom Management and How it Differs by Grade***

Researchers observed classroom management strategies differ across different grade levels. McDaniel et al. (2021) found that teachers demonstrated greater proactive behavior in support, responsiveness, and monitoring in elementary grade-levels. Teachers can give more direction and guidance to their students. Classroom management is different from elementary school than secondary schools and this can create a barrier between teachers and students, and it can affect a student's achievement because once a student leaves elementary school, this style of classroom management is no longer available and can create conflict within the student's own

conceptions of success. Students have many new distractions once in middle school and their conceptions of their success in the classroom changes. There is a difference in classroom management throughout grade levels that create barriers for student achievement.

The literature found how the growth mindset changes from elementary to middle school. For many students, the changes that come with middle school make it difficult to navigate increasingly complex academic and social contexts that result in a decline in academic performance and engagement (Snipes & Jacobson, 2021). Teachers at all grade levels must adapt their classroom management approach to meet the diverse needs and backgrounds of their students. Additionally, studies found that once students were in middle school, their social structure changed, and teachers needed to be more attuned to this. (Hamm et al., 2021; Ryan & Patrick, 2001). There are definite barriers between grade levels in classroom management due to change in environment and distracted students.

### **Implications For Teachers, Students, and/or Schools**

One major implication found in this project was the lack of importance of training in culturally responsive classroom management. Classroom management is a skill that evolves with experience and ongoing professional development. The literature stressed the low number of teachers who practice culturally responsive classroom management strategies and the importance of training more teachers (Gais et al., 2019). These implications in classroom management also affect students. Students will benefit from culturally responsive classroom management and connect students with a positive classroom culture. All districts in Washington state need to provide culturally responsive classroom management training to all schools, elementary through high school. The Office of Superintendent of Public Instruction (OSPI) needs to have mandatory training in culturally responsive classroom management for all schools. Implications for the

transition from elementary school to middle school could benefit from teachers being trained in culturally responsive classroom management.

Teacher self-efficacy is also important for all teachers and the ongoing education that districts should provide. This would give teachers the training to feel positive about their self-efficacy. Classroom management is closely tied to a teacher's self-efficacy, and this should be viewed as an intricate part of professional development and is very much needed. Districts need to mandate mindfulness training for all teachers twice a year. Teachers and students will both benefit from this. A teacher's self-efficacy is reflected in their classroom management.

### **Implications for Research**

This project found through the literature that classroom management's relationship to student achievement creates a more productive classroom. There is quite a bit of literature on continuing education for teachers, but fewer studies on culturally responsive classroom management. Additionally, more qualitative studies need to be dedicated to the importance of culturally responsive classroom management. There should be three-year-long longitudinal studies on how culturally responsive classroom management plays a key role in overall student achievement with a focus on middle school. Another study that I would have liked to have found is a qualitative study on how many schools are implementing culturally responsive classroom management and the response of the students. Qualitative research needs to be done is on how students feel about their academic careers and how a teacher's classroom management plays a role. Additionally, a longitudinal study should be done for middle school on how to keep students motivated throughout.

### **Limitations**

I examined research published between the year 2000 and 2023 but I excluded research that were published during Covid-19 because the classroom management was so different then. It was important to find relative studies. The criteria I used when including a study was that it had to be directly related to classroom management. The key words I used to find the research were classroom management, student success, middle school, teacher self-efficacy, and culturally responsive classroom management. Any studies that did not include these search words were excluded. Studies during Covid-19 were also excluded because it shifted how classroom management was implemented. The whole project was about specifically exploring all aspects of classroom management. Research on elementary school classroom management were excluded because I was focused on middle school classroom management and those studies were not relevant to the project. In looking at the research, Covid-19 was a barrier because classroom management was extremely different due to virtual classrooms. That period was not relevant to my research. This is such an urgent subject and I believe that it the foundation to how well a student succeeds. The literature chosen for this project were specific to that relationship, and it shaped the analysis of the studies.

### **Conclusion**

Classroom management is an important issue because the teacher dictates the classroom environment. A student's success is closely tied to the teacher's classroom management. In this paper I wanted to show the many ways that a teachers classroom management is crucial to a student's success. In this paper, I address this issue by doing an in-depth research of the literature that this topic encompasses.

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