

5-2017

Novice Teachers: Using Professional Development to Discover Whether They Continue to Use the Behavior Management Strategies Taught in the Undergraduate Program

Katherine O. Barnetson

Follow this and additional works at: http://csuepress.columbusstate.edu/theses_dissertations

 Part of the [Curriculum and Instruction Commons](#), and the [Educational Leadership Commons](#)

Recommended Citation

Barnetson, Katherine O., "Novice Teachers: Using Professional Development to Discover Whether They Continue to Use the Behavior Management Strategies Taught in the Undergraduate Program" (2017). *Theses and Dissertations*. 238.
http://csuepress.columbusstate.edu/theses_dissertations/238

This Dissertation is brought to you for free and open access by CSU ePress. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of CSU ePress.

**Novice Teachers: Using Professional
Development to Discover Whether They Continue
to Use the Behavior Management Strategies
Taught in the Undergraduate Program**

By
Katherine O. Barnetson

A Dissertation
Submitted in Partial Fulfillment
of the Requirements for
the Degree of Doctor of Education
in Curriculum and Leadership
(Curriculum)

Columbus State University
Columbus, GA

May 2017

©Katherine O. Barnetson

DEDICATION

I dedicate this dissertation to my family and friends for providing the support and encouragement throughout this entire process. I would especially like to thank my husband, Greg Barnetson, who has been my rock and my sounding box during this whole process. I would like to thank someone who is no longer with me, my father, Eric Olson. He died the semester after I started the doctoral program. He has been in my heart during this entire process. I know he is looking down and is smiling. I love you, Daddy. I would also like to thank my co-workers for putting up with me these last five and a half years! Finally, I would like to thank my Doctoral committee: Dr. Erinn Bentley, Dr. Dawn Frazier, and Dr. Mary Hendricks. Thank you for your support and commitment to my success.

ACKNOWLEDGMENTS

I would like to acknowledge my family and friends for their support and dedication in getting me to this point. A special thank you goes to Michele McKie who assisted me with Microsoft Word challenges. I would also like to acknowledge my Doctoral dissertation committee. I would like to especially acknowledge my chair, Dr. Erinn Bentley. You have been an inspiration and support for me. You have kept me from going over the wall many times. You are who I desire to be. Your knowledge you have provided me will stay with me forever. Thank you again. Without you, there would be no dissertation.

146 Columbia Avenue
Americus, GA 31709
Phone (229) 928-8799
E-mail:
Katherine.Barnetson@gsw.edu

VITA

Katherine Ann Olson Barnetson

Experience

- Senior Lecturer at Georgia Southwestern State University 2014-Present
- Assistant Professor Special Education at Georgia Southwestern State University-2008-Present
- Adjunct Professor at Georgia Southwestern State University-Spring 2006-2008
- 2007-2008-EIP Reading and Math Teacher for Sumter County Elementary (Fourth and Fifth Grades)
- 1998-2007-Special Education Teacher for Sumter County Elementary School (Third – Fifth Grades)
- 1992-1998-Special Education Teacher for Sumter County Elementary School (Kindergarten-Fifth Grades)
- Worked with peers in writing the SACS plan
- Worked with peers in writing School-wide Title I plan and implementing the plan
- Worked with peers on applying for the CSR grant application
- Developed an agenda to teach the Georgia Department of Education Integrating Technology in the Classroom (InTech) Redelivery to 32 staff members during the school term 2000 – 2001
- Attended the InTech training at Columbus State University in the fall on 1999
- Worked with peers in writing the Georgia School of Excellence application for SCES in 1997, in which the school was named a Georgia School of Excellence
- Worked with peers in writing the Pay for Performance application in 1998, 2000, and 2002
- Worked with Special Olympics as a volunteer, coach, local director, and area director
- Attended and trained during an extensive SRA Reading workshop

- Attended and trained in Visual Math, What's My Place/What's My Value? Workshop
- 1992-Presented at the Fall Conference of the Georgia Council for Exceptional Children
- Presented IEP writing workshop to peers
- 1996-Participated and assisted in writing the RESA Collaborative Education training manual
- Department Chair for 10 years
- Supervised both Fall Block and Student Teachers from Georgia Southwestern State University

Education	<p>2011-Present Columbus State University Columbus, GA Working on Ed.D</p> <p>1992 Georgia Southwestern State University Americus, GA Bachelor of Science in Education Special Education/Mental Retardation</p> <p>1998 Georgia Southwestern State University Americus, GA Masters of Education – Special Education</p> <p>2002 Georgia Southwestern State University Americus, GA Reading Endorsement Teacher Support Specialist</p> <p>2011 Accepted in the Doctoral Program at Columbus State University</p>
Accreditation	<p>1999 Integrating Technology Certified</p> <p>2002 Reading Endorsement</p> <p>2002 Teacher Support Specialist Endorsement</p>

ABSTRACT

The need for supporting novice teachers is not a theoretical concept, it is a real concept. Teacher education programs are preparing and graduating new teachers at a fast rate, however; these new teachers are also leaving the profession at staggering rates (Clark, 2012). According to Ingersoll (2012), between 40% and 50% of all new teachers in the United States leave the profession in the first five years. This research was designed to study teacher professional development with novice special education teachers as they move from a teacher preparation program to a full-time teaching position. The participants for this study included five novice special education teachers. The participants participated in a six-day professional development workshop where they video-recorded their teaching and wrote reflections regarding the general and specific praise statements they used in their classroom. Through analysis of the meeting transcripts, observations of the meetings, and video reflection questionnaire responses, it was determined that the novice teachers were using general and specific praise. However, it was also determined their use was not as much as they were taught to use in their undergraduate program.

Table of Contents

Acknowledgements	v
Vita	vi
Abstract	viii
Table of Contents	ix
List of Figures	xiii
Chapter One	
Introduction	1
Personal Experience Narrative	1
The Teaching Field	7
The Importance of Teachers Possessing Good Classroom Management Skills	8
The Need for On-Going Training in Classroom Management	10
Statement of the problem	14
Limitations of the Study	15
Research questions	15
Explanation of Future Chapters	16
Chapter Two	
Review of Literature	17
Special Education Undergraduate Teacher Education Preparation Programs	17
Behavior Management Using General and Specific Praise	24
The Novice Teacher and Induction	28
Professional Development and The Use of Video Recording	36

Table of Contents (Continued)

Research Studies on Training the Teacher in Using Positive Praise	37
Summary	40
The Professional Development Workshop	41
Chapter Three	
Methodology	43
Research Design	43
Participants	53
Instrumentation	54
Procedures	56
Data Collection	60
Ethical Treatment in Action Research	61
Data Analysis	62
Chapter Four	
Data Analysis and Results	64
Participants	64
To what degree do novice teachers continue to use general and specific praise strategies taught in their undergraduate special education teacher preparation program?	67
Factors Impeding Praise	71
Teaching the Curriculum	71

Data Collection and Paperwork 74

Table of Contents (Continued)

Medical Issues of Students. 77

Behavior of Students 78

Administrative Support 81

Communication with Co-Teachers and Paraprofessionals. 83

How does a professional development workshop impact a
novice teachers' use of positive and specific praise? 85

Summary 93

Chapter 5

Discussion 94

Unchangeable Obstacles 96

Teaching the Curriculum 96

Paperwork 96

Data Collection and Progress Monitoring 97

Students with Cognitive and/or Physical Disabilities 98

Changeable Obstacles 99

Professional Relationships 100

Location 102

Timing	102
Duration of Induction Programs.....	102
Final Thoughts	103
References	108

Appendices

Appendix A Informed Consent 121

Appendix B Pre Assessment Questionnaire. 123

Appendix C Video Reflection Questionnaire 1. 124

Appendix D Video Reflection Questionnaire 2. 127

Appendix E Post Assessment Questionnaire 130

Appendix F Types of Praise 131

Appendix G Action Plan 132

Appendix H IRB Approval 133

Appendix I Observation Instrument 134

Appendix J Matrix 142

LIST OF FIGURES

- Figure 1 Page 26 Example of the Behavioral Unit
- Figure 2 Page 33 Professional Development Process
- Figure 3 Page 46 Collaborative Action Research Cycle
- Figure 4 Page 47 Researcher's Use of the Collaborative Action Research Cycle
- Figure 5 Page 50 Participant's Use of the Collaborative Action Research Cycle
- Figure 6 Page 71 The Overlapping of the Two Major Themes

CHAPTER 1

Introduction

Personal Experience Narrative

The need for supporting novice teachers is not a theoretical concept, it is a real concept. I have had personal experience as both a novice teacher and as a mentor teacher with transitioning from a student to a teacher and the help needed for behavior management support. One of the many strategies I was taught to use during my undergraduate special education program was implementing positive general and specific praise. I was graded on this strategy during observations by both my professors and cooperating teacher. I continued using this strategy when I began my teaching career. After being in the classroom for a few months, I noticed I was not providing as much praise as at the beginning of the school year. I also realized the co-teacher I worked with never provided positive general or specific praise. As part of a personal professional development, I asked my former professor to observe me and provide feedback. When the observation was completed, she looked at me and said, “You are turning into one of them.” I asked her what she meant and her response was I rarely gave praise for academics or behavior and I had forgotten one of the many “sciences of teaching”. She stated many novice teachers cease providing general and specific praise because they are not being “graded” and they get out of the habit of providing the general and specific praise.

After the observation, my professor asked if I would speak at the Georgia Council for Exceptional Children on life of a first year teacher. I composed a presentation and one focus of that presentation was providing praise to my students. I wanted to share

what happened to me as a first year teacher. I discussed how I implemented general and specific praise during my undergraduate program and how that changed during the first few months of teaching. I gave examples of how I checked myself on using general and specific praise. One method I used was to video record my teaching, count the number of praises I provided, and set a goal to increase those praises on a weekly basis. Another method I continued to use was asking my professor to observe me and provide feedback. By using these methods, I increased my use of praise and student behavior and learning increased.

When I began teaching in higher education, I told my former principal that I would be happy to work with her novice teachers at any time. I received a call from her several weeks later asking me to conduct a presentation on behavior management. She had some teachers who were struggling with behavior management and she wanted some assistance with working with these teachers. I would plan and conduct a two hour workshop on behavior management. I also offered to return and provide individual assistance if needed.

The two-hour workshop was hands-on and relevant to the teachers attending. Using what I learned from my experience, prior to the workshop, I asked the teachers to video record themselves on various days at various times and to bring the video to the workshop. I provided direct instruction on the use of various behavior management strategies including providing general and specific praise. I discussed the research supporting the use of general and specific praise and how it positively impacts student behavior and student learning. I gave examples of words to use when providing general and specific praise. I also informed them of my first year teaching experience of not

providing general and specific praise. The teachers watched the video of their teaching and counted the number of general and specific praise statements used. We watched videos of educators using effective behavior management and using positive and general praise. They simulated being in the classroom and practiced using various positive praise statements. I asked them to develop a goal to increase their use of positive and general praise. The principal told the teachers she would assist in evaluating their behavior management. I also offered to assist them as needed.

Because of my personal experience as a novice teacher, as a mentor teacher, and a facilitator of this workshop, I was asked to apply my knowledge of behavior management in my role as a faculty member in a teacher preparation program. Our special education undergraduate program focused on providing continued direct instruction on using general and specific praise. Through collaboration with my colleague, Mr. Gavin Bernstein, we discussed methods to further increase the teacher candidates' use of providing general and specific praise. Together we developed an action plan so more emphasis would be placed on using general and specific praise within the candidates' methods courses.

In our program at Southeast State University (pseudonym to be used throughout the study), an instrument was developed by two former professors in the special education department. The instrument was loosely based on the former Georgia Teacher Observation Instrument and is used to evaluate teacher candidates' behavior management skills. This instrument includes indicators on the use of general and specific praise. A general praise statement consists of a positive verbal praise that does not specifically identify the behavior in which the student is receiving the praise. Praise statements such

as, “good job” or “way to go” are considered to be general praise statements (Haydon & Musti-Rao, 2011). Specific praise is a positive verbal statement of the specific behavior being praised. An example of a praise statement for a specific behavior includes, “Tommy, I like the way you read that sentence.” (Haydon & Musti-Rao, 2011).

Prior to the collaboration with my colleague, this instrument was used during the special education senior fall block and student teaching experience. Once it was learned that we needed more instruction on implementing general and specific praise, we decided to add this instruction during the junior block spring semester courses.

In addition to using this instrument and increasing instruction on the use of praise within methods courses, faculty in the special education program at Southeast State University have also incorporated the use of video recording to assist in the students reflecting on not only their teaching methods but also their use of praise during their lesson. Beginning in their junior year of enrollment in special education method courses, students are required to video record their lessons and use the observation instrument to grade themselves on their use of general and specific praise. The special education professors meet individually with the student to discuss the contents of the video and how the student can enhance their teaching and behavior management strategies. This assignment is carried over to special education implementation courses in their senior block. Students are required to write a written reflection on their use of general and specific praise and discuss how they would enhance their use of providing general and specific praise.

During student teaching, the student teacher video records another lesson and uploads that video into their student teaching portfolio. With the implementation of the

edTPA (educator's Teacher Performance Assessment) as the new assessment tool for the education program's capstone experience, students video record themselves teaching and report on their reflection of their teaching. This new assessment allows the student teachers to further reflect on their use of various strategies during the lesson.

I often reconnect with recent special education graduates to inquire how their school year is going and offer assistance as needed. Over the past eight years, over half of my students who graduated and are now in the teaching field reach out to me for assistance. The one question or concern I often hear is concerning a child's behavior. I ask my former students how often they use positive general and specific praise and many report they rarely use this strategy. As a teacher of pre-service teachers, I have noticed there is a need for better understanding the transitional phase from pre-service to in-service teachers. Based on conversations with my former students, it seems as if many may not be using strategies learned in our program in their current classrooms. Specifically, many may not be using the general and specific praise strategies embedded in Southeast State University's special education program. Research, such as this study, is to better understand the novice teachers' behavior management professional development needs and determining effective ways for teacher preparation programs to partner with districts in meeting those novice teachers' needs.

The interest in this research stemmed from the many contacts made to me by my former students in regards to providing assistance in behavior management. Our university has a partner school network of approximately thirteen counties. The induction programs vary from county to county but the components are similar. The novice teacher is assigned a mentor. This mentor teaches in the same area/program at the

same school as the novice teacher. The novice teacher attends staff development on new teacher procedures as well as concerns of the new teacher. These meetings occur on a monthly basis. The mentor teacher periodically meets with the novice teacher and discusses progress of the novice teacher. Though these induction programs exist, it is not clear if novice teachers are being supported specifically in the use of general and specific praise within those programs.

My former students have confided in me that they feel more comfortable discussing their concerns regarding behavior management with someone who is not tied to their evaluations as a teacher. As a former public school teacher, I too, felt more comfortable confiding in my former professor than the mentor I was assigned. The relationship between professor and student is an established one prior to the student beginning their teaching career. This relationship continues for many professors/students throughout the teaching career of the student. There are so many opportunities for novice teachers to participate in professional development in areas of lesson planning, instructional strategies, organization skills, and classroom/behavior management. This study will specifically focus on classroom management strategies and I will be working with former students who are now in their first through third year of teaching in a special education environment.

This research study not only aligns with my own teaching experiences and research interests. This study also aligns with current concerns within the profession regarding novice teacher professional development and support. Teacher education programs are preparing and graduating new teachers at a fast rate, however; these new teachers are also leaving the profession at staggering rates (Clark, 2012). According to

Ingersoll (2012), between 40% and 50% of all new teachers in the United States leave the profession in the first five years. Not only is it a loss of a teacher for the school system but the cost of training and hiring a new teacher is also lost and this cost is estimated at \$50,000 (Teague & Swan, 2013). New teachers often say they are handed a key and textbooks and are left on their own (Teague & Swan, 2013). According to Teague and Swan (2013), requiring new teachers to have the same responsibilities as veteran teachers and expecting the same results is the norm in most school settings. Instead, novice teachers need to be viewed as works in progress (Gujarati, 2012). That is, they need ongoing professional development and support.

School systems must have successful induction programs in place in order to yield successful novice teachers. According to Teague and Swan (2013), induction into the teacher profession can no longer be a hit-or-miss process due to the high turnover rate among teachers. Gujarati (2012) asserted that new teachers who are properly acculturated into their professional roles and their work environments are more likely to remain in the profession.

The Teaching Field

Education in grades P-12 schools is constantly changing (Cavanaugh, 2013). A new set of standards was rolled out in the P-12 schools the Georgia Standards of Excellence (Georgia Department of Education, 2015). These standards provide a framework to prepare students for their success in both college and the 21st century work environment (Georgia Department of Education, 2015). Along with the implementation of Georgia Standards of Excellence, teacher evaluations are now tied to student performance on standardized tests and teachers are being asked to improve their

instructional methods and classroom management strategies (Cavanaugh, 2013). Teachers are required to rate themselves on rubrics regarding their teaching ability, knowledge of content and pedagogical skills. Teachers are also required to develop plans for improvement in areas of need. (Georgia Department of Education, 2015). In the state of Georgia there is also a new tiered certification process for beginning teachers that provides support for new teachers and provides opportunities for career advancement for those new teachers. (Georgia Department of Education, 2015). With this new tiered certification, teachers are being asked to reflect not only on the progress of their students but also progress of their own professional growth and development (Georgia Department of Education, 2015).

Teacher Keys Effectiveness System (TKES) is composed of three components for teacher evaluation and contribute to the overall Teacher Effectiveness Measure (TEM) (Georgia Department of Education, 2015). The following are the components of the TKES: Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice and Student Growth (SGP and SLO) (Georgia Department of Education, 2015). The TKES is a clearly designed evaluation that defines professional responsibilities for teachers (Georgia Department of Education, 2015). With this new evaluation system being tied to student performance, teacher must ensure their students are progressing academically. One factor that impacts students' academic success is their classroom behavior.

The Importance of Teachers Possessing Good Classroom Management Skills

Smart and Igo (2010) report that novice teachers struggle with classroom management and that classroom management is the most important factor impacting

student learning. Cavanaugh (2013) reports children who exhibit disruptive and aggressive behavior are at a greater risk for poor academic performance. According to Gettinger and Ball (2008), poorly managed classrooms decrease learning time as much as 50-70%. Smart and Igo (2010) report the frustration with behavior management difficulties is one of the main reasons teachers leave the profession. Teachers who leave the profession are a concern because with the baby-boomer generation retiring, there is a potential for a shortage of teachers (Gettinger & Ball, 2008). These previous studies demonstrate that behavior management is a major concern for novice teachers, and that the attrition rate for novice teachers is a major concern for the education profession in general.

One effective behavior management strategy that is among the most critical skill teacher preparation programs should teach is on the use of specific, positive praise (Scheeler, 2008). Special education student teachers at Southeast State University are explicitly taught how to use positive general and specific praise for both behavior and academic reinforcement. The special education undergraduate program professors model appropriate and inappropriate methods for using positive general and specific praise in a behavior management course as well as throughout the upper division courses taken by the special education major. Prior to student teaching, special education students work in clinical practice in public school classrooms where they practice and fine tune their use of general and specific praise. The classrooms are self-contained special education, resource special education, or inclusive classrooms in the regular education setting. The cooperating teachers may be a special education teacher only or a special education and a content area teacher. The undergraduate special education students are evaluated by the

special education professors as well as their cooperating teacher on the candidates' content knowledge, pedagogical knowledge, and classroom management.

The Need for On-Going Training in Classroom Management

My perception, based on the feedback I have received from my former students, is there is a local need for further professional development in the area of behavior management, there is also a national trend in the increased need for novice teacher behavior management professional development training. First year teachers are on an emotional roller coaster filled with nerves, excitement, and uncertainty (Clark, 2012). Gavish and Friedman (2010) report the first year teacher's professional life has been described as a time to "sink or swim". The demands of novice teachers are high and often with limited support (Gavish & Friedman, 2010). One of those demands according to Smart and Igo (2010) include behavior management. According to Smart and Igo (2010) teachers report behavior management is one of the most daunting tasks of their job and first year teachers report having a low confidence in their abilities to implement effective behavior management strategies. The frustration of behavior management is the primary reason for teachers leaving the profession (Smart & Igo, 2010). The connection between a novice teacher's behavior management problems to the attrition rate of first year teachers is a serious educational problem.

Research on novice teacher induction programs have focused on a mentoring program (Burkman, 2012). Clark (2012) also reports on the frequent use of mentor program research as the only focus of novice teacher induction programs. Another study conducted by Fry (2009) reports that most induction support is provided through the use of mentor teachers. According to Burkman (2012) novice teachers are often assigned a

mentor but the mentoring program is only as strong as the mentors provided. In a longitudinal study on beginning teacher attrition and their movement to other schools (2007-2008), conducted by National Center for Education Statistics (NCES) within the U.S. Department of Education showed novice teachers who were assigned a mentor in 2007-2008, only eight percent did not teach during the 2008-2009 school year and ten percent were not teaching in 2009-1010 (U.S. Department of Education, 2011). Those novice teachers not assigned a mentor in 2007-2008, sixteen percent of those did not return to the teaching field in 2008-2009 and twenty-three percent were not teaching in 2009-2010 (U.S. Department of Education, 2011). The information regarding providing mentors suggests that effective mentoring programs work and improve teacher attrition rates. An effective mentoring program, according to St. George and Robinson (2011), involves two teachers who share the same teaching assignment, have common planning time, and have classrooms close to each other. Mentors provide not only emotional support but pedagogical support and guidance (Alhija & Fresko (2010).

Mentoring alone cannot support new teachers. Hahs-Vaugh and Scherrf (2008) state that research indicates in order to have a successful induction program, a support system of professional development must be in place. For example, in a study conducted by Brill and McCartney (2008), professional development referred to the various workshops and trainings new teachers are required to attend as part of their induction program. According to Burkman (2012), novice teachers participating in professional development may develop a portfolio as part of a professional development on-going workshop. Other activities included in the professional development program may include attending professional learning workshops on handling new teacher issues such

as behavior management, paperwork, stress management, and technology (Burkman, 2012).

While mentoring and professional development supports are typically components in an induction program, no specific induction plan is currently being developed nationally. The state of Georgia has developed a teacher induction program as part of Georgia's Race to the Top grant's focus on teacher effectiveness. The focus of this program is recruitment, retention, and support for Georgia's new K-12 teachers. The actual teacher induction plan is developed by each county according to the school system's identified professional development needs, the new teacher's previous preparation and experiences, and results of student assessments. An example of an effective teacher induction program includes assigning the new teacher to a mentor, providing professional development in the needed areas of improvement, and providing consistent feedback to the novice teacher on progress. According to the South Carolina Department of Education (2006) effective teachers accelerate student learning and teacher turnover can be reduced by providing an intensive, mentor-based induction program.

Unfortunately, current models of induction are not working and novice teachers are still leaving the profession even with induction programs. According to Clark (2012) simply having an induction program is not enough. Some induction programs have few requirements while others require novice teachers to participate in workshops, on-line modules, and attend district wide meetings all while trying to survive their first year of teaching (Burkman, 2012). Too much professional development can be as ineffective as too little professional development. Burkman (2012) suggests a balanced professional

development program is important in order to be successful. A balanced professional development program must include the novice teacher's educator preparation program faculty.

New teacher preparation guidelines are now requiring higher education to form partnership networks with K-12 schools in order to provide support with the teacher induction programs (Georgia Department of Education, 2015). Higher education involvement in induction programs is not something new but there has never been anything formalized nor mandated and there is a lack of research on this topic. The induction program requires an investment from all stakeholders to promote teacher effectiveness and student achievement. Those stakeholders include: the principal, mentor teacher, new teacher, and higher education institutions. The responsibility of higher education is to design, support, and enhance the induction process.

According to the Georgia Professional Standards Commission (GaPSC), beginning in the 2015-2016 academic year, a new method of evaluating undergraduate teacher preparation programs will be in place. The Preparation Program Effectiveness Measures (PPEM) which includes the Teacher Preparation Program Effectiveness Measures (TPPEM) and Leader Preparation Program Effectiveness Measures (LPPEM) will be the new method used to evaluate the effectiveness of and hold institutions of higher education accountable to teacher preparation programs. It is within this evaluation system that teacher preparation programs will work with local school systems to enhance their teacher induction program. (Georgia Department of Education, 2015).

The requirement that teacher preparation programs become directly involved in the induction process is a new initiative. Georgia's induction program requires that

higher education institutes collaborate with their partner school networks to develop professional development models for new teachers. Yet, there are no models defining or describing what the professional development might look like or what topics might be covered in the professional development workshops. The pilot professional development workshop that is the focus of this study is one possible way to structure an induction program. In this professional development workshop, special education novice teachers will have additional outside support provided to increase their knowledge in the use of positive and specific praise: this workshop is one attempt to partner with local school systems with a teacher preparation program to support teacher induction. The study of this professional development workshop will also fill a gap in the research regarding the teacher induction.

Statement of the Problem

Smargorinsky, Cook, Moore, Jackson, and Fry (2004) report that for many preservice teachers, there is a great divide between what their university professors teach and what they continue doing as first year teachers. There appears to be a contradiction in the methods used to prepare special education teachers in behavior management such as using specific and general positive praise and the actual practice that is put into place in the public school classroom during the first year of teaching (Monroe, Blackwell, & Pepper, 2010). From my personal experience as a university supervisor, I have also seen the disconnect between what the novice teachers were taught in their program and what they are currently doing in their classroom in regards to providing general and specific praise. Many of these novice teachers are in co-taught settings for most of or part of the

school day and are modeling the behavior management procedures their general education colleague is using.

Providing positive general and specific praise statements are effective techniques for increasing positive student outcomes. Based on feedback from former students there appears to be a gap of usage by novice teachers between the behavioral management strategy (providing general and specific praise) being taught to preservice teachers within their teacher preparation program and the behavioral management practices used once they begin teaching. This study will focus on one aspect of teacher development by investigating novice teachers' perceived development of behavioral management skills, specifically in their use of providing general and specific praise. This study will utilize action research to determine in what ways mentoring and professional development workshops impact participants' knowledge and use of general and specific praise. This study will also help to explore how teacher preparation programs can effectively partner with local school districts in the induction process.

Limitations of the Study

1. This study does not represent a professional development plan suitable for all partnership induction programs.
2. This study does not represent the problems of all novice teachers.

Research Questions

1. To what degree do novice teachers continue to use general and specific praise strategies taught in their undergraduate special education teacher preparation program?
2. How does a professional development workshop impact a novice teachers' use of positive and specific praise?

Explanation of Future Chapters

For chapter two, I will discuss four bodies of literature—special education undergraduate teacher education preparation programs, the special education student teacher, the novice teacher and induction, and behavior management using general and specific praise. Chapter three will outline the professional learning workshop, the conceptual framework, method of data collection and the participants of the study. Chapter four will be the results of the data collection. Chapter five will include a discussion of how the results impacted the study and how the research could be used for further research on novice teacher induction programs. This study's results may be of interest to student teachers, local partner school networks, and university supervisors for better understanding how such areas of disconnect occur and strategies for addressing such disconnect.

CHAPTER TWO

Review of Literature

Chapter two will explain the special education teacher preparation process from undergraduate course work through the induction process. It is important to understand where the undergraduate receives training in behavior management and where it continues throughout the program. There is a progression of learning how to implement behavior management strategies and the actual implementation of these strategies. The focus of this research will be on one area special education novice teachers continue to struggle with and that is in the area of behavior management, specifically providing general and specific praise. The special education novice teacher exhibits a gap in the professional knowledge in providing and implementing the use of general and specific praise changes during the first year of teaching in the classroom. The chapter will explain the lack of using positive behavior management and the need for addressing this area. Finally, this chapter will consist of a discussion on one research-based strategy used to improve the novice teacher's behavior management technique.

Special Education Undergraduate Teacher Education Preparation Programs

According to Brownell, Sindelar, Kiely, and Danielson (2010), special education teacher preparation is constantly changing and evolving. Due to the changing perspectives in special education, especially how services were provided for students with disabilities has consequently led to changes in special education teacher preparation programs (Brownell et al., 2010). Leko, Brownell, Sindelar, and Murphy (2012) discovered that although there has been an increase in the number of studies on the quality of special education teacher preparation programs, these studies are often

scattered in focus and uneven in quality which makes it difficult to draw effective conclusions about how teacher preparation should be implemented.

Connor (1976) reports early special education preparation programs were conducted in residential facilities under the direction of pioneering clinicians such as Seguin, Gallaudet, and Itard. Compulsory education and the high demands for improvement in the quality of public education for students with disabilities began the movement away from preparing special educators in residential facilities to preparing special educators in teacher colleges (Brownell et al., 2010). Many of the early special education teacher preparation programs focused on categories of teaching students with specific disabilities (Brownell et al., 2010). By the early 1990's, there was a movement to educate students with disabilities in the general education classroom and therefore collaboration became a part of teacher preparation programs (Brownell et al., 2010).

A capstone experience in many special education teacher preparation programs is student teaching where special education student teachers are paired with either a special education teacher in a resource or self-contained environment or paired with both special and content area teachers in an inclusive setting (Partin, Robertson, Maggin, Oliver, & Wehby, 2010). It is during this student teaching experience that special education student teachers practice the behavior management strategies along with other pedagogical content learned in their undergraduate special education program (Brownell et al., 2010). At Southeast State University, behavior management strategies include using positive general and specific praise statements to improve behavior. Senior block and student teachers in the special education program may also implement behavior management plans with either groups or individual students.

The experience of student teaching serves to enact theories learned in the teacher preparation program (Cuenca, 2011). According to Ediger (2007), the student teacher has engaged in general education course work that consists of methods of teaching, behavior management course, seminars, field experiences, and participation in classrooms. All of these experiences provided the opportunity for the student teacher to gain knowledge, skill, and understandings pertaining to teaching (Ediger, 2007). The student teacher continues to acquire knowledge of teaching directly from the activity of teaching which is how they develop their own understandings of teaching (Cuenca, 2011). The special education student teacher brings to the student teaching experience new and fresh knowledge of implementing instruction (Duffield, 2006). The special education student teacher should bring content, pedagogical, and social/emotional management techniques (Oliver & Reschly, 2010).

With the reauthorization of *The Individual's with Disabilities Education Improvement Act, 2004* (IDEIA), the mandate is that all students with disabilities have access to the general education curriculum (IDEIA, 2004). Due to this mandate in special education, intensive behavior management training is enhanced because not only are special education student teachers responsible for the learning and behavior of students with disabilities but now, if they are in an inclusive setting, they are also responsible for the learning and behavior of students without disabilities (Oliver & Reschly, 2010).

One of the constants in special education teacher preparation programs is the training in behavior management techniques especially in the use of specific and general positive praise (Brownell et al., 2010). Monroe, Blackwell, and Pepper (2010) found that most universities provided classroom management training either in a stand-alone course

or in a special education methods course. The authors did not specify what strategies were taught in the various classes. Universities use The Interstate Teacher Assessment and Support Consortium (InTASC), standards as a guide for teacher preparation. Standard three of InTASC “requires that the teacher candidate must work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation”(pg. 21, 2013). Another organization that provides standards for teacher preparation is The Council for Exceptional Children and standard two states that “beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination”(pg. 3, 2012).

Although national education standards and recent scholarship supports preservice teachers’ need for behavioral management training, many special education student teachers feel they are not being adequately prepared in the area of behavior management (Oliver & Reschly, 2010). Wagner et al. (2006) used data from the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2) to examine the perspective on the various schools and programs for students with emotional disturbances receiving special education services. Wagner et al. (2006) used the teacher surveys from both SEELS, conducted in 2001 with a total sample size of teachers included 242 for elementary, 233 for middle school, and 263 for high school, and NLTS-2, conducted in 2002 with a total sample size of teachers included 248 for elementary, 236 for middle school, and 265 for high school. The surveys showed that

approximately 23% of the combined total of elementary school teachers, 30% of the combined total of middle school teachers, and 13% of the combined total of high school teachers were inadequately prepared by their undergraduate programs to manage the behavior of these students (Wagner et al., 2006). The lack of behavior management training continues to be a struggle in many undergraduate teacher preparation programs as evidenced by the studies conducted by Wagner et al (2006).

Westling (2010) reported on a study of seventy teachers from a southeastern state in the United States. Of those seventy teachers, thirty-eight were special education teachers. In this study, Westling (2010) asked the teachers to describe traits and conditions about themselves and how they manage students with challenging behaviors. Westling (2010) had the special education teachers complete a questionnaire regarding their training received from a teacher preparation program. No more than 60% of the seventy teachers who participated in this study indicated they received adequate training in the area of behavior management (Westling, 2010). The statistic indicates to me that 40% of the seventy teachers who participated in this study did not receive adequate training in the area of behavior management. This number could point to a contributing factor to the attrition rates of novice teachers.

The University of Mississippi's School of Education (UM SOE) conducts an annual evaluation on their teacher preparation program. In spring 2008, Monroe et al. (2010) reported the results of this evaluation. In the past thirteen out of sixteen years that the UM SOE has conducted this survey, classroom management has consistently been one of the areas that need improvement in teacher preparation programs (Monroe et al., 2010). Student teachers from UM SOE provided comments concerning the teaching of

effective classroom management techniques (Monroe et al., 2010). One candidate reported that many of the theory strategies learned in classroom management does not work in the real classroom while another candidate reported the supervising teacher does not have effective classroom management and when she tried to implement what she learned in her own behavior management class, the supervising teacher undermined what she tried to implement (Monroe et al., 2010). The reports by these student teachers are important in the research on teacher preparation. Such reports indicate to this researcher that there is a need for more modeling and direct instruction of using general and specific praise with both pre-service teachers and novice teachers.

One of the ideas UM SOE developed to help with the behavior management issues includes the student teacher devising a behavior management plan with age appropriate rewards and consequences (Monroe et al., 2010). One of the required components of the behavior management plan included providing positive reinforcement to the students in the class (Monroe et al., 2010). The results of the implementation of this new assignment was positive feedback from both the student teachers' and the cooperating teachers' behavior management techniques (Monroe et al., 2010). In the Spring of 2009, for the first time in sixteen years, behavior management was not listed as an area for improvement in the UM SOE teacher preparation program (Monroe et al., 2010). Oliver and Reschly (2007) suggest that the teacher preparation programs provide opportunities for guided practice and instructional feedback in implementing behavior management strategies. Teacher preparation programs need to focus less on the lecture portion of behavior management and more on the active implementation of behavior management.

Evans, Williams, King, and Metcalf (2010) provide a look at East Carolina University's (ECU) special education faculty and how they are integrating classroom management into their special education program. According to Evans et al. (2010) ECU offers a course in classroom management that provides effective methods and strategies of behavior management. The faculty models how to provide general and specific praise, they also model how to develop effective behavior intervention plans and how to implement those plans (Evans et al., 2010). This modeling program offers a hands-on approach to teaching behavior management.

Cakmak (2008) conducted a study to determine the concerns of student teachers regarding the teaching process. Cakmak (2008) used a questionnaire of four questions regarding concerns of student teachers. He used 156 student teachers from five departments in the Gazi faculty of education (Cakmak, 2008). One of the questions addressed their preparedness of providing behavior management techniques. The most commonly stated concern from this questionnaire regarded how student teachers would maintain good discipline and how to effectively handle misbehaving students (Cakmak, 2008). Student teachers in this study were concerned because they had difficulty maintaining student attention and student motivation (Cakmak, 2008). It was also reported that the classroom management course they took in their program focused on theories of classroom management and did not provide practical strategies to use with the students (Cakmak, 2008).

Lee, Tice, Collins, Fox, and Smith (2012) also conducted a study to determine student teachers' perceptions of preparedness before and after their student teaching experience. One of the variables used in this study was classroom management (Lee et

al., 2012). A survey was developed using 130 student teachers and found that their preparedness in behavior management strategies was rated comparatively lower than other components of the survey (Lee et al., 2012).

Putman (2009) conducted a study using 76 student teachers from a university in the Midwest. The student teachers completed a survey on the effectiveness of their teacher preparation program (Putnam, 2009). Seventy percent of those student teachers reported they felt unprepared to handle the many behavior issues in the classroom. This study is consistent with the previous research that shows classroom management is a concern for student teacher candidates.

Behavior Management Using General and Specific Praise

One of the many challenges for both pre-service and veteran teachers is behavior management. Challenging behaviors are not only detrimental to those students who are exhibiting the behaviors, but these behaviors often interfere with other student's learning. According to Monroe et al. (2010), behavior management is a factor in determining the success of a first year teacher. Monroe et al. (2010) also report that over half of the country's first year teachers leave the classroom within five years because of behavior management.

There is a rationale for providing teachers training in the use of praise for improved behavior. There are two types of behavior strategies used to manage behavior. Proactive strategies prevent behavior issues from occurring and reactive strategies escalate behavior problems (Shook, 2011). Proactive strategies include the use of general and specific positive reinforcement for behavior as well as academic performance (Shook, 2011). Reactive strategies include verbal reprimands, time-out places, and

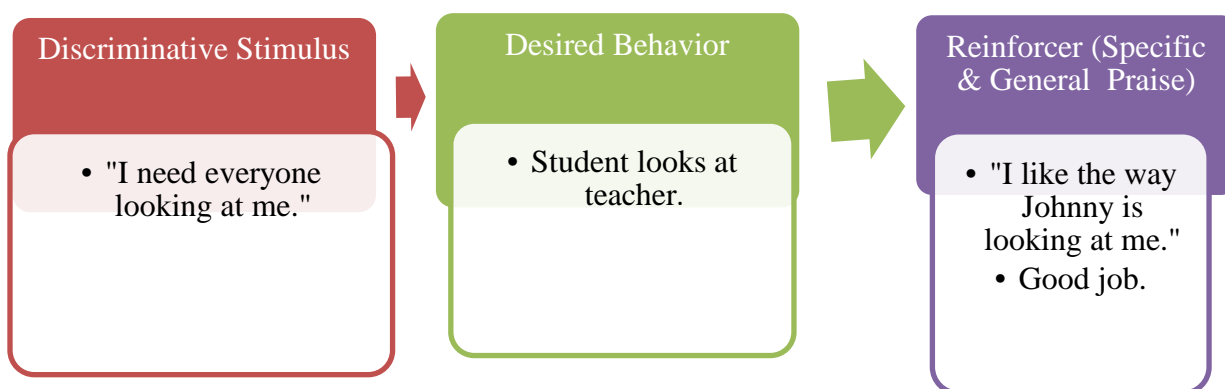
removal of the student from the classroom. Unfortunately, many teachers often turn to using reactive approaches to address a students' behavior (Sugai & Horner, 2006).

Reactive behavior management strategies often increase the behavior problem in the student (Shook, 2011). When teachers use reactive behavior management strategies, there is a decrease in student engagement which affects student learning (Shook, 2011). According to Stormont and Reinke (2009), using reactive behavior management strategies gives the focus towards the student being disruptive instead of on the student who is following directions. The attention placed on the disruptive student also takes time away from instruction.

In order to keep teachers in the classroom, they must be knowledgeable about implementing positive behavior management strategies. Haydon and Musti-Rao (2011) state that in order for behavior specific praise to be effective, several things must occur. The behavior specific praise must be linked to a specific behavior and the teacher must say it to show the student he/she means it (Haydon & Musti-Rao, 2011). The teacher must also provide immediate feedback and must evaluate the effectiveness of the specific praise statements provided (Haydon & Musti-Rao, 2011).

B.F. Skinner is considered the father of behavioral psychology and the behavioral unit (Morris, Smith, & Altus, 2005). The graphic below shows an example of what a general and specific praise statement using the behavioral unit might look like and how it is presented.

Figure 1. Example of the Behavioral Unit



During the discriminative stimulus phase, the teacher is asking a student to perform either an academic or behavioral task. During the desired behavior phase, the student responds by either doing what is asked by the teacher or not and if the student has complied with the teacher, the teacher responds by providing a general praise or specific praise statement.

According to Hester, Hendrickson, and Gable (2009), implementation of the behavioral unit has been associated with increases in children's frequency of appropriate behavior. This praise effectiveness is grounded in the applied behavior analysis principle which is also a development of B.F. Skinner (Hester et al., 2009). The behavioral unit states that praise immediately followed by a behavior results in increasing positive student behavior and the likelihood that the student will engage in that behavior in the future (Hester et al., 2009).

Teacher praise is one of the most recommended tools to use to decrease behavior problems (Henley, 2010). Gable, Hester, Rock, and Hughes (2009) report this recommendation is supported by research that shows there is a positive relationship between teachers who use specific praise and student's appropriate behavior. Allday,

Lee, Hudson, Neilsen-Gatti, Kleinke, and Russel (2012), found that when teachers use behavior specific praise statements an increase is noted in on-task behavior. Haydon and Rao (2011) report the use of providing positive specific praise to students has both a positive effect on academic achievement and behavioral outcomes. According to Myers, Simonsen, and Sugai (2011) teachers who provided positive praise saw an increase in student achievement.

Praise statements are about specific appropriate behavior in children (Chalk & Bizo, 2004). When used, children know exactly why they are receiving the praise. It should be contingent upon desired behavior and immediately provided (Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009). This suggests that it is important for praise to be consistent and frequently given. Conroy et al. (2009) also discuss the important characteristics of effective praise. The most important characteristic from this research is that praise must be teacher initiated (Conroy et al., 2009). Teacher initiation of praise is the most important component in behavior management. The teacher is the person who controls the tone of the classroom.

Marchant and Anderson (2012) reported that effective praise was one of the research-based methods highly recommended for effective behavior management in the classroom. The praise must be behavior specific and delivered in a classroom with pre-set classroom rules (Marchant & Anderson, 2012). Praise is paramount in establishing and building relationships of trust and respect between student and teacher (Marchant & Anderson, 2012). Thompson (2011) recommended teachers use a ratio of four praise statements to every instance of corrective feedback. Frequent praise can build positive

relationships, teach desired behaviors, and helps to establish a positive, supportive classroom environment (Thompson, 2011).

There are many obstacles to using behavior specific praise. One of the main obstacles is that teachers become so busy during the hectic school day that they forget to provide behavior specific praise (Musti-Rao, 2011). Forgetting to provide praise would suggest that teachers should have a self-checklist to remind them to provide that specific praise throughout their busy day. Teachers may also need on-going training and support in how to effectively use praise.

Thompson, Marchant, Anderson, Prater, and Gibb (2012) reported on a study using the Response to Intervention (RtI) model to train teachers in using behavior-specific praise. According to Thompson et al. (2012), researchers used an RtI tiered model of training. Tier one consisted of school wide in-service training. Tiers two and three consisted of video self-monitoring and peer coaching. The results indicated there was an increase in the use of behavior-specific praise following the tier two and tier three interventions. There was not an increase in the use of behavior-specific praise following tier one intervention (Thompson et al., 2012). By providing intensive support, the teachers increased their use of praise and therefore their student's behavior improved and learning occurred.

The Novice Teacher and Induction

According to Fry (2009) a novice teacher is a teacher who is in their first three years of teaching. As new teachers begin their careers, there are many emotions that go with being a novice teacher (Ferguson & Johnson, 2010). Many novice teachers experience excitement at the beginning of the year but many also exhibit feelings of self-

doubt as well as the feeling of being isolated (Ferguson & Johnson, 2010). Novice teachers' experiences are often considered the most difficult time in their teaching career (Clark, 2012). Novice teachers struggle to positively transition from teacher training to full time teaching (Clark, 2012). According to Donne and Lin (2013), novice teachers reported behavior management as one of the main struggles during their first year.

Many first year teachers cite as reasons for their struggles is they do not have time to initiate behavior management strategies learned in their teacher preparation program regarding the use of positive general and specific praise (Donne & Lin, 2013). One of my former students specifically told me she forgot some of the methods she was taught in behavior management. Smeaton and Waters (2013), found in their study of six first- year teachers that many of these teachers continued to use effective behavior management techniques. What was surprising in this study is the new teachers stated they felt unprepared in the area of providing positive general and specific praise and felt they were lacking in their ability to manage a classroom (Smeaton & Waters, 2013).

Attrition rates are staggering for novice teachers with 20-25 percent of new teachers leaving after the first three years of teaching (Clark, 2012). School systems attempt to relieve attrition rates of novice teachers by providing a myriad of induction and mentoring programs (Clark, 2012). Donne and Lin (2013) define an induction program as "one whose purpose is to acculturate a novice teacher to the profession and to facilitate the transition from learning to teach to teaching effectively" (pg. 44, 2013). The main purpose of an induction program is to provide not only professional support but also provide social and psychological support to the novice teacher (Clark, 2012). Ferguson

and Johnson (2010) report that when districts lack of an effective mentoring and induction program in place, novice teachers are twice as likely to leave the classroom.

A successful induction program involves providing a mentor teacher and various professional development workshops throughout the school year (Ferguson & Johnson, 2010). My role in this study as a mentor will be one who shares information regarding the use of general and specific praise and who advises the novice teachers on their action research plan for improvement. It is preferred that the mentor teacher is one who works in the same field and teaches the same subject matter as the novice teacher (St. George & Robinson, 2011). As a special education specialist, I will fulfill the role as the mentor who works in the same field as the novice teachers participating in this study.

Mentoring is extremely difficult for veteran teachers who have their own teaching responsibilities and they are not always available to provide the intensive support to the novice teacher (Gilles, Davis, & McGlamery, 2009). One method used to solve this issue is to involve higher education institutes in the induction process. An example of this process is provided by Gilles et al. (2009) where they discuss the use of the Comprehensive Teacher Induction Consortium program. Through this model, the consortium enables collaboration between the school district and the teacher preparation program. The program involves the university providing courses based on the needs of first year teachers and those courses would apply towards a master's degree. The mentor would have also provided a year of mentoring to the novice teacher (Gilles et al., 2009). The retention rate in the consortium model exceeds the national rate of retention. Over 91% of 316 novice teachers were still in the education field up until eight years after participating in the consortium (Gilles et al., 2009). Not only does this consortium model

increase the percentage of teachers staying in the field, but these teachers often assume leadership roles on committees and become presenters at various state and national conventions.

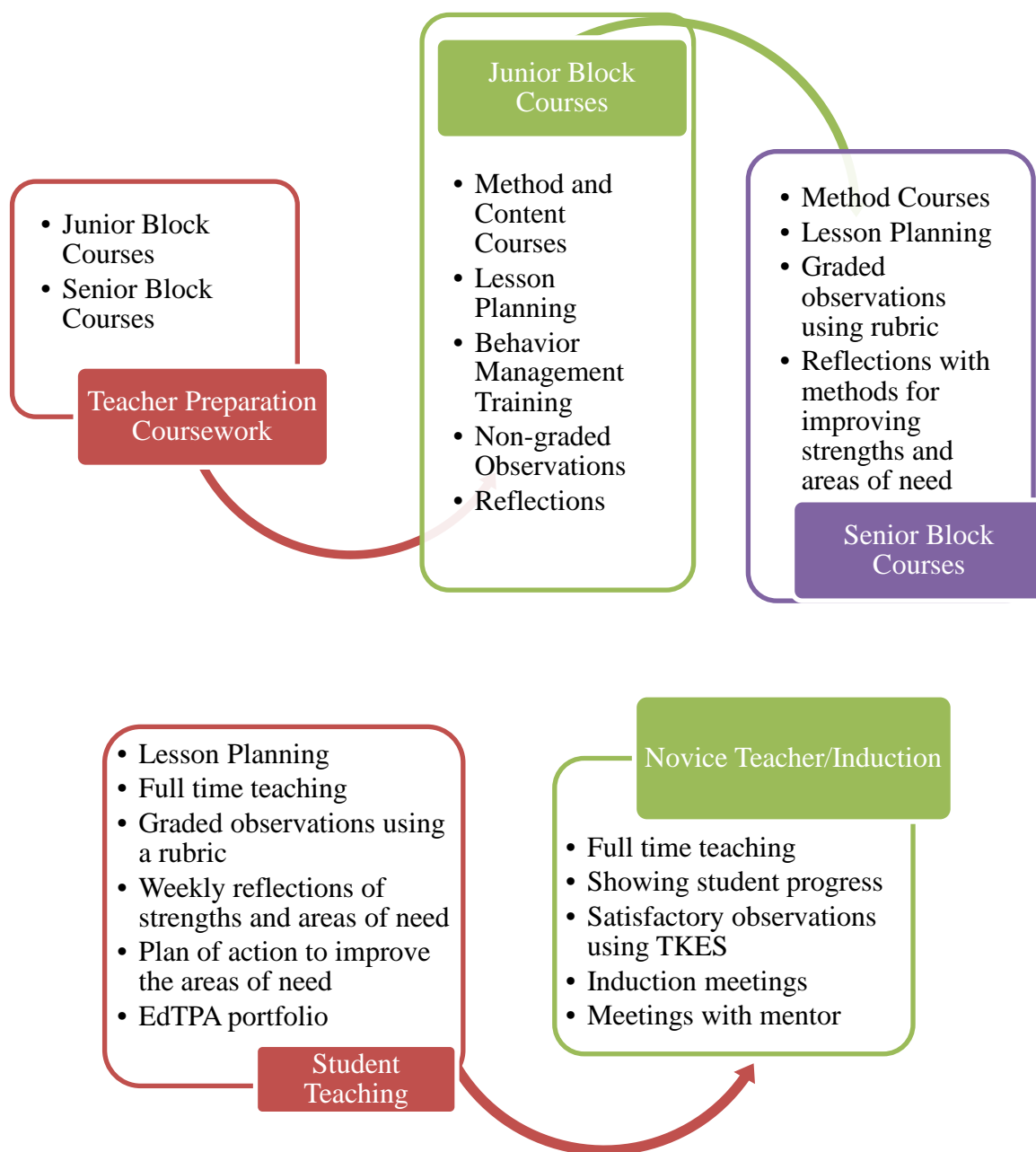
According to Resta, Huling, and Yeargain (2013), there is clear evidence that novice teachers who experience effective mentoring stay in the education field and also become competent quicker than those without mentoring. The Novice Teacher Induction Program was implemented in 2002 in Houston, Texas and involves mentoring and supporting novice teachers (Resta et al., 2013). This program is similar to the Comprehensive Teacher Induction Consortium where novice teachers were enrolled in graduate courses that consisted of biweekly seminars, online assignments, and individualized meetings with their assigned mentors. The courses were designed to meet the individual needs of novice teachers (Resta et al., 2013). This study was a long range view to track the progress of teachers who benefitted from this induction program.

The participants in this long range study are now in their eighth to 10th year of teaching and report that the support they received their first year of teaching was extremely helpful and many of them stated they probably would not be in the teaching field today were it not for the support they received from their mentors (Resta et al., 2013). Further data from this study revealed the same novice teachers who were mentored are now participating as mentors themselves at their school.

Georgia's Teacher Induction program includes the involvement of the teacher education faculty during the induction process (Georgia Department of Education, 2011). The role of the teacher preparation program includes providing support through professional development, assisting the schools with providing one on one observing, or

anything the school system requests to assist the novice teacher during the induction phase (Georgia Department of Education, 2011). The professional development program I will be implementing will be an attempt to adopt the Georgia Induction program's model by partnering teacher education faculty with novice teachers. But, my program will be very different from the ones discussed in this section. My participants will not have to enroll in a graduate program. Instead, I will go to them and meet with them in their school. My participants are also my former students, so I will structure the program around similar instruments and tasks they performed when enrolled in Southeast State University's teacher preparation program. Unlike the induction programs described in this section, my professional development program is meant to serve as an extension of the participants' teacher preparation program. Next, the participants' teacher preparation induction program, and overall professional development process will be described.

Figure 2. Professional Development Process



The above chart shows the teacher development process for participants in my study. The first step is completion of the teacher preparation coursework. For those students at my university this involves completing a set of junior block courses which include three courses on each of the following: methods of intellectual disabilities,

learning disabilities, and emotional and behavioral disorders. During this junior block, students are introduced to lesson planning and the observation instrument which includes the behavior management indicators on using general and specific praise. Students are given a copy of the rubric used to assess them in their junior and senior block courses. Students are provided non-graded observations using the rubric during these junior block courses and feedback is provided by the professor. During the senior block courses, students take an assessment course, a course in effective instruction, and an internship course that focuses on the pedagogy of teaching. This senior semester is similar to a student teaching semester. Students write and reflect on lessons taught. Students are observed using the observation rubric distributed and discussed in their junior block courses with graded feedback provided by the professor. Another component of their senior block is the students must video their lesson and complete an evaluation of the lesson along with a written reflection of strengths and areas of need. The second step consists of student teaching where the students are being observed and feedback is provided by both university and classroom supervisors. Students write reflections of their strengths and areas of need after each observation. Students also write weekly reflections regarding strengths and areas of need for the week and develop a plan of action as to how to improve areas of need. This is the tangible evidence that will show progress of the student teacher. The final phase is becoming a novice teacher and surviving the induction phase.

Once working in their own classrooms, novice teachers must show progress through Teacher Keys Effectiveness System (TKES) evaluation as well as through student achievement. They must also participate in an induction program that involves

attending teacher meetings and meeting periodically with a mentor teacher. Novice teachers do not have to show tangible evidence of their personal growth as they did during their teacher preparation program.

Novice teachers are faced with their first experience in the classroom setting and support is needed to help them strengthen their classroom management practices and put their teacher preparation training into action. Wong (2002) argued that poorly trained, unsupported beginning teachers leave the profession after a short period of time while prepared and well-supported beginning teachers remain in the profession and enjoy the rewards of teaching. A formal, systematic, and continuous instructional training process for beginning teachers can offer support and training (Wong, 2002).

Research supports recommendation for an induction training through the use of professional development to provide support for beginning teachers (Wong, 2002). Wong (2003) also reported that induction training requires a collaborative culture with structured time periods set aside specifically for collaborative study groups between novice teachers and their mentor teachers.

Professional development is part of a successful induction program according to Brill and McCartney (2008). Burkman (2012) reports there are many methods in which school systems provide professional development. A growing trend is providing professional development through an on-line module (Burkman, 2012). A benefit of this method is it allows the novice teacher to work at their own pace and choose topics that are of interest to them (Burkman, 2012). However, with my model, I will communicate with my participants face to face and provide a more personal experience for them whereas an on-line module would not be as personal.

Professional Development and the Use of Video Recording

Another method of professional development for novice teachers is through the use of video and reflection of their teaching (Calandra, Brantley-Dias, Lee, & Fox, 2009). The video of the lesson provides novice teachers with an opportunity for authentic and meaningful reflective experiences (Calandra et al., 2009). The value of video reflection allows the novice teacher to make connections to what they know and what they need to improve upon (Calandra et al., 2009). Shulman (1987) reported that reflection is a process where a teacher can revisit their teaching and observe the learning that occurred with the students as well as capture the moments of successes and failures. Wang and Hartley (2003) report the effectiveness of using videos for reflection is that it allows the novice teacher to review the recording as many times as needed to document teaching events that can be used as tools for reflecting on teaching. Working with video of their own teaching provides novice teachers with immediate feedback of their lessons and that evidence is far better than selective memory when writing a reflection of teaching (Yerrick, Ross, & Molebash, 2005). For my study, I will implement video reflection when the participants are conducting their own action research and preparing their action plan.

Calandra, et al (2009), conducted a five-year research surrounding video-enhanced teacher development. In one of their studies, Calandra et al. (2009) conducted an action research project with a first year teacher using video and reflection along with collaboration with her mentor teacher. The first year teacher would record a lesson and she and her mentor teacher would observe the video and complete a reflection form created by Calandra et al. (2009). Reports from both participants indicate positive outcomes for the video reflection. Calandra et al. (2009) report that using a reflection

form and video with novice teachers will assist mentors in having meaningful conversations about lesson implementation, behavior management strategies, and overall effectiveness of the lesson.

Previous research studies have indicated a need for teachers to receive ongoing professional development in classroom management strategies in general. Although, these studies did not specifically focus on using positive praise, the studies did present effective development models: Use of videos, one-on-one training, and reflection. The next section will show studies that specifically focused on providing positive praise to increase on-task behavior.

Research Studies on Training the Teacher in Using Positive Praise

Allday et al. (2012) conducted a study on providing training in the use of behavior specific praise to general education teachers. The participating teachers in the study identified targeted times during their day where they felt they were not effective behavior managers (Allday et al., 2012). Allday et al. (2012) observed and recorded the various uses of behavior-specific praise given by the teachers during these times. Teachers were provided with forty- minute training sessions that included discussions on the definition of behavior-specific praise, examples and non-examples of behavior-specific praise statements along with the results of the observations conducted by the researchers (Allday et al., 2012). The results of this research indicated that three of the four teachers increased their use of behavior-specific praise and student on-task behavior also increased (Allday et al., 2012). Allday et al. (2012) determined that a component of novice teacher training should be in the use of behavior-specific praise.

Fullerton, Conroy, and Correa (2009) examined the effectiveness of a professional development training they provided to early childhood teachers on using behavior

specific praise. Fullerton et al. (2009) found that providing one and a half hours of individual training in using behavior specific praise, videos of the teachers teaching and managing behavior, and instructional feedback on the use of behavior specific praise, teachers increased their rate of providing behavior specific praise and students improved behavior. Teachers used the videos to reflect on their use of behavior specific praise and discussed as a group where behavior specific praise should have been provided (Fullerton et al., 2009).

Hawkins and Heflin (2011) observed the effects of video self-modeling on the rate of teachers providing behavior specific praise. In this study, the high school teachers video recorded lessons and reflected on their use of behavior specific praise. Teachers were then provided with training in increasing their use of behavior specific praise. The teachers then video recorded their teaching and again reflected on whether or not their use of behavior-specific praise increased. Ten of the fifteen teachers in the research study reported an increase in the use of behavior-specific praise.

Myers, Simonsen, and Sugai (2011) conducted a study on middle school teachers in an urban middle school in the northeastern United States. The participants were selected through a self-nomination process. Their study included intensive training using a three tiered model of using praise for behavior. The three tiers were developed similar to the Response to Intervention model used in schools for underachieving students (Myers et al., 2011). Tier one included a primary intervention training for all teachers in using positive specific praise (Myers et al., 2011). Tier two consisted of weekly meetings with the researcher of the study and in that meeting data of their use of praise was discussed along with data on student behavior (Myers et al., 2011). Tier three consisted

of feedback regarding each observation conducted by the researcher and during this meeting the researcher provided scripts with positive praise statements to use with students, suggestions to the teacher as reminders to give praise, and the researcher modeled other ways to provide specific praise (Myers et al., 2011). The data revealed a decrease in problem behaviors of students as the teacher's use of praise increased.

A replication of this study was completed by Thompson, Marchant, Anderson, Prater, and Gibb (2012) with similar results. The participants for this study were recommendations made by the principal. These teachers showed behavior management as an area of need. Thompson et al. (2012) used three students and three teachers and the teachers were provided intensive training using behavior specific praise at three levels and were given specific feedback. The teachers increased their praise for specific behavior and the students increased on-task behavior. This suggests that intensive training in using specific praise will increase on-task behavior.

All of these studies demonstrated that by providing training in the use of specific praise increased positive student behaviors as well as decreased the attrition rate of novice teachers. My study will also provide participants the opportunity to conduct their own research in their class and write a plan for implementation. This process will contribute to their Teacher Keys Effectiveness System of evaluating their progress as a novice teacher.

Summary

In this chapter, four bodies of literature were discussed—special education undergraduate teacher education preparation programs, behavior management using general and specific praise, the novice teacher, induction, and professional development and using video to reflect upon teaching. One of the critical components of being a teacher is effectively managing behavior in the classroom. According to the research, an effectively managed classroom allows for positive student success. There are some teacher preparation programs that directly teach how to implement general and specific praise for behavior to pre-service teachers. Many novice teachers fail to continue implementing behavior management strategies taught in their teacher preparation program. The research provided in this chapter showed a gap in the fact that support for novice teachers is not provided by higher education institutes. The research also explained the induction programs offered to novice teachers and some of the gaps in the induction programs. There is a lack of information as to what kind of induction program is successful. Training is provided to the novice teachers but there is a lack of follow-up from trainers on novice teacher progress in the use of providing positive and general praise statements to students. The research provided in this literature review along with the changes in certification in Georgia demonstrates the need for teacher preparation programs to become more involved in the induction process.

The Professional Development Workshop

For this research study, I presented a six-day professional development workshop where five novice teachers were actively engaged in the collaborative action research process. These novice teachers all graduated from the special education teacher preparation program at Southeast State University. The participants and I established a

relationship and many of them have contacted me for advice about problems they were having. I served as a mentor to these novice teachers. The format of the workshops was for the participants and I to engage in discussing, planning, implementing, and reflecting on the use of behavior management strategies. The steps we followed in the workshops are listed below.

- We specifically discussed the use of general and specific praise.
- I asked them to video record two segments of their teaching prior to day one of the professional development workshop and at the workshop we discussed what they observed in regards to their use of general and specific praise.
- I provided strategies for them to increase the use of general and specific praise. We discussed the strengths and weaknesses of the various strategies used. The participants worked together to develop individual action plans to be implemented prior to day two of the professional development workshop. I asked the participants to video two separate teaching segments again and they concentrated on implementing general and specific praise.
- The participants completed a video reflection graphic organizer and wrote a reflection of their teaching.
- At the final workshop, we discussed the differences in the two videos and how the teachers improved their behavior management practices.
- At the end of this professional development workshop, I used observation and reflection of my teachings to design continued professional development with these same participants.

In the following chapter, I will describe specifically the methodology used to examine this professional development workshop as a research study.

CHAPTER 3

Methodology

This chapter consists of describing the design used during the research process. Further discussion consists of the participants of the study, procedures implemented, how data was collected and analyzed along with how those results are presented. This research was designed to study teacher professional development with novice special education teachers as they move from a teacher preparation program to a full-time teaching position. One of my research questions investigated whether or not novice teachers continued using general and specific praise taught during the undergraduate program the first years of teaching. The other research question investigates how professional development workshops impacted a novice teacher's use of praise.

Research Design

Collaborative Action Research was the type of research design used during this study. Ferrance (2000) defines action research as having four basic themes: empowerment of the participants, collaboration through participation, acquisition of knowledge, and social change. McKernan (1988) describes action research as a form of self-reflective problem solving. Through action research, changes in educational practice and problem solving would be more likely to occur because teachers, university supervisors, and administrators would be involved in inquiry and the application of findings (Cory, 1953). Corey (1953) emphasized the need for researchers and teachers to work together on common concerns. Cooperation among teachers and between teachers and researchers increased the likelihood that participants would be committed to changing their behavior if the study indicated change was necessary (Corey, 1953).

McCutcheon and Jung (1990) agree but add emphasis on collaboration in the action research process. Ary, Jacobs, and Sorensen (2010) report collaboration during action research occurs among the researcher and participants as well as among the participants themselves. Dana and Yendol-Silva (2003) assert that collaborating in action research makes education not as isolated and allows teachers to support and assist each other. The conversations between teachers flow from best practices to data interpretation and allows for better informed decision making and program change (Dana and Yendol-Silva, 2003).

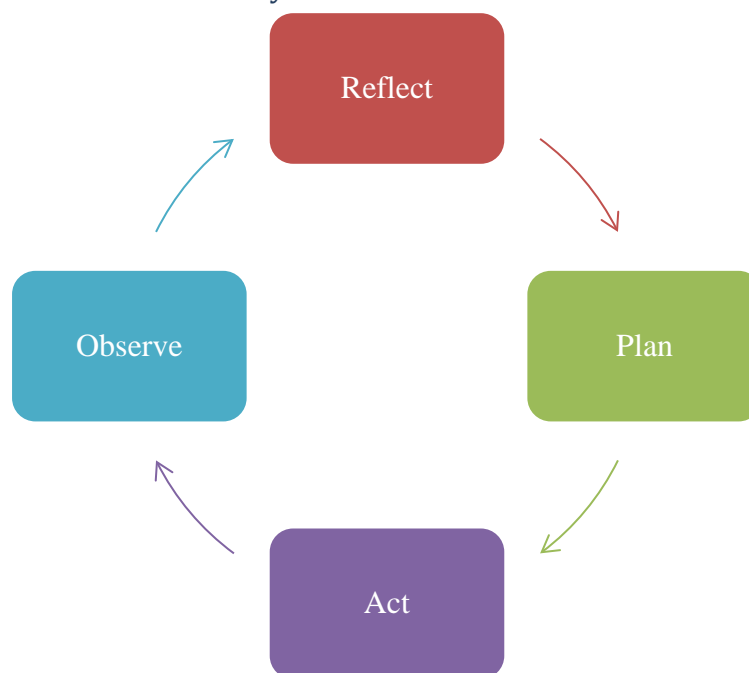
Ary et al. (2010) describes several types of action research. Collaborative action research involves multiple researchers who collaborate with either school personnel or university personnel and discuss the topic of the research to develop conclusions. Critical action research also involves collaboration among university researchers or school personnel in order to evaluate social issues. Classroom action research involves classroom teachers conducting research to initiate a change in or to improve upon their classroom practice. The final type of action research is participatory action research. Participatory action research also involves collaboration in order to change a theory or type of practice (Ary et al.,2010). The type of research I conducted is collaborative action research.

Friedman (2001) reports collaborative action research focuses on creating climates of inquiry in communities of practice, often with different stakeholders functioning as co-researchers. In my study the novice teachers are considered the co-researchers because they, too, will be conducting action research on their own practices. The ultimate goal of collaborative action research is to develop sophisticated understanding of the problems, issues and practices of teacher in authentic settings

(Friedman, 2001). Therefore, not only did I use the action research process, but the participants followed the action research process. The use of collaborative action research encourages collaboration and communication among the participants and the researcher (Ary et al., 2010).

Collaborative action research is grounded in the practical everyday issues teachers encounter in the classroom (Meier & Henderson, 2007). Within this framework, teachers themselves are involved in the relationship with their prior instruction during their undergraduate work and their practices in the classroom (Friedman, 2001). Collaborative action research was appropriate to use in my study because behavior management is an issue within novice teachers' classrooms and the participants in this study were directly involved in their own collaborative action research by analyzing and collecting data themselves and developing their own action plan. The process of action research is cyclical and involves constant reflection and continuous analyzing and refining teaching methods (Ary et al., 2010). Meier and Henderson (2007), explained the collaborative action research steps in the cycle.

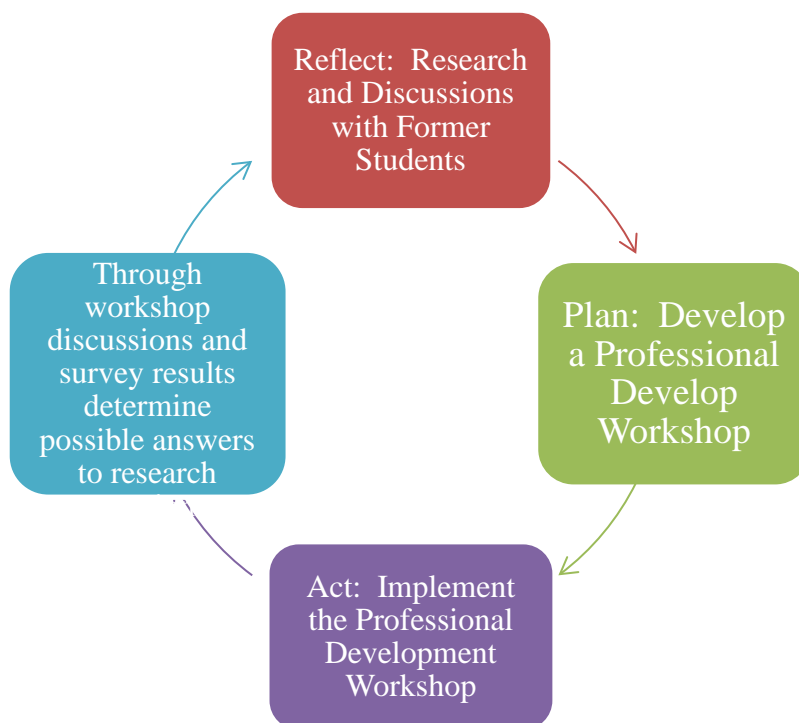
Figure 3. Collaborative action research cycle



The first phase in collaborative action research is reflection to identify the problem (Kemmis & McTaggart, 1988). The participants identified a problem and collected data for a more detailed diagnosis (Kemmis & McTaggart, 1988). Through analysis of the data, the participants developed the second step in the collaborative action research cycle which is planning. The second phase is the action planning phase where participants developed an action plan to initiate a potential change in their problem identified during the first phase (Kemmis & McTaggart, 1988). The plan is then implemented and data was collected and analyzed again (Kemmis & McTaggart, 1988). Through the data collection, the participants reflected on the implementation of the plan and revised the original plan (Kemmis & McTaggart, 1988). The cycle began again with reflection of the plan the participant implemented and how the plan needed to be changed again (Kemmis & McTaggart, 1988). Darling-Hammond (1996) have found action

research to be an effective professional development tool that promotes inquiry, reflection, and problem solving that results in action or change.

Figure 4. The Researcher's Use of Collaborative Action Research



Students at Southeast State University are specifically taught how to provide general and specific praise for behavior. In recent years, I have observed graduates of our program and through my observation, realized they are not implementing the behavior management strategies taught in their undergraduate program. My goal for this research was to determine whether or not novice teachers were successfully implementing general and specific praise statements learned in their teacher preparation programs. Participants in this study were engaged in professional development workshops that focused on implementing general and specific praise in their classrooms.

According to findings within this study's literature review, novice teachers experience behavior management issues. I have also noticed these issues in my observations of former students who have graduated from Southeast State University. From these observations and research, it appears that novice teachers who graduated from Southeast State University were not providing sufficient general and specific praise to their students or their types of praise they were providing was not successful in maintaining a positive classroom environment. By reflecting on my own experiences as a mentor and professor as well as findings from other research studies, I completed the first phase of collaborative action research: to reflect.

Once I determined to study novice teachers' used of general and specific praise, I moved to the second phase of collaborative action research: to develop a plan. During the planning phase, I determined a plan that directly addressed the problems discovered during the reflection phase. The problem is novice teachers are not providing sufficient general and specific praise and therefore are struggling with behavior management. The plan I developed was to implement a professional development workshop over a period of six days. I chose to use workshops because according to Sagor (2000), using professional development workshops with action research helps teachers work together and develop a common focus. Teachers worked together and because they were familiar with me, they were more comfortable in their discussions regarding the use of general and specific praise. According to Lieberman (1995), effective professional development is grounded in inquiry, reflection, and active participation. Further detailed explanation of the structure of my professional development workshops will be provided later in this chapter.

The third phase of my collaborative action research cycle was the implementation of the professional development workshops. Two research questions were established prior to beginning the professional development workshop.

1. To what degree the participants continue to use general and specific praise statements taught in their teacher preparation program?
2. How does a professional development workshop impact a novice teachers' use of positive and specific praise?

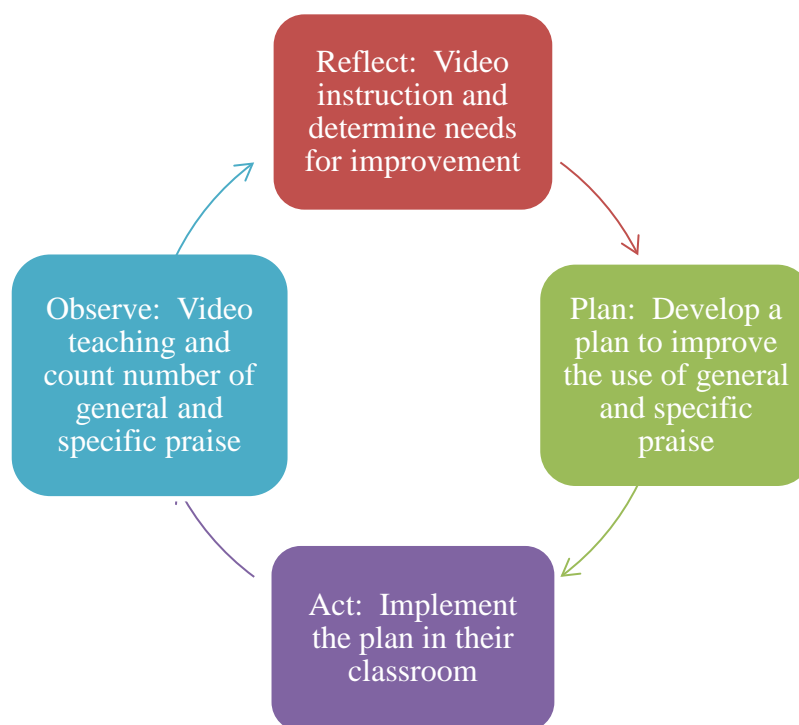
The final phase of action research is observation. During this phase, I collected and analyzed data from the participant's self-evaluations, notes from the professional development classes, and reflections from the participants. Because action research is cyclic, I wanted to make sure the data I collected was rich and aligned with my problem statement; therefore, I continued the collaborative action research process with the participants.

As stated earlier, Ferrance (2000) defines action research as having four basic themes: empowerment of the participants, collaboration through participation, acquisition of knowledge, and social change. Because the process of action research is cyclical and involves constant reflection and continuous analyzing and refining teaching methods (Ary et al., 2010), it is imperative for this research that I continued collaborating with this group of teachers. The second set of workshops allowed the participants to collaborate with me, the researcher, to make decisions about the changes needed in the second set of workshops. We continued to follow the format of the collaborative action research cycle. The participants in collaborative action research must be allowed to have a voice in developing the content in the workshop. Therefore, I discussed with the

participants and we came to a consensus as to the structure of the next set of professional development workshops. One change that occurred was the movement of the workshop from a school to one of the participant's homes. The participants did not feel comfortable expressing their true feelings regarding certain aspects of their jobs for fear someone was listening.

The participants in my research were actively engaged in the professional development to ensure positive outcomes. Professional development should provide opportunities for novice teachers to critically reflect on their practices and develop new knowledge and beliefs regarding pedagogy (Darling-Hammond & McLaughlin, 1995).

Figure 5. Participant's Use of Collaborative Action Research



Reflect

On day one of the professional development workshops, the participants reviewed their observations from their undergraduate teacher preparation program and reflected on their current use of praise as compared to when they were undergraduate students. At the beginning of the collaborative action research cycle, the participants used videos from their teaching and reflected on their use of specific and general praise. They completed the video reflection questionnaire 2 (See Appendix D). The participants shared with a partner their reflection and discussed how they could improve their use of general and specific praise. Through reflection, the participants moved on to the next phase of collaborative action research which is to plan. Reflection occurred between each day of the professional development workshops so that the participants could see if their action plan was working.

Plan

Planning occurred during and between each professional development workshop. After the participants consulted with each other as well as their video and have reflected upon their use of general and specific praise, they developed an action plan that showed what they needed to improve upon and how they were going to implement those improvements. They were provided with a model of a plan prior to developing their own plan. They shared their plan with their partner and received feedback from their partner regarding their plan. On each day of the workshops, the participants revised their action plan and shared with partners.

Act

The participants implemented their plan after each professional development workshop and video recorded two teaching segments during the time of the implementation.

Observe

The participants completed the reflection questionnaire two (See Appendix D) after each video-recorded session. This questionnaire allowed them to address the number of times they provided general and specific praise as well as provide specific examples of the types of praise provided. There was also an opportunity for the participants to write how the student responded to the praise provided. During this segment of collaborative action research, the participants met with their partners and discussed what factors affected their implementation of the action plan.

Reflect

At the end of the first cycle of the collaborative action research, the participants reviewed their current action plan and brainstormed with their partners how they could change their action plan. The participants reflected on the professional development model and suggested methods of changing the structure of the next professional development.

Plan

The participants shared their newly revised action plan and met with their partner for peer feedback in order to revise their action plan.

Act

The participants implemented their new plan and video recorded two teaching segments implementing their plan.

Observe

The participants observed the video and completed the video reflection questionnaire two (See Appendix D). They recorded the number of times they used general and specific praise in their classroom and how the student responded. They provided examples of the types of general and specific praise used.

Reflect

The participants completed a post-assessment questionnaire (See Appendix E) regarding their experience in the professional development workshop as well as their knowledge of using general and specific praise.

Participants

The researcher emailed seven potential participants asking them to volunteer for this study. Of the seven potential participants who agreed, six names were randomly chosen. Informed consent (See Appendix A) was gained from the six participants. Prior to the beginning of the study, the sixth participant dropped out due to health concerns. The criterion used to choose the participants included: they have one to three years of experience as special education teachers who graduated from Southeast State University. These participants all worked in the same school system in Southwest Georgia. The sample size included six novice teachers who worked in various grade levels in special education ranging from Kindergarten through twelfth grade at a middle income school district.

The relationship with these participants is a strength of my study. I am very close to the participants as I was their professor and advisor in their teacher preparation program. Several of them have sought my advice since becoming teachers. My role was to help them see methods to improve their behavior management in the use of general

and specific praise. I wanted them to reflect on their method of behavior management and have them develop a plan of ways to increase their use of general and specific praise.

Instrumentation

During this research, participants completed a questionnaire/self-evaluation at the beginning and at the end of the professional development. The questions for the pre-assessment questionnaire (See Appendix B-Pre-Assessment Questionnaire) were developed by two former professors at Southeast State University and are administered to pre-service teachers at the beginning of their special education junior block semester. The results are used to plan instruction in behavior management for the rest of their program. The video reflection questionnaire (See Appendix C-Video Reflection Questionnaire 1) was developed by myself and my colleague, Gavin Bernstein, and is completed by student teachers at Southeast State University each semester. The student teachers use the questionnaire to assist in writing their reflection of their lesson. Once the student teachers write their analysis of their teaching, and discuss their analysis with their university supervisor, they develop a plan for improvement of their use of general and specific praise statements. They video record themselves teaching and complete another questionnaire (See Appendix D-Video Reflection Questionnaire 2). The student teachers report how much they improved or did not improve their use of general and specific praise statements by counting the number of general and specific praise statements used during the video observations. They also provide specific examples of when they used general and specific praise.

The questionnaires presented in this research are only a portion of the entire reflection questionnaire used at Southeast State University. The process of validating

these instruments occurred over a two semester process. The professors who developed the portions of the questionnaires used in this research conducted their own research regarding the use of general and specific praise and developed the questions. The questions were given to students in the special education senior block and during their student teaching. Results of the questionnaires were consistent to each participant's results and provided the opportunity for the professors to build on the student's knowledge of administering general and specific praise.

There are some strengths in the questionnaires. One of those strengths include the teachers must be specific in describing what they used as far as general and specific praise. Another strength is the teachers must also reflect on the impact the praise had on the students. The teachers must look at what they were doing and make decisions as to how they can make a change in their behavior management. The teachers must also reflect again on these changes and the impact the changes made on student behavior.

A weakness of these questionnaires is if a teacher has been determined to not need to increase their praise, because they are correctly giving the prescribed amount of praise statements, then there is no reason to use the questionnaire. To address this, I asked participants to work with their peers and develop other types of praise statements that could be used and encourage them to use a variety of general and specific praise statements (See Appendix F). I also encouraged them to discuss with their peers what they perceive is the impact on the use of general and specific praise.

Procedures

Previously conducted research on professional development does not issue a required number of days professional development should be; rather, such research does focus on the fact that professional development should be on-going and continuous (Darling-Hammond & McLaughlin, 1995). I conducted six one hour long professional learning workshops. I chose this format (record-analyze-reflect) because this aligns with the collaborative action research cycle. This method of professional development has also been proven successful by the studies conducted by Wong (2003), Calandra et al. (2009), and Wang and Hartley (2003) discussed in chapter two. I wanted these workshops to be meaningful for the novice teachers. The following is an outline of each day of the professional learning. Prior to the first day of the workshop, I emailed them the Pre-Assessment questionnaire and asked them to complete it. I also asked them to video two segments of their teaching. I asked the teachers to bring their Pre-Assessment questionnaire to the first day of the workshop.

Professional Development Workshop Day 1

- Purpose of the workshop
- Discussed what they learned in their teacher preparation program and reviewed their observations during their teacher preparation program relating to their use of general and specific praise
- Discussed the research I learned regarding the use of general and specific praise along with the use of video reflection for professional development
- We watched a video of a person teaching and we discussed the types of general and specific praise used (the person teaching will not be one of our group members)

- We completed a reflection questionnaire (See Appendix C-Video Reflection Questionnaire 1) as a practice using the video I provided and discussed what is effective general and specific praise and how it was used in the video
- Participants developed a list of general and specific praise statements they could use in their classroom (See Appendix F Types of Praise Statements)
- For homework, teachers watched their video and completed Video Reflection Questionnaire 1 (Appendix C-Video Reflection Questionnaire 1)
- I provided information regarding what the research showed are the correct number of praise statements that should be used to the participants. There are varying recommendations on the number of praise statements that should be provided to students. Trussell (2008) suggested a minimum of four positive praise statements should be given within an hour instructional session. Sugai (2008) recommended six to eight positive praise statements.

Day two professional development occurred the beginning of the next month.

Professional Development Workshop-Day 2

- Discussed what the participants discovered when reviewing their video. The participants reviewed their reflection provided at the last professional development workshop.
- Participants gave specific examples of when they provided praise and how the students responded
- Participants gave specific examples of situations where they could have provided praise but did not

- I provided participants with an action plan template (See Appendix G Action Plan Template) and used the video I showed them on day one and practiced writing an action plan
- Participants developed an action plan on what they would do to increase their use of general and specific praise and shared that plan with the group. As part of this plan, participants developed a goal for how much they would increase the use of general and specific praise
- Participants conducted another round of video taping of two different lesson periods. Another reflection form was given for them to analyze their own action plan (See Appendix D-Video Reflection Questionnaire 2).

Day three professional development occurred at the beginning of the next month.

Professional Development Workshop-Day 3

- Participants discussed their effectiveness of implementing their plan for improving general and specific praise
- Discussed factors that affected their implementation of their plan
- Discussed whether or not they consulted each other during this phase of the professional development and how their collaboration helped
- Brainstormed with their partners changes they could make in their plan
- Discussed with participants their feelings of using the professional development model
- Because of their reluctance to be forthcoming about problems and concerns they have regarding their current working conditions, the participants decided to move the workshops to a participant's home

- For homework the participants developed and implemented a revised action plan

Professional Development Workshop-Day 4

- The teachers presented their newly revised action plan and their reflection on the revised plan
- They met with their partner and peer feedback of their plan was provided
- For homework, the teachers videoed two segments of their teaching and implemented their newly revised plan
- The teachers completed the Video Reflection Questionnaire 2 (See Appendix D Video Reflection Questionnaire 2)

Professional Development Workshop-Day 5

- Discussed the results of their video and implementation of their revised action plan
- For homework, the teachers completed the Post Assessment Questionnaire (See Appendix E Post Assessment Questionnaire) on their use of praise and the professional development experience

Professional Development Workshop-Day 6

- The participants shared the Post Assessment Questionnaire (See Appendix E) results

Data Collection

Triangulation is an important component in action research because incorporating multiple sources of data enhances corroboration of the findings (Ary et al., 2010, Levin &

Rock 2003, and Kapachtsi & Kakana, 2012). For this study, data was collected using the categories described by Mills (2003) as the three E's: experiencing, enquiring, and examining. Data collected through experiencing was in the form of transcription of the professional development meeting recordings as well as field notes taken by me during the professional development meetings. Data collected through enquiring was the self-reflections completed by the participants. The final set of data collected through examining was teacher evaluation reports and the self-evaluations.

Transcription of meeting recordings. Each professional development meeting was recorded and transcribed. Through these transcriptions, I looked for common themes that describe factors impacting the participants' use of general and specific praise in their classrooms. I highlighted those themes and then re-read and looked for other themes. The participants also received a copy of the transcription and approved the transcription of the meeting.

Self-evaluations and self-reflections. At the beginning of the professional development, I gave participants a questionnaire/self-evaluation (See Appendix B Pre-Assessment Questionnaire). The pre-questionnaire consisted of Stringer's (2008) grand touring questioning strategies and allowed the participant to describe in their own words their responses. Grand touring questions ask respondents to give a verbal tour of something they already know well (Leech, 2002, Spradley, 1979). An example of this type of question would be "What is your belief regarding the use of general and specific praise in the classroom?" This question provides the opportunity for the participant to put in their own words their feelings and beliefs regarding the use of praise. The post questionnaire (See Appendix E Post Assessment Questionnaire) consisted of Stringer's (2008) prompt

questions so that participants provided more details and provided specific examples in their response. An example of this type of question included “Give specific examples of general praise statements provided.”

Ethical Treatment in Action Research

According to Ary et al. (2010), action research ethics are the same as with any other research. One of these ethical principles is that participants should not be wronged in the name of research. Action research is often open-ended and often changes as the researcher has a different focus on the problems being researched. This means that during my research, my focus was on my two research questions. The participants focus was on improving their use of general and specific praise.

Researchers need to establish respectful relationships and consider our role as a researcher (Weiss & Fine, 2000). Hatch (2002) reports our job as the researcher is to be sensitive to our subjects. It is also our job to ask ourselves as researchers, “Did we get the story correct or Did we write the correct story?” (Stake, 1995).

I established a respectful relationship with the teachers. As an ethical researcher, I made sure I correctly transcribed what was recorded in our meetings. I maintained a professional decorum during our meetings. I refrained from discussing any of our meetings with my peers. I used the information gathered at the meetings for research purposes only. During this research, I participated in the collaborative action research alongside my participants. Corey (1953), McCutcheon and Jung (1990), and Ary et al. (2010) all agree that collaboration between the researcher and the participants as well as collaboration between participant and participant is key to igniting a change in behavior. My role as a researcher was to look at the facts and come to a conclusion whereas my

role as the mentor was to guide them in their thinking and planning of how they implemented a change. My role as the mentor was to guide them in their development of their action plan. I honored their decisions they made regarding their action plans. I did not prescribe specific strategies or plans for them to use in their classroom. I wanted to work collaboratively with them and allowed them to create their own plans that positively impacted their professional development. I provided a template for an action plan and we practiced writing one but the information they chose to put in their plan was how they enacted their plan in their classroom. The teachers also collaborated together by discussing strengths and areas of need of their action plans.

Data Analysis

According to Ary et al. (2010) action research data analysis has been described as a search for patterns or trends in the data that will answer the following questions:

- What is the story told by the data?
- What might explain this story or what factors influenced the story?

Data analysis procedures for this study were qualitative in nature and guided by the work of Merriam (1998), Creswell (2007), and Maxwell (2005). The data collected from this study was analyzed continuously using the constant comparative method (Glaser & Strauss, 1967). This non-mathematical data analysis process was used to guide me through identifying themes and patterns. The data for this research was analyzed using coding. All audiotapes of interviews and conversations between participants were transcribed, and transcripts were provided to the participants so that they could review the data and, if needed, make any necessary corrections or amendments.

Merriam (1998) used in vivo coding. This type of coding entails reading and rereading the texts and highlighting the emerging themes and patterns. During this coding process, I put the data into categories which is called open coding. For the reflection of praise, I used general praise and specific praise as codes for the specific examples of praise given. I looked for common themes or reasons why praise might not be given as frequent. This is also known as the description stage where I reviewed the data to see what was occurring. The various themes I found were lack of time to deliver praise, forgetting to praise, participants are modeling their general education co-teacher, and their own beliefs regarding the provision of praise.

The next stage is the sense-making stage which is when I put the data back together and made connections between and across categories and group them accordingly or sort by themes (Ary et al., 2010). Results of the pre-assessment, video reflection questionnaires, post-assessment, field notes of the workshop observations, and transcripts of the workshops were combined, compared, and analyzed for emerging themes and patterns. This was completed by listening to the audiotapes of the workshops for key words or phrases and highlighting those key words and phrases.

A matrix (See Appendix J Matrix) was designed around the themes that were identified (Miles & Huberman, 1994). The matrix's design was organized to identify and categorize each data source by teacher and theme. The matrix was extended to look at the patterns developing into the forgetting to praise and not having enough time to praise theme.

CHAPTER FOUR

Data Analysis and Results

This chapter outlines the results and analysis of the use of professional development workshops to improve the use of general and specific praise among novice special education teachers. This chapter also discusses whether or not the novice teachers continued using general and specific praise they learned in their undergraduate teacher preparation program. Through constant comparative analysis and in vivo coding, the results have shown that the novice teachers did continue to use general and specific praise although not consistently. It also showed that there are many factors that impede novice teachers from providing praise. Student medical and behavioral issues, the difficulty teaching the content, the lack of accountability for these videos, teachers' relationships with co-teachers and administrators, teachers' collection of K-12 students' data, and the timing of the workshops all impacted the novice teacher's use of general and specific praise. This chapter will first describe the participants' teaching backgrounds and classroom contexts. Next, the participants' use of praise techniques will be discussed. Finally, factors that participants perceived impeded their use of praise will be described.

Participants

The researcher emailed seven potential participants asking them to volunteer for this study. Of the seven potential participants who agreed, six names were randomly chosen. Informed consent (See Appendix A Informed consent) was gained from the six participants. Prior to the beginning of the study, the sixth participant dropped out due to health concerns. The participants for this study included five novice special education teachers. Novice teachers are those teachers with one through three years of teaching

experience (Fry, 2009). All of the participants graduated from the researcher's special education program at Southeast State University.

Two of the participants are finishing up their first year of teaching. The first one is in a Kindergarten co-teaching environment and the second participant is in a 9th grade English co-teaching environment. The third participant is finishing her 2nd year of teaching and is teaching in a moderate/severe/profound intellectual disabilities self-contained classroom. She also has two students with severe behavior disorders. The last two participants are finishing their third year of teaching. The fourth participant is in a middle school moderate/severe/profound intellectual disabilities self-contained classroom. She also has students with severe behavior disorders. The fifth participant is in a 9th grade history co-teaching classroom.

Table 1
Beginning Teacher Participant Demographic Information

Participants	Grade Level	Special Education Areas Taught	Years of Experience	Age	Sex	Race
P1	6-8 Self- Contained Classroom	Moderate, Severe, and Profound Intellectual Disabilities	3	34	F	W
P2	9 th Co-taught History	Mild Intellectual Disabilities, Specific Learning Disabilities, And Emotional Behavior Disorders	3	27	F	W
P3	K-2 Self- contained classroom	Moderate, Severe, and Profound Intellectual Disabilities	3	25	F	W
P4	Kindergarten Co-teaching	Significantly Developmentally Delayed	1	26	F	W
P5	9 th Co-taught English	Mild Intellectual Disabilities, Specific Learning Disabilities, And Emotional Behavior Disorders	1	24	F	W

Note. P1-P5 are the participants in this study.

To what degree do novice teachers continue to use general and specific praise strategies taught in their undergraduate special education teacher preparation program?

The first research question is whether or not the novice teachers continued using the general and specific praise strategies taught in their undergraduate program. The analysis of the results from the pre-assessment questionnaire showed that the novice teachers reported they believe in using general and specific praise. P4 stated “Praise is important and I feel I use more general praise than specific praise.” P2 reported, “I believe in giving praise and I have seen it work.” This sentiment for believing in praise continued in the participant’s pre-assessment and post-assessment questionnaires. Therefore, the participants said that they believed that these strategies were useful; however, to what degree were they using these strategies, and how did their current use of these strategies compare to their use during their preparation program?

For the first workshop, I gave the participants their student teaching undergraduate observation instruments. This instrument was developed by two former professors in the special education department at Southeast State University. The instrument was loosely based on the former Georgia Teacher Observation Instrument (See Appendix I Southeast State University Observation Instrument). This instrument includes indicators on the use of general and specific praise. I reminded them about how we trained them in the use of providing general and specific praise. I had them look specifically at the section on how they used general and specific praise during instructional times. I reminded them of some phrases for general and specific praise. We discussed some of the research I have found regarding using general and specific praise. I particularly shared with them the research conducted by Fullerton et al. (2009) where

using training and videos of teachers teaching had increased the teachers use of providing general and specific praise. Several of the participants made comments regarding their undergraduate observations.

All of the participants remarked about how much more they praised in their undergraduate programs than when they video recorded themselves for this workshop. I asked them why they felt they used more praise in their undergraduate program. P1 stated, "I wanted a good grade." I then asked when her administrator came to observe her, did she do what was expected of her and did she provide praise when needed? Her response was "yes", she put on a show for her administrator. She stated, "There's no reason for us to improve our use of praise because no one will see our videos and no one will see our reflections."

P3 who has been teaching for two years stated she cannot believe how much general and specific praise she used during her undergraduate observations. She also stated she probably needs someone to observe her teach so that she would use general and specific praise more. This was similar to the discussion I had with P1. I asked P3 why she thought she did not use as much praise. She also responded that when she is in her classroom she does what needs to be done and when she is observed she does what they want her to do.

P5 reported when she and her co-teacher are observed, her co-teacher actually uses praise but as soon as the administrator leaves, she stops and uses the "Sh" with the students. P5 reported she is really frustrated. She expressed her concern with the entire co-teaching environment in her third meeting. She stated, "This co-teaching relationship is all one-sided. I am more of a paraprofessional in that class than I am a teacher. The

general education teacher does not want to listen to me when I make suggestions for instruction.”

P4 stated she felt like she uses praise but does use more praise when she is being observed. She stated, “When we were in school, we did what was needed because we wanted to graduate. When my administrator comes in to observe me I do more praising. My general education teacher also actually uses praise.”

These informal conversations during the first workshop meeting revealed interesting insights as to the participants’ perceptions regarding their use of general and specific praise. First, they all admitted that they did not use these strategies as frequently now as they did when they were in the undergraduate teacher preparation program. Next, they began describing factors that impacted their use of praise including “being observed” by administrators and relationships with co-teachers in the classroom. It appeared that the teachers were more likely to use praise if they were being observed or if their co-teacher engaged in using praise.

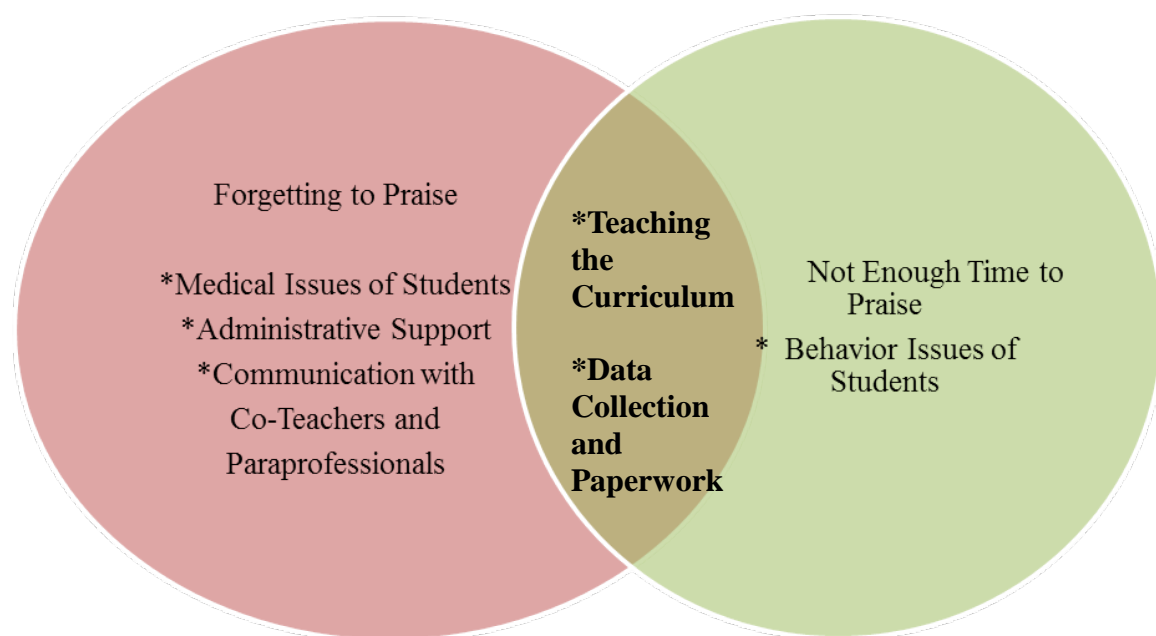
As the professional development workshops continued, it was discovered that simply being observed was not the only factor affecting the participants’ use of praise. Like these teachers, others (Haydon and Musti-Rao, 2011) have reported there are many obstacles to providing praise to students. One of the obstacles is that teachers have such hectic days that they often forget to praise. This was very evident in the video reflections from the participants. The participants completed five video self-reflections regarding their use of general and specific praise. In these self-reflections, the participants recorded the number of and type of praise statements used during two thirty-minute lesson segments. The participants also answered reflection questions regarding their use of

praise. They also reviewed and revised their action plans during this professional development workshop. There were two major themes that were evident in the data: Forgetting to praise and Not enough time to praise. All five participants reported they forgot to praise or did not have enough time to praise in each round of their video self-reflections.

Upon further examination into the data, I discovered the participants provided further explanations for why they would forget to praise and why they did not have enough time to praise. Sub-themes were discovered. It is not that the participants would forget to praise but from analyzing their reflections, questionnaires, and workshop transcripts, I realized there was a lot more going on in the classroom at the time. The participants were not only having to teach the grade level content to students who are below grade level, but they also have medical and behavioral issues with students. The participants also reported this professional development experience was not for “a grade” nor were their administrators going to see the videos so therefore, there was no incentive for them to improve. The timing of the video recordings was during Individualized Education Plan (IEP) annual reviews and the participants were busy collecting data for these meetings, which impacted their ability to provide praise.

There were several factors that prevented them from using these praise strategies. The real-world factors included; teaching the curriculum, medical issues of their students, behavior of their students, data collection and paperwork, lack of administrative support, and communication between co-teachers and paraprofessionals.

Figure 6. The Overlapping of the Two Major Themes



Factors Impeding Praise

Teaching the Curriculum

One of the reoccurring themes that is evident throughout the data was the fact that the participants would not praise because they were so focused on attempting to teach curriculum that, as they stated, was too hard for their students or there was so much they had to teach. *The Individual's with Disabilities Education Improvement Act (2004)* mandates that all students with disabilities are held accountable for learning grade level curriculum and must show that on either statewide assessment, end of course tests, or Georgia Alternate Assessment (GAA). Oliver and Reschly (2010) reported that with this mandate, special education teachers are not only responsible for the learning of children with disabilities but for those who are in a co-teaching setting, they must also be held responsible for the learning of general education students. The participants forgot to praise and they also ran out of time to praise due to the rigor of the curriculum.

P2 reported in her pre-assessment questionnaire that although she does provide praise on occasion, she is so busy trying to figure out how to teach the curriculum so that all of the students understand it that she fails to praise when she should. P2 also stated in her final video reflection, "During my lesson there were certain times where I could have praised but I had to get a lot of content in and didn't have time to praise." P4 reported during her reflection in the fourth day of our workshops that while she provides praise, there are times she could provide more but just forgets about praising with the vast amount of material that is needed to be covered in the classroom. Even though she teaches in a Kindergarten, there are many Common Core Standards that must be covered in a short amount of time. She stated in a meeting, "I know I only teach Kindergarten but there is a lot of information they have to learn and there are times I just do not praise." P5 reported in her fourth video reflection she knew she needed to praise but she gets so involved with the instruction part of the lesson that she forgets to praise. After reading these in their reflections, I began a discussion in one of our professional development meetings regarding the content they were teaching and how they were providing differentiation for their students. P5 stated her students were functioning three grade levels below their peers and trying to remember to incorporate praise along with teaching difficult content and providing differentiated instruction did not work. Her focus was on teaching the content and trying to make her students understand. P2 agreed with P5 and shared the high level of stress to ensure all students are learning.

P1 reported in a reflection her students also had to receive instruction on grade level curriculum for their Georgia Alternate Assessments (GAA). She stated,

My students vary in intellectual functioning but they are all performing four to five grade levels below their peers. They can barely identify the letters in their name and yet I am having to teach content such as identifying figurative language and geometry P1(personal communication, April, 2016).

She was very frustrated because her students had to learn such difficult content when they could not even tie their own shoes. Trying to develop activities to ensure her students were learning the content and implementing those strategies was more important than remembering to praise. P3 reported in her first video reflection a similar situation in her classroom as well. She stated, “The GAA required standards are so difficult for my students. I have trouble figuring out how to teach them.” P1 and P3 not only have to teach what is in the student’s Individualized Education Plan (IEP), but also have to teach the general curriculum so that documentation for GAA can be obtained. In our second professional development meeting, both P1 and P3 stressed their frustration with trying to teach grade level curriculum to students with Individual Quotient (IQ) scores of 45 and below. We talked about methods to incorporate praise statements while they were teaching.

P4 stated in her first video reflection that she made a note in her lesson plan to praise but she was teaching letter sounds and was so busy teaching and trying to get her students to understand that she did not praise when she should have. She also repeated a similar situation during her second video reflection. “I was working with my students on building words and I was so focused on trying to get one student to understand that I did

not praise when I needed to.” I asked them in our second professional development workshop why they experienced difficulty praising because of instruction. P2 reported she is in a ninth grade history class. She stated, “My students struggle learning all the history facts and dates and all about the different wars.” She also stated, “I struggle developing strategies to teach to my students so that they will learn.” It is also evident that although they believe in using praise, they find it difficult to pause to praise because they are charged with implementing a curriculum map and must adhere to the timing of this implementation is a priority.

Data Collection and Paperwork

Several of the participants stated in both their reflections and in the professional development workshops that collecting data prevented them from using praise. Because of the need to show progress of their students, data collection dominates the teachers daily lives. From my personal classroom experiences, I know that being a special education teacher consists of being a data collector and the writer of a substantial amount of paperwork. Unlike general education teachers, special education teachers collect data to show academic progress and write progress on behavior contracts that students may have. Special education teachers often keep running diaries on some students to share with administrators and parents. They also conduct progress monitoring checks on a weekly basis. They also help general education teachers with Response to Intervention (RTI) documentation of academic and behavior progress. Paperwork is another issue that was brought out in their reflections and in our discussions during the workshops. Special education teachers have to write Individualized Education Plans (IEP) once a year. Several of the participants reported that writing IEP’s can take as much as four to five

hours to write and they are approximately 20 pages long. Special education teachers also have to complete monthly reports on the schedules of their students as well as report cards and progress reports on their students. Some special education teachers have to write reports on using the Medicaid of their students. Another piece of paperwork added to special education teachers' workload is a Transition Plan that is included in the child's IEP at the age of 16. A transition plan is a written plan discussing what the child will do upon graduation. It outlines what the stakeholders in the student's life will do in helping the student fulfill their career. Transition plan writing takes hours to complete.

P1 and P3 discussed collecting data for GAA as well as for IEP annual reviews interfered with them providing praise. They were so busy collecting data, they did not give praise where they needed. P1 reported in her second day video reflection that during the spring her days are predominantly spent watching and observing the students so that she will have the data needed for GAA and IEP writing. This was the reason she did not meet her action plan objective for increasing praise.

These professional development workshops were implemented during the spring and for special education teachers, this is the busiest time of the year. The spring time for special education teachers involves annual testing, IEP writing, and transition plan writing. P5 reported she and her co-teacher were also collecting data for Response to Intervention (RTI) meetings during class time and while this was going on, she failed to provide verbal praise. P2 also added that they were preparing for the end of course assessments and she was doing some individual checklists while teaching. These were other reasons for not praising.

P2 and P5 also have students who qualify for transition plans and in addition to their data collection for IEPs, they also have to follow the students to their career path courses and observe them in those classes. P2 reported during one of the workshops, “During the spring, I feel like I rarely see my children because of all of the responsibilities I have to fulfill.” P4 agreed with P2. She stated, “I am out of the classroom so much because of individual testing or IEP meetings and when I do get to teach, I am still recording documentation of progress and I don’t praise as I should.”

With all of the paperwork special education teachers have, additional paperwork is not something they need added to their job. Several of the participants stated in their reflections that they have to have paperwork turned in monthly with progress monitoring for IEP objectives. P2, P4, and P5 who all teach in a co-taught classroom added they have to document for RTI progress in the Intervention Tiers. This was a big complaint because their co-teachers do not help with progress monitoring of the children with disabilities but they expect the special education teachers to document general education progress. I asked them if they had to do the RTI progress monitoring themselves or if their co-teachers helped. They said the general education teachers did help with the RTI progress monitoring but did not help with IEP progress monitoring. P2, P4, and P5 reported their general education teachers have stated to them that RTI progress monitoring should be a responsibility of the special education teachers since they were used to doing progress monitoring. The participants reported during the professional development workshops that they collect data during class time and even though they are around the students, these added responsibilities impact their use of general and specific praise.

Medical Issues of Students

Two participants in this study work in a self-contained environment and both have students with medical issues. P1 has two students with seizure disorders and reported in her third video reflection that one of these students had a seizure and she did not praise after this because she was with her student. She also reported in her pre-assessment questionnaire that the medical issues often prevent her from providing praise as needed.

P1 was asked to further explain what she meant by her statement about medical issues preventing her from providing praise. She stated in the workshop that it is difficult to provide attention to all of her students at one time. After her child has a seizure, it takes him awhile to recover. She calls the parents but it takes them awhile to get to the school and they do not want the ambulance called. While the student is waiting on the parents, P1 has to sit with this student. This sounds as if the participant is being punished but it is actually requirements of her job. However, P1 said this takes her away from being able to provide praise to her other students. She reported this was an on-going occurrence when her student has seizures.

P3 stated on the first day of the workshop, “I have a student who has seizures and I have another student who is on oxygen all day and there are times I am so involved with them I do not praise [other students] as I should.” P3 also reported in her fourth video reflection that during the first video, the student with oxygen pulled out her oxygen tube and her paraprofessionals were out of the room so therefore she had to stop video recording and deal with the student. It is clearly evident that there are many more issues that teachers have to deal with in a classroom and this can impact their use of praise.

Behavior of Students

Another theme that was clearly evident is the fact that there are some classes with severe behavior issues that using praise just does not work and these behaviors take time away from the instruction in the class. According to Monroe (et al, 2010), over half of the country's first year teachers leave the classroom within five years because of behavior management. This was stressed several times throughout our meetings. Many of the participants expressed their desire to leave the profession and shared that one of their former colleagues and one of my former students left the profession after two years of teaching because his class had severe behaviors and he could not get any help.

A special education teacher's job is more difficult because they are also trying to teach students with cognitive and psychological disorders. These cognitive and psychological disorders can often negatively impact the student's classroom behaviors. Some students with disabilities do not understand why they behave the way they do and are not just being defiant.

For example, P1 reported to us in the first workshop that she has a student who hits, kicks, and bites her and her students on a daily basis. Most of her day is spent handling his behavior. She stated "How can you expect me to deliver verbal praise when one of my students is constantly abusing me?" She has asked for help from her administrators and has been told to just deal with it and to take notes on his behavior. She also reported she is looking for a career change. She stated, "How am I supposed to make a difference when I feel like all I do is attempt to keep a child from hurting my other students?"

In her second video reflection, P1 stated this student acted out during both of her videos and she did not meet her action plan objective. She stated she feels defeated as a teacher and that her other students are suffering because of this one student. In her final video reflection, the student who is a behavior problem was absent and she stated, "I am thrilled I met my goal on my action plan. I increased the use of both general and specific praise and my class was calm. I am embarrassed to admit this but I secretly wish my student would be absent every day."

In her fourth video reflection, P1 did not use praise as she wanted to because her student with severe behaviors acted out and she had to handle those behaviors. This continued throughout the rest of her video reflections. She stated in her final reflection, "I don't think I have mastered the art of using praise while also trying to handle behaviors of my student."

P2 reported in her first reflection that her ninth graders do not like verbal praise. She also stated there have been several fights in her class and praising is the last thing on her mind. When attempting to provide praise, the students do not respect either teacher in the class. P2 stated in her second reflection that she tried to implement verbal praise and the students responded with "We are not in Kindergarten." She stated in our meeting that discouraged her and she wants to try to reach them. P2 also reported she has a group of students in that class who bullies one of her students and fights occur between them often. One of her students said, "I don't want to be called out as a do-gooder because that will put a target on my back."

During this workshop, I suggested, based on the research I read that she use a written note strategy for praising. I reported to the group research conducted by Nelson,

Young, Young, and Cox (2010) where teachers in a middle school implemented the use of teacher written praise notes. Within the two-year study, negative behavior decreased while positive behaviors increased.

P3 also reported her students have some severe behavior. She reported in her first reflection that she has a student with Autism who is very stubborn and extremely strong. He often is out of control and during that time, she is trying to calm him down and using praise is not a top priority. She also reported in her final reflection that on days when the entire school is testing, they cannot leave their room and the behavior of all of her students worsens and using praise does not help.

P4 works in Kindergarten and she is constantly handling behavior issues. She reported in her third reflection “My students have been off task today. They have constantly been out of their seats and several of them have been pushing each other. I did not praise because I was dealing with them.” I asked her at our fourth meeting after she explained this why she did not use praise to keep them in their seats. Her response, “I just didn’t think about it. I was frustrated with their behavior.”

There were some positives in regards to behavior issues during the implementation of the video recordings. P2, who is in a ninth grade co-taught class, implemented the teacher praise written note strategy I spoke about where she wrote praise notes on a sticky note and she reported in fourth video reflection as well as in the fifth workshop meeting that this strategy received a positive response from her students. She said she writes the praise statement on the sticky note and discreetly gives it to the student. She stated in the fifth meeting, “I actually got a smile from a student when I

gave the sticky note. Another student balled it up but many of the students seemed to like the sticky notes.”

The sub-theme of the behavior of students was very evident in the reflections and professional development meeting notes as an issue when providing praise. The participants discussed a plethora of behavior issues of their students. P1 reiterated her discussion of her child with severe behavior issues. P2 and P5 discussed the fact that not only were there gang issues in their co-taught classes, there was also bullying and disrespect in the classroom. P2 and P5 stated how frustrating it can be to try to give praise to students who do not care about praise. It is also frustrating to provide praise and have it not positively received. P2 did remind the group of how she did use the written positive praise and it worked.

Administrative Support

Three out of the five participants listed lack of administrative support as one of their reasons why they struggle with praise. When questioned about the types of support they need, the three participants reported the following: physical help with the students who have severe behavior issues, training in how to handle those students with severe behavior issues, following through with referrals of students to the severely emotionally behavior school, and taking the students out of the classroom who are being so disruptive.

P1 reported on the first day of our workshop,

I have been hit, kicked, bit, and I am told to deal with it and document student behavior. I get zero support from my administrators. I spoke with my special education director and her response was “This is why you

earned that degree.” My principal never shows up in my class, unless it is to conduct an evaluation P1 (personal communication, January, 2016).

P1 reported in her fourth reflection that when her student had a meltdown, her administrator came in when she called, but then acted like she did not know what to do. P1 reports she has had many incidences where her students had severe behavior disruptions and she received no help from her administrators.

P3 reported at our second day of training, “My administrators are not trained in handling severe behaviors of children with disabilities. They don’t know how to help me.” She reported an incident in her classroom when her student had a seizure for the first time this school year. She called the office and when the administrator walked in, he froze and acted like he had no idea what to do. She stated, “It’s frustrating because I feel like I have no support and I am alone in this whole process.”

P5 reported in our third day of the professional development workshop that she does not receive support from her administrators either. She is in a 9th grade co-taught class and they are constantly having fights in their class. Most of the time it is her and her co-teacher who break up the fights. When students are sent to the office, they are sent back to class and the teachers are told to handle it in class.

P5 also reported she met with her principal to discuss a behavior issue with one of the special education students. The student was being bullied by a general education student and would act out when the student was bullied. The

principal told her that was not his department and she needed to discuss her problem with the special education director. P5 met with the special education director regarding the behavior issue of the child and was told by the special education director that the problem needed to be handled by the administrator of the school. P5 reported she felt caught in the middle and the child was the one suffering. All she asked was for someone to handle the student who was doing the bullying. She reported that these issues frustrate her. No one will take responsibility for doing their administrator's job.

Communication with Co-Teachers and Paraprofessionals

The participants reported that they often adopt the same type of behavior management strategies as their general education teacher uses. Therefore, if their co-teachers do not use praise statements, the participants may be less likely to use them as well. This was evident with three of the five participants. P2 teaches in a ninth grade co-taught class and stated in our first meeting, "My co-teacher does not believe in using verbal praise. She is either commenting on the negative behavior or she is telling the student to be quiet. She never reinforces for correct answers nor for good behavior." P5 also reported in that same meeting that her teacher likes to argue with the students and she stated, "Whenever I do praise, she tells me she does not understand why I keep doing that. These students do not appreciate anything you do for them." P4 reports, "I have tried to get my co-teacher on board with using verbal praise but she refuses. I have tried to tell her Kindergarten students need praise and crave for it. Many of them ask me if they are being good." The statements made by the participants indicate there is a lack of

understanding how to give and when to give praise by general education teachers. There is also a lack of belief in the fact that providing praise works.

Another factor impacting participants' use of praise involves working with paraprofessionals. P1 and P3 work closely with paraprofessionals and both reported in the first workshop they have trouble getting them to use verbal praise. P3 stated, "My paraprofessional told me why should she use praise when the students don't respond to it." P1 also reported in her first video reflection that the paraprofessional yelled at her children and would not use praise.

This opened up the conversation about paraprofessionals. P4 stated, "The general education paraprofessional in my co-taught class will not use any of the strategies I suggest to her. When I told my co-teacher I was doing these workshops, the paraprofessional responded with, "I don't know why you are doing this. It is just for show and I will keep doing what I do." P4 said the paraprofessional does not use praise with the students. "She focuses more on the negative behaviors and does not use praise."

All of these statements intrigued me and I probed further in our professional development workshop. I said to the participants, "You are the one in charge of that paraprofessional. Why can't you write him/her up for insubordination?" There were several laughs and P4 stated that the paraprofessional in her class has been there forever and everyone in the building loves her. She reported that the paraprofessional reports what goes on in her classroom to the principal. P4 found a notebook where the paraprofessional took notes about what was going on in the classroom.

P1 and P3 also indicated their paraprofessionals were also heavily supported by their principal. P3 reported any time she has a complaint about her paraprofessional, her principal ignores her. After discussing this with the participants it is evident that paraprofessionals are not enforced to do their job. There are principals who favor the paraprofessional over the teacher. This indicates to me that the novice teachers may be discouraged and would not provide praise or encourage the paraprofessional to provide praise.

How does a professional development workshop impact a novice teacher's use of positive general and specific praise?

In a study conducted by Fullerton, et al (2009), it was found that providing one and half hours of individual training in using behavior specific praise and providing instructional feedback on the use of behavior specific praise, teachers increased their rate of providing specific praise and students improved their behavior. This workshop structure was adopted for the present study. The hour-long professional development workshops were conducted over a four-month period. We began our workshops at one of the schools in the school district where the participants worked. I noticed during the first three workshops the participants literally kept looking over their shoulder, looking out the door, and looking around the room. Some of them were not as eager to open up about their use of general and specific praise. At the beginning of our third meeting, I approached the participants about why they were not as forthcoming and I said, "You seem to be withdrawn or preoccupied." P1 said, "Mrs. Barnetson if we were really truthful and someone heard us, we would get into trouble." P2 also stated, "We are in my school and I know there are people listening. I don't want to say anything that will come back to hurt me." P5 asked if we could move the workshops to a more private location.

She stated, “I do not feel comfortable talking about issues because I am afraid someone will hear and report to my supervisor.” The rest of the group agreed and P1 volunteered to have future meetings at her house. The group agreed and I told them the rest of our meetings would be held at P1’s home.

During the first workshop, we discussed and looked at their observations from their undergraduate program. I shared with the participants my research regarding using general and specific praise. I particularly shared with them the research conducted by Fullerton, et al (2009) where using training and videos of teachers teaching had increased the teachers use of providing general and specific praise. When I explained what the participants were going to do, several of them asked if their administrators were going to see the videos. I assured them they would be the only ones to see their videos. They also asked, “What will our role be and will we get paid?” I explained that no they would not get paid and told them they were going to teach as they normally do but they needed to focus on using praise. I also suggested that these videos could be used to demonstrate their teaching ability for their TKES.

When talking about what they were about to embark on, P1 stated she struggles with praise because of the classroom setting she is in, her students do not respond when she gives praise. I shared with the students in one of my research articles, Thompson (2011) reported teachers should use a ratio of four praise statements to every instance of corrective feedback. We discussed ways to improve their use of general and specific praise. Musti-Rao (2011) reported teachers who forget to praise should have a self-checklist to remind them to provide that specific praise throughout the day. P4 and P5

reported they would write praise statements on their lesson plans during their undergraduate courses in order to remember to praise.

This was a great lead in to the next activity for the workshop. I divided the participants into two groups. The first group made a list of general praise statements and the second group made a list of specific praise statements they could use with their students. I asked them to try to provide a variety of statements. We discussed the plethora of general and specific praise statements they created. The participants took pictures with their phone so they could create a visual they could use in their classroom when providing general and specific praise.

During the second workshop, the participants developed action plans to improve their use of general and specific praise. The action plans were written with goals and objectives for the participants to improve their use of general and specific praise. The participants worked with partners and went over their action plans with each other. As I was walking around I heard discussions of how an action plan could be improved and what it would look like. During the planning phase of writing the action plans, P1 and P3, who both teach in a self-contained classroom, discussed using other strategies instead of verbal praise. Using visuals for praise was one strategy they discussed. P1 and P3 stated they were going to implement using visuals in their next video recording to see how using visuals impacted student behavior.

P2, P4, and P5 all worked together because they all co-taught. One common issue all three of them had was the fact that their general education co-teacher did not believe in using praise unless an administrator was observing. At each of the workshops, the participants discussed whether or not they met their goal for the action plan and revised

their plan as needed. During these workshops, I would put them in groups so that they could discuss their progress or lack of progress on their goals and objectives of their action plans. At the third workshop, P2 reported in her reflection she did not improve on her action plan because she received a new student and was so busy observing his interactions with her other students that she did not praise as much as she wanted to. P2 reported in her revised action plan she was going to concentrate on providing praise to all of her students.

P2 also reported during a planning and revising action plan phase that she tried providing sticky notes with written praise to her students. They responded well to this praise and she suggested to P5 that she include that in her use of praise in her action plan. Both P2 and P5 teach at the high school level and reported they had trouble with their students accepting praise. P5 revised her action plan and implemented the use of sticky notes. She stated in her reflection that at first her students did not respond but the more she gave sticky notes, the more they positively responded.

Throughout the workshops, the participants discussed their progress of their action plans. During their group work on planning, I noticed P1 and P3 (who both teach in a self-contained setting) were discussing how to provide praise in that type of situation. They both implemented the use of visuals along with verbal praise. P1 stated this worked for her students and she has shared it with her parents so that the generalization of praise could occur. P3 reported during her revision of her action plan that she was not consistent with the use of visuals but that she was going to be cognizant of using the visuals. As I was reading the post-assessment questionnaires and as I read through the transcripts of each day of the workshops, it was apparent that conducting these

workshops helped some improve on using general and specific praise but did not help others.

Table 2

Summary of the number of praise statements provided

PARTICIPANT S	VIDEO REFLECTION 1	VIDEO REFLECTION 2	VIDEO REFLECTIO N 3	VIDEO REFLECTIO N 4	*VIDEO REFLECTIO N 5
P1	12	37	37	8	23
P2	66	52	89	12	10
P3	17	36	27	9	22
P4	31	55	31	7	17
P5	44	42	69	36	20

Note. P1-P5 are the participants in the research. Video reflection N1-N5 are the video self-reflections completed by the participants. On the last day, the participants only had to record one lesson segment.

When analyzing the data for table 2, it was very evident that between video reflection one and video reflection two that four of the five participants increased their use of praise. Most of the participants reported that during their first round of action planning, they wrote specific strategies they were going to implement. Several of them also commented that they discussed their strategies with each other and received feedback from each other on their plans. P1 reported in her reflection that in her first action plan, she targeted a small increase and she said she focused on those students who were on task and following the rules. One addition she implemented in her class was the behavior muscle praise statement. She would say to her students, “Let’s check our behavior muscles to see if they are working.” P1 said her students enjoyed doing this and

it made them more aware of their behavior. P3 reported that she paired the verbal praise with a visual and that worked for her students. She also said she implemented high fives and thumbs up praise. The participants identified specific goals and strategies for their first action plans, and they collaborated with one another on how they would implement their plans.

During the time between completing reflections two and three, P1 maintained the same amount praise statements, while P2 and P5 made significant gains in their praise. Both P2 and P5 are co-teaching at the 9th grade and both expressed the lack of enthusiasm of their students when praise is provided. P2 and P5 implemented new strategies in their classroom and the students responded positively to the new strategies. P2 and P5 implemented the sticky note strategy where they gave students sticky notes with positive praise written on the notes. P2 said one of her students through it in the trash but a majority of her students smiled when given the sticky note. P2 also implemented a thumbs up strategy where she would give a thumbs up if a student was following the rules. One student reported to P5 that she liked the use of the sticky note because attention was not put on her in front of her peers.

It was also observed through the reflection data that during this same time, P3 and P4 decreased their praise. P3 reported during this time, she received a new student and was also working on GAA documentation. She was trying to develop a relationship with her new student and was trying to collect data on his performance. She stated she just did not have time to provide praise. P4 reported she had been very sick and was not feeling well during her video recording. She admitted she should have changed the day of video recording.

Between reflections three and four, all participants significantly decreased their use of praise. Most of them reported they were busy with IEP writing and data collection. Some reported student behaviors interfered with providing praise. Participants also reported they were preparing for spring testing and were busy delivering the content. With the analysis of the data, it was prevalent that the real-world factors discussed impacted the participants' use of praise. Additionally, the use of the video recorded lessons and who viewed those recordings impacted the participants' use of praise.

According to P1's video reflections two through six, she did increase her use of praise but according to her post assessment questionnaire, she has all but stopped using general and specific praise once the workshops were completed. She stated, "Since I do not have to video anymore, my use of praise has diminished." When asked about participating in future workshops, P1 stated,

Oh of course I would participate in workshops. I like how you allowed us to vent on days we needed to vent and you provided good resources for us. I also like how I didn't feel intimidated discussing my problems with using general and specific praise. You didn't make me feel like I wasn't measuring up. You provided positive and informative feedback
P1(personal communication, April, 2016).

P2 praised quite a bit in her first video reflection but after that, praise decreased. She stated in her post-assessment questionnaire in regards to using general and specific praise, "I have continued using general and specific praise. I am trying to work with my

co-teacher to institute using praise consistently in the classroom.” When asked her thoughts on the professional development workshops her response was, “I enjoyed the workshops but I wish you could have viewed the videos or could have observed us and provided us with constructive feedback.” Most all of the participants agreed with P2. In their post-assessment questionnaire, P3, P4, and P5 all said they wish I could observe them and give them feedback. P3 suggested the university conduct new teacher workshops and allow me and my colleague to mentor them.

All of the participants stated they enjoyed the workshops. Several of them would have liked for me to observe them or to watch their videos and provide constructive feedback that would not “count against” them. P1 reported, “This workshop is very helpful. I see where I make mistakes in using praise. Although my action plan and reflections don't show it, I have learned a lot about myself as a teacher.” She also stated on the last day, “This has been a very eye opening experience. I know how to give general and specific praise but there are many circumstances where things happen and praise doesn't happen.” On her post assessment questionnaire, P1 wrote, “As a teacher, I have learned that I am human and I make mistakes. I know praise is good for the students. I have enjoyed the workshops and wish they would last longer.” This is one novice teacher I was really concerned about. According to all of her reflections, she has seemed to be the most defeated as a teacher.

P2 reported the workshops helped her and she noted that the video recording helped her to see errors in her teaching practices. P3 responded in her post assessment questionnaire that she was not excited about the workshop but after the first couple of workshops, she was more comfortable talking about her issues with behavior

management. She enjoyed being able to openly talk freely about the real reasons she does not praise. Having the ability to talk without being judged helped her see how important it is to use praise.

P5 was another one I was worried about. Overall, she enjoyed the free feeling of being able to talk without being judged. She also felt better about her situation. She knows she cannot change her general education co-teacher but also feels she could provide some strategies to her in hopes she will use the general and specific praise techniques. P5 stated in her post assessment questionnaire that the ideas given to her by her peers continue to work with her students. She stated she is more confident as a teacher.

Summary

The use of professional development workshops helped to provide resources for the novice teachers and the fact that they were able to comfortably discuss their issues regarding their teaching helped to improve their use of general and specific praise. Many of the participants reported they did not have effective mentoring during their first year of teaching. The participants also named several factors that impeded them from using praise strategies. The findings of this study show that these professional development workshops were useful to the participants; however, several adjustments could also be made to such workshops to better address novice teachers' professional development needs. The next chapter will use these findings to discuss possible ways for structuring future professional development workshops as part of a novice teacher induction program.

CHAPTER 5

Discussion

This chapter includes a discussion on the results of the study, including factors which impacted the professional growth of the participants, and implications of those results within the broader field of teacher induction and professional development. The purpose of this collaborative action research was to determine whether or not novice teachers continued using general and specific praise taught in their undergraduate program and to determine whether or not conducting professional development workshops would increase their use of general and specific praise. Working with a group of novice teachers and conducting six professional development workshops provided insights into answering the questions. The small number of participants and the intimacy of the workshops helped me, as a researcher, become closer to this group and trust was easily established. The results of this study may be useful to K-12 schools and teacher preparation programs interested in developing and implementing induction programs especially those focused on supporting special education teachers on the use of behavior management strategies.

The workshop design used in this study was developed based on previous research conducted among novice teachers. Research supports recommendation for an induction training through the use of professional development to provide support for beginning teachers (Wong, 2002). A method of professional development for novice teachers is through the use of video and reflection of their teaching (Calandra, Brantley-Dias, Lee, & Fox, 2009). Allday, et al (2012) observed and recorded the various uses of behavior-specific praise given by the teachers during these times. Teachers were

provided with forty-minute training sessions that included discussions on the definition of behavior-specific praise, examples and non-examples of behavior-specific praise statements along with the results of the observations conducted by the researchers (Allday et al., 2012). The results of this research indicated that three of the four teachers increased their use of behavior-specific praise and student on-task behavior also increased (Allday et al., 2012).

Fullerton, Conroy, and Correa (2009) examined the effectiveness of a professional development training they provided to early childhood teachers on using behavior specific praise. Fullerton et al. (2009) found that providing one and a half hours of individual training in using behavior specific praise, videos of the teachers teaching and managing behavior, and instructional feedback on the use of behavior specific praise, teachers increased their rate of providing behavior specific praise and students improved behavior. Teachers used the videos to reflect on their use of behavior specific praise and discussed as a group where behavior specific praise should have been provided (Fullerton et al., 2009).

The participants of the current research study video recorded lesson segments and completed video reflection questionnaires. Through analysis of the meeting transcripts, observations of the meetings, and video reflection questionnaire responses, it was determined that the novice teachers were using general and specific praise. However, it was also determined their use was not as much as they were taught to use in their undergraduate program. Moving forward, it is important to acknowledge both unchangeable and changeable obstacles that affected participants' professional growth in these workshops in order to determine the best ways for K-12 schools and teacher

preparation programs to provide support for novice teachers, especially novice special education teachers.

Unchangeable Obstacles

Teaching the Curriculum

One of the obstacles that the participants reported was the curricula was so rigorous and they felt too hard for their students. This was a gap in the research where novice teachers were concerned about the rigor of the curricula. Many students with disabilities have cognitive deficits and need much repetition in order to understand the content. For special education teachers in a co-taught classroom, they must follow the state mandated curriculum maps for teaching. These curriculum maps list the content for a grade level taught during the school year. The participants they must adhere to that map in order to prepare the student to take the state mandated assessment. Another issue reported by the participants is they are not allowed to reteach. They must continue teaching. This rigor and the fact that it is almost impossible to go back over the curricula is stressful for the participants. They were so focused on driving that instruction that praise was not given. From this analysis, it is evident that the teachers are frustrated with the time it takes to deliver instruction as well as the rigor of instruction.

Paperwork

Another unchangeable obstacle was the amount of paperwork special education teachers have to complete. In a study conducted by Schnorr (1995), special education teachers left their job because of the insurmountable paperwork. Berry, Petrin, Gravelle, and Farmer (2011) also report that teacher attrition is due to the amount of paperwork special education teachers have to complete. A special education teacher has many other

responsibilities other than teaching. Paperwork is a huge load on a special education teacher. The participants reported they have IEP and Transition Plan paperwork along with monthly special education reports that must be completed. The IEP is a written plan for each student. This plan could be as much as 20 pages depending upon the student. The time it takes to write one of these could be anywhere between three and four hours. Some of the participants have as many as ten students in which they have to write IEP's. This is very time consuming. The transition plan paperwork is part of the IEP for students age 16 and older. It is a written plan that addresses what the student with a disability will be doing upon high school graduation and who is responsible for the various tasks to get this done. This plan is only about five pages long but the tasks the teacher must do to write this plan is also very time-consuming. The teacher must collaborate with outside agencies on the tasks for the transition plan. Transition planning preparation involves testing the student, identifying their needs for after graduation and the steps taken to prepare for post-graduation. The monthly reports the participants have to complete including writing each students schedule and what special education services they receive. This is also a time-consuming process because the special education teacher must read each IEP and ensure the student is receiving what their IEP states they need.

Data Collection and Progress Monitoring

They also have to collect academic and behavioral data for progress monitoring. The special education teacher, who is in a co-teaching setting, must also help the general education teacher collect academic and behavior data for the RTI process. The Response to Intervention process is a general education process used to provide supports for

students who are considered at risk for failure. It is also the process used to identify potential students with disabilities. The participants must document the scientifically researched base materials they are using with the child who is in the RTI process and also state how the student performed when using that particular strategy. There could be as many as eight to ten children in a class who are in the RTI process. Teachers may also have to collect written documentation if a child has a behavior problem. This entails writing specific information about the behavior that occurred. All of the issues special education teachers are involved with are lengthy and many of them often do not have planning time during the day to document this information. Many teachers use either after school time or time at home to complete the paperwork. The insurmountable paperwork is tedious and extremely time consuming. It is also very important that the paperwork be done according to the law so this factor contributes to some of the unchangeable obstacles special education teachers have.

Student with Cognitive and/or Physical Disabilities

The final unchangeable obstacle that prevented the participants from providing praise is the fact that these students with disabilities have cognitive and/or physical disabilities and need much more one on one help. There was also a gap in the research regarding the reasons novice teachers leave due to the types of children they teach. Children with cognitive disabilities do not realize their behavior is wrong. Unlike general education students, who understand when an adult is correcting their behavior, the child with disabilities do not understand that their behavior is not appropriate. The participants reported they have to model and verbally discuss appropriate behavior. They also report this occurs daily because many of their students with disabilities forget what they were

taught the previous day. Children with physical disabilities may also have medical issues that interfere with the teacher teaching and providing praise. Participants who taught in a Moderate/Severe/Profound self-contained special education classroom had students with seizure disorders, were tube fed, had colostomy bag, and one had a trach tube. There are times when the special education teacher could not praise because of the medical issues in their classroom. Special education teachers endure these types of obstacles every day and unfortunately all of these unchangeable obstacles cannot be fixed with a professional development workshop.

Analysis of the data revealed that the participants were “forgetting to praise” in their classrooms. Many of the participants reported they did not remember to praise students because of events occurring in the classroom. Upon further analysis of the data, there were certain changeable obstacles that prevented the participants from continued professional growth in using praise. It is important to acknowledge and examine these changeable obstacles, as such obstacles can impact the effectiveness of designing future professional development workshops as part of teacher induction programs.

Changeable Obstacles

These obstacles could be addressed in a future professional development workshop and may improve the professional development experience for novice teachers. Those changeable obstacles include, the relationship between the paraprofessional and the general education co-teacher, the location of the professional development workshop, the time of year the workshops were held, and the duration of the workshops.

Professional relationships

There were some obstacles interfering with the participants providing praise that could be changed. One of these is the relationship with the paraprofessional and general education co-teacher. Several of the participants noted in their reflections that both the paraprofessional and the general education co-teacher did not provide praise and did not believe in it. Even after the research participant explained to both of them about the use of praise, they refused to use it. The participants also reported there were times that the general education teacher only praised because the administrator was observing the class. P5 reported that after the administrator left, she attempted to discuss how the praise worked while the administrator was in the classroom and the general education teacher did not want to discuss it. P2 also reported she has tried discussing strategies to use praise and the general education teacher would not listen.

By including paraprofessionals and general education co-teachers in a professional development workshop, the information gained would help them further understand how to implement praise strategies in their classroom. They could model how to implement appropriate praise statements. This could also give the trainer an opportunity to provide additional instruction on providing praise. The participants could provide feedback from their role playing of using praise.

Based on the findings from this study, it is recommended that future professional development workshops first focus on establishing clear communication between co-teaching pairs. One strategy could be using role playing in the workshop focusing on communication to solve problems. For example, the pair of teachers could be provided with an example of a child having difficulty in the co-taught classroom and the general

education and special education teacher role-playing how to solve that problem. They could model what communication would look like to problem solve.

Based on the findings from this study, it is recommended that future professional development workshops also utilize the action research cycle to support clear lines of communication between co-teachers. During this time, the paraprofessional or general education teacher could be observed by the special education teacher who could provide constructive feedback on the use of praise. Next, the paraprofessional or general education teacher could also observe the special education teacher and provide constructive feedback. This observation phase will help the pairs of teachers improve their communication skills regarding the use of praise by clearly identifying the praise statements that worked well or did not work well. The feedback could also be used to identify where the teachers could have praised more. The use of observation could enhance the behavior of the students as well as the use of the strategies among teachers.

The next step in the collaborative action research cycle is reflecting. Once the observation is completed there will be a better understanding of how to implement praise. This will follow with the next step in the action research cycle of planning. This is a great time for the group of professionals to plan and discuss strategies to improve the use of behavior management. The ideas generated will help with the general education and paraprofessional feeling they were a part of the decision and therefore have buy in to using general and specific praise. Once they have planned their strategies to use, the next step is they will implement those strategies in the classroom. Once those strategies have been implemented, the group will start the cycle over and address what they have observed.

Location

Another changeable obstacle would be the location of the professional development workshop. Our first two meetings were in a school within the district where the participants taught. This became an issue after our third professional development workshop. The participants were not as forthcoming and shared they were concerned about others hearing their complaints and reporting back to their administrators. We did move it to a participant's home after this discussion. If further research into the use of professional development workshops were done, the location should occur in a neutral place where the participants would feel free to talk and it would be less intimidating than in one of their schools.

Timing

The final changeable obstacle is the time of year the workshop was conducted. Having the professional development workshop during the spring interfered with so many of the special education teacher's responsibilities. Spring time is the worst time for special education teachers. They have annual review IEP's to write along with transition plans. They are also testing for progress monitoring as well as giving state wide assessments. Some special education teachers are also involved with RTI end of the year reports.

Duration of Induction Programs

This workshop would be better if it were conducted at the beginning of the school year and lasting throughout the year. At the beginning of the school year, teaching assignments are made and co-teaching pairs are also identified. They could practice what strategies have been provided. This would allow the opportunity to provide the participants with the information they could use to begin their year.

Induction programs are needed and this study supports my assertion that the semester-long workshop I developed is a step in the right direction, but this alone is not sufficient. According to Darling-Hammond and et al (2009), professional development that was well-designed and was implemented over the course of six to twelve months, showed a positive outcome on teacher retention.

Final Thoughts

Smargorinsky, Cook, Moore, Jackson, and Fry (2004) reported that for many preservice teachers, there is a great divide between what their university professors teach and what they continue doing as first year teachers. There appears to be a contradiction in the methods used to prepare special education teachers in behavior management such as using specific and general positive praise and the actual practice that is put into place in the public school classroom during the first year of teaching (Monroe, Blackwell, & Pepper, 2010). After completing this research, it is clear that the participants in this study did not continue to use praise strategies in their classrooms as effectively or as frequently as they did when they were enrolled in their teacher preparation program. There is an overwhelming amount of knowledge gained from these workshops and for future studies in the use of professional development workshops. As a mentor and teacher education faculty member, this research has taught me that what is learned in the classroom is not always doable in the real world.

Monroe, Blackwell, and Pepper (2010) found that most universities provided classroom management training either in a stand-alone course or in a special education methods course. General education teachers specifically need instruction in how to effectively co-teach and manage discipline in a co-taught setting. Wagner et al. (2006)

used data from the Special Education Elementary Longitudinal Study (SEELS) and the National Longitudinal Transition Study-2 (NLTS2) to examine the perspective on the various schools and programs for students with emotional disturbances receiving special education services. The surveys showed that approximately 23% of the combined total of elementary school teachers, 30% of the combined total of middle school teachers, and 13% of the combined total of high school teachers were inadequately prepared by their undergraduate programs to manage the behavior of these students (Wagner, et al., 2006). This research indicates there is a need for training in the use of behavior management strategies before teacher candidates leave their preparation programs.

According to Monroe, Blackwell, and Pepper (2010), behavior management is a factor in determining the success of a first year teacher. Monroe et al. (2010) also report that over half of the country's first year teachers leave the classroom within five years because of behavior management. From the data obtained from this research study, it would be more efficient if the professional development workshops occurred all year. Gulamhussein (2013) reported the length of professional development should be continuous to allow enough time for the teacher to learn how to implement the strategies taught. This was evident in this current study. At the very beginning when the information was new to the participants, there was a significant increase in the use of praise. According to the participants' reflections and counting the number of praise statements, there was a significant decrease in the use of praise during weeks four and five that was attributed to a variety of unchangeable obstacles. Therefore, the professional development workshop should be year round. The longer the professional development, the more opportunity the participants would have to discuss issues with the

trainer. This would also allow time to see long-term results in their students as well as their own professional growth.

Next, in their final questionnaire and conversations during the final workshop, the participants said that they would have liked for me to view their videos. Calandra, et al (2009) conducted an action research project with a first year teacher using video and reflection along with collaboration with her mentor teacher. The first year teacher would record a lesson and she and her mentor teacher would observe the video and complete a reflection form created by Calandra et al. (2009). Reports from both participants indicate positive outcomes for the video reflection. For future studies using professional development with novice teachers, it would be a valuable resource for the trainer to view the novice teacher's videos. Explicit information could be provided to the novice teacher regarding his/her performance and strategies for improvement.

Shulman (1987) reported that reflection is a process where a teacher can revisit their teaching and observe the learning that occurred with the students as well as capture the moments of successes and failures. Wang and Hartley (2003) reports the effectiveness of using videos for reflection is that it allows the novice teacher to review the recording as many times as needed to document teaching events that can be used as tools for reflecting on teaching. Working with video of their own teaching provides novice teachers with immediate feedback of their lessons and that evidence is far better than selective memory when writing a reflection of teaching (Yerrick, Ross, & Molebash, 2005). In the future, extending the length of the workshop series to a full academic year and including the trainer in viewing the videos might assist the novice teachers in engaging in ongoing reflection.

This study was one attempt to provide an induction/professional development model. One method is to involve higher education institutes in the induction process. According to the Georgia Professional Standards Commission (GaPSC), beginning in the 2015-2016 academic year, a new method of evaluating undergraduate teacher preparation programs has been adopted. The Preparation Program Effectiveness Measures (PPEM) which includes the Teacher Preparation Program Effectiveness Measures (TPPEM) and Leader Preparation Program Effectiveness Measures (LPPEM) is the new method used to evaluate the effectiveness of and hold institutions of higher education accountable to teacher preparation programs. It is within this evaluation system that teacher preparation programs will work with local school systems to enhance their teacher induction program. (Georgia Department of Education, 2015).

One example of this partnership is provided by Gilles, Davis, and McGlamery (2009) where they discuss the use of the Comprehensive Teacher Induction Consortium program. Through this model, the consortium enables collaboration between the school district and the teacher preparation program. The program involves the university providing courses based on the needs of first year teachers and those courses would apply towards a master's degree. The mentor would have also provided a year of mentoring to the novice teacher (Gilles, Davis, & McGlamery, 2009). The retention rate in the consortium model exceeds the national rate of retention. Over 91% of 316 novice teachers were still in the education field up until eight years after participating in the consortium (Gilles, Davis, & McGlamery, 2009). Not only does this consortium model increase the percentage of teachers staying in the field, but these teachers often assume leadership roles on committees and become presenters at various state and national

conventions. The consortium requires that novice teachers earn a master's degree and much of the support is provided online. While this is one model for providing support, it may not be feasible for all novice teachers.

Therefore, the current study demonstrates how a teacher induction program might be structured as an extension of the participants' teacher preparation program, with a university faculty member serving as a mentor and supporter of former student teachers. Teacher preparation programs nor K-12 schools can provide effective professional development alone. Teacher preparation programs and K-12 schools need to collaboratively work together to provide the on-going support novice teachers need. Through this study, I have learned that we need to provide more assistance when our students graduate and not just let them "sink or swim".

References

- Alhija, F.N. & Fresko, B. (2010). Socialization of new teachers: Does induction matter? *Teaching and Teacher Education, 26*, 1592-1597.
- Allday, R., Lee, K., Hudson, T., Neilsen-Gatti, S., Kleinke, A., & Russel, C. (2012). Training general educators to increase behavior-specific praise: Effects on students with EBD. *Behavioral Disorders, 37*(2), 87-98.
- Ary, D., Jacobs, L.C., & Sorensen, C.(2010). Introduction to Research in Education. California, Wadsworth.
- Berry, A., Petriun, R., Gravelle, M., & Farmer, T. (2011). Issues in special education teacher recruitment, retention, and professional development: Considerations in supporting rural teachers. *Rural Special Education Quarterly, 30*(4), 3-11.
- Brill, S. & McCartney, A. (2008). Stopping the revolving door: Increasing teacher retention. *Politics & Policy, 36*(5), 750-774.
- Brownell, M., Sindelar, P., Kiely, M., & Danielson, L.(2010). Special education teacher quality and preparation: Exposing foundations, constructing a new model. *Exceptional Children, 76*(3), 357-377.
- Burkman, A.(2012). Preparing novice teachers for success in elementary classrooms through professional development. *The Delta Kappa Gamma Bulletin, 78*(3), 23-33.
- Calandra, B., Brantley-Dias, L., Lee, J., & Fox, D.(2009). Using video editing to cultivate novice teachers' practice. *Journal of Research on Technology in Education, 42*, 73-94.
- Cakmak, M. (2008). Concerns about teaching process: Student teachers' perspectives. *Educational Research Quarterly, 31*(3), 57-77.

- Cavanaugh, B. (2013). Performance feedback and teachers' use of praise and opportunities to respond: A review of the literature. *Education and Treatment of Children, 36*(1), 111-137.
- Chalk, K. & Bizo, L. (2004). Specific praise improves on-task behavior and numeracy enjoyment: A study of year four pupils engaged in the numeracy hour. *Educational Psychology in Practice, 20*, 335-351.
- Clark, S.(2012). The plight of the novice teacher. *The Clearing House, 85*, 197-200.
- Clement, M. (2010). Preparing teachers for classroom management: The teacher educator's role. *The Delta Kappa Gamma Bulletin, 77*(1), 41-44.
- Clunies-Ross, P., Little, E., & Kienhuis, M.(2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behavior. *Educational Psychology, 28*(1), 693-710.
- Connor, F.P. (1976). The past is prologue: Teacher preparation in special education. *Exceptional Children, 42*, 366-378.
- Conroy, M., Sutherland, K., Snyder A., Hendawi, M., & Vo, A.(2009). Creating a positive classroom atmosphere: Teachers' use of effective praise and feedback. *Beyond Behavior, 18*(2), 818-26.
- Corey, S.M.(1953). Action research to improve school practices. New York: Teachers College Press.
- Creswell, J.W. (2007). Qualitative inquiry and research design. Thousand Oaks, California: Sage.
- Cuenca, A.(2011). The role of legitimacy in student teaching: Learning to "feel" like a

- teacher. *Teacher Education Quarterly*, 38(2), 117-130.
- Dana, N.F., & Yendol-Silva, D. (2003). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press.
- Darling-Hammond, L. (1996). The right to learn and the advancement of teaching: Research, policy, and practice for democratic education. *Educational Researcher*, 25(6), 5-17.
- Darling-Hammond, L., & McLaughlin, M.L. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 587-604.
- Donne, V. & Lin, F.(2013). Special education teacher induction: The wiki way. *The Clearing House*, 86, 43-47.
- Duffield, S. (2006). Safety net or free fall: The impact of cooperating teachers. *Teacher Development*, 10(2), 167-178.
- Edidger, M. (2007). Supervising the student teacher in public school. *Education*, 130(2), 251-254.
- Evans, C., Williams, J., King, L., & Metcalf, D. (2010). Modeling, guided instruction, and application of UDL in a rural special education teacher preparation program. *Rural Special Education Quarterly*, 29(4), 41-48.
- Ferguson, C. & Johnson, L.(2010). Building supportive and friendly school environments: Voices from beginning teachers. *Childhood Education*, 86(5), 302-306.
- Ferrance, E.(2000). Themes in education: Action research, (p. 14). Retrieved from www.brown.edu/academics/.../act_research.pdf.

- Fox, A., Deaney, R., & Wilson, E. (2009). Examining beginning teachers' perceptions of workplace support. *Journal of Workplace Learning, 22*(1), 212-227.
- Friedman, V. (2001). Action science: creating communities of inquiry in communities of practice. *Handbook of action research: Participative inquiry and practice*. Thousand Oaks, CA: Sage.
- Fry, S.(2009). Characteristics and experiences that contribute to novice elementary teachers' success and efficacy. *Teacher Education Quarterly, 36*(2), 95-110.
- Fullerton, E., Conroy, M.A., & Correa, V. (2009). Early childhood teachers' use of specific praise statements with young children at risk for behavioral disorders. *Behavioral disorders, 34*, 118-135.
- Gavish, B. & Friedman, I. (2010). Novice teachers' experience of teaching: A dynamic aspect of burnout. *Social Psychological Education, 13*, 141-167.
- Georgia Common Core Standard Initiative (n.d.). Retrieved from <https://www.georgiastandards.org/common-core/Pages/default.aspx>
- Georgia Department of Education Tiered Certification Reform (n.d.). Retrieved from http://www.gapsc.com/GaEducationReform/Tiered_Certification/Tiered_Certification.aspx
- Georgia Department of Education (2011). *Teacher Keys Effectiveness System*. Atlanta, Georgia: Author
- Georgia Department of Education (2011). *Teacher Induction Guidance*, Atlanta, Georgia: Author
- Gable, R., Hester, P., Rock, M., & Hughes, K. (2009). Back to basics: Rules, praise, ignoring, and reprimands revisited. *Intervention in School and Clinic, 44*, 195-

205.

Gettinger, M. & Ball, C. (2008). Best practices in increasing academic engaged time.

Psychology in the Schools, 41(3), 1043-1058.

Gilles, C., Davis, B., & McGlamery, S. (2009). Induction programs that work. *Kappan,*

91(2), 42-47.

Glaser, B.G., & Strauss, A.L. (1967). The discovery of grounded theory.

Chicago, IL:Aldine.

Gujarati, J. (2012). A comprehensive induction system: A key to the retention of highly

qualified teachers. *The Educational Forum, 76*(2), 218-223.

Gulamhussein, A. (2013). Teaching the teachers. Effective professional development in

an era of high stakes accountability. Center for Public Education, 2-39.

Hahs-Vaughn, D. & Scherff, L. (2008). Beginning English teacher attrition, mobility,

and retention. *Journal of Experimental Education, 77,* 21-54.

Hammond, L.D., Wei, R.C., Andree, A., Richardson, N., & Orphanos, S.(2009).

Professional learning in the learning profession: A status report on teacher development in the United States and abroad. National Staff Development Council.

Hatch, J.A.(2002). *Doing qualitative research in education settings.* Albany: State

University of New York Press.

Hawkins, S.M. & Heflin, L. (2011). Increasing secondary teachers' behavior-specific

praise using a video self-modeling and visual performance feedback intervention.

Journal of Positive Behavior Interventions, 13(2), 97-108.

Haydon, T. & Musti-Rao, S. (2011). Effective use of behavior-specific praise: A middle

- school case study. *Beyond Behavior* 20(2), 31-39.
- Henley, M. (2010). *Classroom management: A proactive approach*. Upper Saddle River, NJ: Pearson.
- Hester, P., Hendrickson, J., & Gable, R.(2009). Forty years later: The value of praise, ignoring, and rules for preschoolers at risk for behavior disorders. *Education and Treatment of Children*, 32(4), 513-535.
- Individuals with Disabilities Education Improvement Act of 2004, P.L. 108-446. 20 U.S.C. § 1400 *et seq.* (2004)
- Ingersoll, R. (2012). Beginning teacher induction: What the data tell us. *Phi Delta Kappan*, 93(8), 47-51.
- Ingersoll, R. (2012). *Enhancing teaching*. New York, NY: Macmillan College.
- Kapachtsi, V. & Kakana, D.(2012). Initiating collaborative action research after the implementation of school self-evaluation. *International Studies of Educational Administration*, 40(1), 35-45.
- Lee, J. Tice, K., Collins, D., Brown, A., Smith, C. (2012). Assessing student teaching experiences: Teacher candidates' perceptions of preparedness. *Educational Research Quarterly*, 36(2), 3-19.
- Leech, B. (2002). Asking questions: Techniques for semistructured interviews. *PS: Political Science and Politics*, 35(4), 665-668.
- Leko, M., Brownell, M., Sindelar, P., & Murphy, K. (2012). Promoting special education preservice teacher expertise. *Focus on Exceptional Children*, 44(7), 1-16.
- Levin, B.B. & Rock, T.T.(2003). The effects of collaborative action research on preservice and inservice teacher partners in professional development school.

Journal of Teacher Education, 54, 135-149.

- Lieberman, A. (1995). Practices that support teacher development: Transforming conceptions of professional learning. *Phi Delta Kappan*, 76(8), 591-596.
- Marchant, M., & Anderson, D.(2012). Improving social and academic outcomes for all learnersthrough the use of teacher praise. *Beyond Behavior*, 21(3), 22-28.
- Mashburn, A., & Pianta, R. (2006). Social relationships and school readiness. *Early Education and Development*, 17, 151-176.
- Mathur, S., Estes, M., & Johns, B.(2012). Professional development in behavior management: Translating knowledge gained into action. *Beyond Behavior*, 21(3), 15-21.
- Maxwell, J.A.(2005). *Qualitative research design: An interactive approach*. Thousand Oaks, California. Sage.
- Maykut, P., & Morehouse, R. (1994). *Beginning qualitative research: A philosophical and practical guide*. London: Falmer Press.
- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco, California: Josey-Bass.
- Miles, M., & Huberman, M. (1994). *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.
- McCutcheon, G. & Jung, B.(1990). Alternative perspectives on action research. *Theory into practice*, 29(3), 144-151.
- McKernan, J.(1988). The countenance of curriculum action research: Traditional, collaborative, and emancipatory-critical conceptions. *Journal of Curriculum and Supervision*, 3(3), 173-200.

- Meier, D. & Henderson, B. (2007). Learning from young children in the classroom. The art and science of teacher research. New York: Teachers College Press.
- Mills, G.E.(2003). Action research: A guide for the teacher researcher (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Monroe, A., Blackwell, S., & Pepper, S. (2010). Strengthening professional development partnerships while bridging classroom management instruction and practice. *The Professional Educator*, 34(2), 1-9.
- Morris, E., Smith, N., Altus, D.(2005). B.F. Skinner's contributions to applied behavior analysis. *The Behavior Analyst*, 28(2), 99-131.
- Myers, D., Simonsen, B., & Sugai, G. (2011). Increasing teachers' use of praise with a response-to-intervention approach. *Education and Treatment of Children*, 34(1), 35-59.
- Nelson, J.A., Young, B., Young, E., & Cox, G.(2010). Using teacher-written praise notes to promote a positive environment in a middle school. *Preventing School Failure*, 54(2), 119-125.
- Oliver, R. M., Reschly, D. J., & National Comprehensive Center for Teacher, Q. (2007). Effective Classroom Management: Teacher Preparation and Professional Development. TQ Connection Issue Paper. *National Comprehensive Center For Teacher Quality*.
- Oliver, R. & Reshly, D. (2010). Special education teacher preparation in classroom management: Implications for students with emotional and behavioral disorders. *Behavioral Disorders*, 35(3), 188-199.
- Partin, T. C. M., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2010).

Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure*, 54,172-178.

- Pianta, R., Cox, M., & Snow, K. (2007). School readiness and the transition to Kindergarten in the era of accountability. Baltimore, MD: Brookes Publishing Company.
- Pullen, P. (2004). Brighter beginnings for teachers. New York: Rowman & Littlefield.
- Putman, M.(2009). Grappling with classroom management: The orientations of preservice teachers and impact of student teaching. *The Teacher Educator*, 44(4), 232-247.
- Resta, V., Huling, L., & Yeargain, P.(2013). Teacher insights about teaching, mentoring, and schools as workplaces. *Curriculum and Teaching Dialogue*, 15(1 & 2), 117-132.
- Sagor, R.(2000).*Guiding school improvement with action research*. Alexandria, VA: Association for Supervision and Curriculum Development.
- St. George, C. & Robinson, S. (2011). Making mentoring matter: Perspectives from veteran mentor teachers. *The Delta Kappa Gamma Bulletin*, 78, 24-28.
- Scheeler, M.C.(2008). Generalizing effective teaching skills: The missing link in teacher preparation. *Journal of Behavior Education*, 17, 145-159.
- Schnorr, J.M. (1995). Teacher retention: A cspd analysis and planning model. *Teacher Education and Special Education*, 18(1), 22-38.
- Shook, A. (2012). A study of preservice educators' dispositions to change behavior management strategies. *Preventing School Failure*, 56(2), 129-136.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform.

Harvard Educational Review, 57(1), 1-22.

Smart, J.B., & Igo, L.B.(2010). A grounded theory of behavior management strategy:

Selection, implementation, and perceived effectiveness reported by first-year elementary teachers. *The Elementary School Journal*, 110, 567-584.

Smargorinsky, P., Cook, L.S., Moore, C., Jackson, A.Y., & Fry, P.G. (2004). Tensions in learning to teach: Accommodation and the development of a teaching identity.

Journal of Teacher Education, 55(1), 8-23.

Smeaton, P. & Waters, F.(2013). What happens when first year teachers close their classroom doors? An investigation into the instructional practices of beginning teachers. *American Secondary Education*, 41(2), 71-93.

South Carolina Department of Education (2006). Induction and mentoring program:

Implementation guidelines. Retrieved from

http://www.scteachers.org/cert/certpdf/mentor_guide.pdf

Spradley, J.P.(1979), *The Ethnographic Interview*. New York: Holt, Rinehart and Winston.

Stake, R.E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Stichter, J., Lewis, T., Whittaker, T., Richter, M., Johnson, N., & Trussell, R. (2009).

Assessing teacher use of opportunities to respond and effective classroom management strategies: Comparisons among high- and low-risk elementary schools. *Journal of Positive Behavior Interventions*, 11, 68-81.

Stringer, E. (2008). *Action research in education* (2nd ed.). Upper Saddle River, NJ:

Pearson/Merrill Prentice Hall.

Stormont, M. & Reinke, W.(2009). The importance of precorrective statements and

behavior-specific praise and strategies to increase their use. *Beyond Behavior*, 18(3), 26-32.

- Sugai, G. (2008). Is PBIS evidence-based? Presentation to the Illinois Leadership Forum, Rosemont, IL. Retrieved from http://www.pbis.org/common/pbisresources/presentations/0808sgbbisevidencebased_IL.ppt
- Sugai, G., & Horner, R. R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School Psychology Review*, 35,245-259.
- Teague, D. & Swan, J. (2013). Enhancing the future of education by actively supporting novice teachers. *The Delta Kappa Gamma Bulletin*, 80, 41-52.
- Thompson, M.T. (2011). Effects of tiered training on general educator's use of specific praise. Unpublished manuscript, Brigham Young University, Provo, UT.
- Thompson, M., Marchant, M., Anderson, D., Prater, M., Gibb, G. (2012). Effects of tiered training on general educators' use of specific praise. *Education and Treatment of Children*, 35(4), 521-546.
- Trussell, R.P.(2008). Classroom universals to prevent behavior problems. *Intervention in School and Clinic*, 43, 179-185.
- U.S. Department of Education. (2011, September). Beginning teacher attrition and mobility: Results from the first through third waves of the 2007-2008 beginning teacher longitudinal study.
- Wagner, M., Friend, M., Bursuck, W. Kutash, K., Duchnowski, A., Sumi, C., & Epstein, M. (2006). Educating students with emotional disturbances: A national perspective on school programs and services. *Journal of Emotional and Behavior*

- Disorders, 14(1), 12-30.
- Wang, J. & Hartley, K.(2003). Video technology as a support for teacher education reform. *Journal of Technology and Teacher Education, 11*(1), 105-138.
- Weis, L. & Fine, M. (2000). *Speed bumps: A student-friendly guide to qualitative research*. New York: Teachers College Press.
- Westling, D. (2010). Teachers and challenging behavior: Knowledge, views, and practices. *Remedial and Special Education, 31*(1), 48-63.
- Wong, H.K. (2002). Play for keeps. *Principal Leadership, 3*(1), 55-58.
- Wong, H.K. (2003). New teacher induction: The foundation for comprehensive, coherent, and sustained professional development. Name of Retrieved from <http://newteacher.com/pdf/Corwin.Gallery.pdf>
- Yerrick, R., Ross, D., & Molebash, P.(2005). Too close for comfort: Real-time science teaching reflections via digital video editing. *Journal of Science Teacher Education, 16*, 351-375.

APPENDICES

APPENDIX A: Informed Consent



COLUMBUS STATE
UNIVERSITY

INSTITUTIONAL REVIEW

BOARD

Informed Consent Form

You are being asked to participate in a research project conducted by Katherine O. Barnetson, a student in the School of Education at Columbus State University.

I. Purpose:

The purpose of this project is to determine to what degree do novice teachers continue to use general and specific praise strategies taught in their undergraduate special education teacher preparation program and to determine how a professional development workshop impacts a novice teachers' use of positive and specific praise?.

II. Procedures:

You will participate in six one hour workshops to be conducted after school hours in your county. You will be asked to complete reflective questionnaires. You will be asked to video record two segments of teaching on approximately three occasions during the workshop. You will be asked to work with your peers during the workshop.

III. Possible Risks or Discomforts:

There will be no risks during this research. The only discomfort is if you do not like discussing your use of behavior management in your classroom.

IV. Potential Benefits:

The benefits of this study include: possible change in the induction programs provided to novice teachers and possible change in how higher education institutes provide behavior management training and how they may also become involved in the induction process.

V. Costs and Compensation:

The participants will not receive any compensation and there will be no cost for them.

VI. Confidentiality:

I will be the only person reading the reflective questionnaires and I will assign the participants a code to place on their questionnaires.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Katherine O. Barnetson at 229-928-8799 or Barnetson_Katherine@columbusstate.edu . If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

I have read this informed consent form. If I had any questions, they have been answered. By signing this form, I agree to participate in this research project. [If participation is dependent upon the participant being 18 years of age or older, you must include a statement here confirming the age.]

Signature of Participant

Date

APPENDIX B-Pre-Assessment Questionnaire

Directions: Complete the questionnaire and bring this with you to the workshop.

Pre-Assessment Questionnaire

1. What is your belief regarding the use of general and specific praise in the classroom?
2. What is your definition of general praise? What are some examples of general praise?
3. What is your definition of specific praise? What are some examples of specific praise?

APPENDIX C: VIDEO REFLECTION QUESTIONNAIRE 1

Step 1: As you view your video recorded lesson, tally the number of times you provided the following types of praise to both the entire class, small group, or individual student: general (i.e. “good job”, “way to go”, “awesome”, etc.) and specific for behavior and academics (i.e. “Good job reading the sentence.” “Thank you for being quiet.” “I like the way _____ is listening to me.”). You will complete the chart below for each lesson segment video recorded.

LESSON SEGMENT 1

Type of Praise	General praise to the entire class	General praise to a small group (if applicable) Write NA if not applicable	General praise to an individual student	Specific praise to the entire class	Specific praise to a small group (if applicable) Write NA if not applicable	Specific praise to an individual student
Number of times praise is given during the lesson						

LESSON SEGMENT 2

Type of Praise	General praise to the entire class	General praise to a small group (if applicable) Write NA if not applicable	General praise to an individual student	Specific praise to the entire class	Specific praise to a small group (if applicable) Write NA if not applicable	Specific praise to an individual student

Number of times praise is given during the lesson						
---	--	--	--	--	--	--

Step 2: View the recorded lesson again and write specific examples of the praise statements given along with how the student responded.

LESSON SEGMENT 1

	General praise to the entire class	General praise to a small group (if applicable) Write NA if not applicable	General praise to an individual student	Specific praise to the entire class	Specific praise to a small group (if applicable) Write NA if not applicable	Specific praise to an individual student
Sample Statements						
Student Responses						

LESSON SEGMENT 2

	General praise to the entire class	General praise to a small group (if applicable) Write NA if not applicable	General praise to an individual student	Specific praise to the entire class	Specific praise to a small group (if applicable) Write NA if not applicable	Specific praise to an individual student
Sample Statements						
Student Responses						

Step 3: Reflect on your use of praise during both teaching segments. Did you see an opportunity where praise was not given but could have been provided? If so, why was praise not given?

APPENDIX D: VIDEO REFLECTION QUESTIONNAIRE 2

Step 1: As you view your video recorded lesson, tally the number of times you provided the following types of praise to both the entire class, small group, or individual student: general (i.e. “good job”, “way to go”, “awesome”, etc.) and specific for behavior and academics (i.e. “Good job reading the sentence.” “Thank you for being quiet.” “I like the way _____ is listening to me.”). You will complete the chart below for each lesson segment video recorded.

LESSON SEGMENT 1

Type of Praise	General praise to the entire class	General praise to a small group (if applicable) Write NA if not applicable	General praise to an individual student	Specific praise to the entire class	Specific praise to a small group (if applicable) Write NA if not applicable	Specific praise to an individual student
Number of times praise is given during the lesson						

LESSON SEGMENT 2

Type of Praise	General praise to the entire class	General praise to a small group (if applicable) Write NA if not applicable	General praise to an individual student	Specific praise to the entire class	Specific praise to a small group (if applicable) Write NA if not applicable	Specific praise to an individual student
Number of times praise is given during the lesson						

Step 2: View the recorded lesson again and write specific examples of the praise statements given along with how the student responded.

LESSON SEGMENT 1

	General praise to the entire class	General praise to a small group (if applicable) Write NA if not applicable	General praise to an individual student	Specific praise to the entire class	Specific praise to a small group (if applicable) Write NA if not applicable	Specific praise to an individual student
Sample Statements						
Student Responses						

LESSON SEGMENT 2

	General praise to the entire class	General praise to a small group (if applicable) Write NA if not applicable	General praise to an individual student	Specific praise to the entire class	Specific praise to a small group (if applicable) Write NA if not applicable	Specific praise to an individual student
Sample Statements						
Student Responses						

Step 3: Reflect on your action plan you developed on increasing the use of general and specific praise. Was the plan successful? Why? How? How did the implementation of your plan affect your students? Did you see an opportunity where praise was not given but could have been provided? If so, why was praise not given?

APPENDIX E: POST-ASSESSMENT QUESTIONNAIRE

1. What is your belief regarding the use of general and specific praise in the classroom?
2. What is your definition of general praise? What are some examples of general praise?
3. What is your definition of specific praise? What are some examples of specific praise?
4. What have you learned about yourself as a teacher through these professional development workshops and classroom activities?
5. What have you learned about your students after completing these professional development workshops and classroom activities?
6. What are your future plans for using general and specific praise?
7. If you could participate in future workshops, how would you change the way this was presented?

APPENDIX F: TYPES OF PRAISE

GENERAL PRAISE STATEMENTS	SPECIFIC PRAISE STATEMENTS
Good job!	Wonderful job_____ (fill in the blank)
Fabulous!	Way to go completing your _____ (fill in the blank)
Wonderful!	I like how you are _____ (fill in the blank)
Beautiful!	Using the general praise statements and adding specifically what the student is doing.
Super!	I like the way you _____ (fill in the blank).
Fantastic	You are being such a supportive friend by _____ (fill in the blank)
Awesome!	You are showing good citizenship by _____ (fill in the blank).
Wow!	
Great!	
Way to go!	
You are _____ (fill in the blank with some of the words above)	
Yes, you did it correctly!	
What a great job!	
That is correct!	
You are on the way to excellence!	
Giving a thumbs up.	
Having the students hug themselves.	

APPENDIX G: ACTION PLAN TEMPLATE

1. Write a goal to increase your use of general praise. (Goal for the end of this study.)
2. Write an objective for how you can increase your use of general praise. (Objective for reflection number 2)
3. How are you going to record your progress?

APPENDIX H

IRB Approval

Institutional Review Board
Columbus State University
Date: 11/19/15

Protocol Number: 16-035

Protocol Title: To What Extent do Novice Teachers Continue to Use General and Specific Praise Statements Taught In Their Teacher Preparation Program

Principal Investigator: Katherine Barnetson

Co-Principal Investigator: Erinn Bentley

Dear Katherine Barnetson:

Representatives of the Columbus State University Institutional Review Board have reviewed your research proposal identified above. It has been determined that the research project poses minimal risk to subjects and qualifies for expedited review under 45 CFR 46.110.

Approval is granted for one (1) year from the date of this letter for approximately 6 subjects. Please note any changes to the protocol must be submitted in writing to the IRB before implementing the change(s). Any adverse events, unexpected problems, and/or incidents that involve risks to participants and/or others must be reported to the Institutional Review Board at irb@columbusstate.edu or (706) 507-8634.

You must submit a Final Report Form to the IRB once the project is completed or within 12 months from the date of this letter. If the study extends beyond 1 year, you must submit a Project Continuation Form to the IRB. Both forms are located on the CSU IRB website (<http://research.columbusstate.edu/irb/>). The completed form should be submitted to irb@columbusstate.edu. Please note that either the Principal Investigator or Co-Principal Investigator can complete and submit this form to the IRB. Failure to submit this required form could delay the approval process for future IRB applications.

If you have further questions, please feel free to contact the IRB.

Sincerely,

Amber Dees, IRB Coordinator

Institutional Review Board
Columbus State University

Appendix I: Southeast State University Observation Instrument

Candidate's Name: _____

Date: _____

System/School/Teacher: _____

1. Attends to routine tasks/physical environment.

_____ a. Pupil attention is evident before directions or explanations are provided (before and during lesson)

_____ b. Procedural directions are clear and complete.

_____ c. Necessary materials, media, and aids are accessible, and routine tasks are handled efficiently.

_____ d. Learning activities are compatible with physical environment (arrangement of pupils, furniture)

2. Uses instructional time effectively.

_____ a. Lesson is introduced appropriately with brief review of last lesson and preview of today's lesson.

_____ b. All instructional activities begin with teacher demonstrating, explaining, modeling, etc.

_____ c. Lesson is paced appropriately.

_____ d. Lesson is appropriate in length and depth.

_____ e. Lesson is closed/summarized appropriately.

3. Demonstrates command of the subject/area.

_____ a. Information presented to pupils is accurate and current.

_____ b. Procedures include essential details and are presented in a logical sequence with appropriate vocabulary for pupils.

4. Objective(s) and procedures are matched to pupils, and pupil involvement is maintained.

_____ a. Lesson content is appropriate to grade level/pupils' needs based on pre-assessment or demonstrated ability.

_____ b. Written objective(s) are appropriate and include essential details.

_____ c. Stimuli for pupils are varied and pupils have the opportunity to participate in 2 or more activities other than passive listening.

5. Uses teaching procedures, materials, and aids effectively.

_____ a. Instructional procedures are appropriate for all pupils, objective(s), and materials. Aids are used effectively.

_____ b. Work or performance of individual pupils is monitored as they engage in activities.

_____ c. Responses are sought from all pupils (across gender, ability levels, and cultural differences) for assessment; other pupil responses are used appropriately by teacher throughout lesson.

6. Provides information to pupils about progress, and clarifies misunderstanding of content/instructions.

_____ a. Expectations about pupil outcomes are communicated at the beginning of the lesson and at the onset of each activity.

_____ b. Specific feedback of the lesson is provided to all pupils for correct and incorrect performance/response; suggestions for improvements are provided when applicable.

7. *Manages behavior appropriately*

_____ a. Behavioral expectations are made clear to all pupils at the beginning and throughout the lesson.

_____ b. Appropriate techniques are used to redirect off-task pupils.

_____ c. Appropriate behavior is recognized and reinforced.

**8. Communicates personal
enthusiasm/reinforces pupils**

_____ a. Enthusiasm is communicated through eye contact, facial expression, voice inflection, touch, energetic posture, appropriate gesturing, etc.

_____ b. Pupils are given personalized praise for specific performance when appropriate.

_____ c. General praise is given for pupil participation and behavior.

9. Uses acceptable written and oral expression

_____ a. Writing intended for pupils is neatly spaced and legible (handouts, board-work, worksheets, etc.).

_____ b. Language usage (oral and written) is appropriate including grammar, enunciation, volume, etc.

10. Formally assesses pupil achievement

_____ a. A systematic, formal, written assessment is present for each objective.

_____ b. Pupils are assessed individually on each objective and achievement of individual pupils is recorded.

_____ c. Assessment format matches objective.

_____ d. Ample opportunity to practice same type of response during lesson as required in assessment.

_____ e. Evidence of teacher's reflections/plans are present following his/her review of assessment for each pupil.

Observer's Name: _____

Grading

√ (Full credit) √- (Minus 1 point)

√--(Minus 2 points)

-(Minus 3 points) Grade: _____

Observer's Signature: _____

APPENDIX J: MATRIX OF RESULTS

Key: **Pre Q**=Pre-Assessment Questionnaire **VRQ1D2-6**=Video Reflection Questionnaire 1-Day 2-6 **VRQ2D2-6**=Video Reflection Questionnaire 2 Day 2-6
POQ=Post Assessment Questionnaire **PDN1-PDN6**=Professional Development Notes Day 1-6

	Belief in the use of general and specific praise	Forgetting to Praise
P1	<p>Pre Q- "My beliefs are that both general and specific praise are very effective both in general education and special education." PDN1: While I believe in praise, I get tired of praising and it not working.</p>	<p>Pre Q- Although I believe in the use of praise, I often forget to praise. PDN1- "My students have a lot of medical issues and there are days when I just forget to praise." VRQ1 D2: "I noticed where I could have praised but forgot. I realized while viewing the video I could've praised more." VRQ2D2: I saw where I needed to praise but then another student needed me and I just forgot to praise." PDND3 and VRQ2D3: I saw where I could have praised but I focused on the commenting on the negative and I forgot to praise those who were behaving. PDND5: "Today was another GAA collection date and I needed to get stuff done and I forgot to praise." VRQ2D5: I was so busy preparing reports throughout the day and that was on my mind that during instruction, I forgot to praise. POQ: "As a teacher, I have learned that I do forget to praise. I know praise is important."</p>
P2	<p>PreQ: I believe in giving praise and I have seen it work. I often feel some students desire praise and some do not.</p>	<p>PDN1: With teaching so many students in a co-taught setting, I often forget to praise students who truly need praising. VRQ1D2: After watching the video, there were places where I should have provided praise but in the midst of teaching, I forgot. PDN2: My students are in the 9th grade and it's easy to forget to praise. PDN4: I didn't increase my use of praise. The class was out of sorts because there was an assembly and I spent so much time trying to get them under control, I forgot to use praise. VRQ2D5: I saw in my lesson where I could have praised and there was one section where I focused too much on those who were not on task and I forgot to praise those who needed it. POQ: I have learned that praise is important. I realize I forget to praise.</p>
P3	<p>PDN1: I feel praise is important especially when working with students with severe disabilities.</p>	<p>PDN1: I don't praise near as much as I did when I was in the program. VRQ1D2: I forget to praise because we try to keep lessons short and to the point in order to maintain student attention. POQ: I know praise works but with everything I have to do during the day, I often forget to praise. VRQ1D5: The school was testing and we couldn't go anywhere in the building. My students were restless and I just forgot to provide praise.</p>

	Belief in the use of general and specific praise	Forgetting to Praise
P4	<p>Pre-Q-Praise is important and I feel I use more general praise than specific praise.</p> <p>PDN1: I feel praise is important especially when working with students with severe disabilities.</p>	<p>PDN1: Although I believe in praise, there are days I just forget to praise.</p> <p>VRQ2D3: During the lesson, I was doing so much documenting, I forgot to praise.</p> <p>PDN4: After I taught a lesson, I realized I should have provided more praise to a particular student but forgot.</p> <p>VRQ1D4: I did not progress because I forgot to praise certain students who are always on task. I focused on those not on task.</p> <p>VRQ2D5: During this lesson, I focused on one child and attempted to provide praise but after viewing the video, I realized I forgot to praise him in certain parts of the lesson.</p>
P5	<p>PDN1: I believe in praise but I just get tired of using praise when students should just behave and praising is not working.</p>	<p>VRQ1D2: I tried to praise but things got so hectic during the lesson, I forgot to praise.</p> <p>PDN3: I planned to increase praise but forgot and decreased my use of praise.</p> <p>PDN3: I am so focused on teaching the content that I forget to praise.</p> <p>VRQ2D3: Today I used some praise but the more time I spent on the lesson, the more I would forget to praise.</p> <p>PDN4: I wanted to praise more but I had so many interruptions, I just forgot to praise.</p> <p>VRQ1D5: I used more general praise but forgot to provide specific praise.</p>

	Reasons/Forgetting to Praise
P1	<p>Pre Q-There's just so much going on in my classroom, there are times when I just don't praise.</p> <p>VRQ1D2- One of my students had a major meltdown and while I was dealing with him, I just forgot to give praise.</p> <p>VRQ4D5-I focused on collecting data for GAA and IEP annual reviews, I forgot to praise.</p>
P2	<p>PDN1-So many students in class</p> <p>VRQ2D3-Unannounced assembly-rushed through lesson</p> <p>VRQ4D5-Focused too much on those off task</p>
P3	<p>PDN1-Because of the severity of my students, I often forget to praise. My paraprofessionals don't praise and it's easy to forget.</p> <p>VRQ2D3-I was trying to collect data on a new student</p>
P4	<p>VRQ1D2: I was sick during the 2nd lesson and didn't praise.</p> <p>VRQ2D3: I was documenting for progress monitoring.</p> <p>VRQ3D4: Students were understanding content and we were rocking along.</p> <p>VRQ4D5: Working on annual reviews and collecting data.</p> <p>VRQ5D6: Focused on giving specific praise and didn't give general praise.</p>
P5	<p>VRQ1D2: I got so busy teaching, I didn't praise.</p> <p>VRQ2D3: I get so involved in teaching and there is so much negativity when I do praise, I feel sometimes it's not worth it.</p>

	Not enough time to praise
P1	<p>PDN1- "I teach in a self-contained classroom and I have so many issues with students and there's just not enough time to praise."</p> <p>VRQ2D2: During the lesson, I was interrupted several times by other teachers and I had to finish the lesson. I just didn't have time to praise.</p> <p>PDN4: "GAA is due in a couple of weeks and I just don't have time to do anything and giving praise is the last thing on my mind."</p> <p>VRQ1D5: I am writing annual reviews and I am still conducting and writing GAA's and therefore I don't have time to even think about praising.</p> <p>POQ: "I realize praise is important to students have good behaviors. I have to not only teach self-help skills but I also have to teach the Common Core to students with IQs of 45 and below. It is time-consuming and I just don't have the time to do any more."</p>
P2	<p>VRQ2D5: My co-teacher and I are in the middle of preparing for RTI meetings and we are progress monitoring. I am also trying to test for the student annual reviews as well as writing a transition plan for one student and just do not have time during instruction to give praise.</p> <p>VRQ1D6: During my lesson there were certain times where I could have praised but I had to get the content in and didn't have time to praise.</p>
P3	<p>PDN1: I have so much to do in regards to paperwork, teaching, meetings, more paperwork, and there is no time to praise.</p> <p>PDN3: GAA is coming up and I received a new student and just didn't have time to praise today.</p>
P4	<p>VRQ1D2: While watching my video, I noticed there were places where I forgot to praise.</p>

	Not enough time to praise
P5	<p>PDN2: Not only do I have to keep records on my students with disabilities but I also have to document information for transition plans. I don't have time to praise during instruction.</p> <p>VRQ1D5: Today I provided praise to some of my students but as the class period continued, I realized I was not going to finish and rushed through the teaching. I just didn't have time to praise as much as I would like to.</p> <p>VRQ1D6: These workshops have helped but there's just not enough time to provide the appropriate praise.</p>

	Reasons/Not Enough Time to Praise
P1	<p>PDN1-Issues with students</p> <p>VRQ2D2-Interruptions during the lesson</p> <p>PDN4-GAA and IEP annual reviews are due</p> <p>VRQ1D5-Writing annual reviews and conducting and writing GAA's</p> <p>POQ-So much to do(teach IEP skills and common core)</p>
P2	
P3	VRQ3D4 -Several interruptions during lessons.
P4	<p>VRQ1D2: I get so busy teaching and I don't have time to praise.</p> <p>VRQ3D4: Progress monitoring and time got away.</p> <p>VRQ4D5: So much to do that time gets away from me.</p>
P5	VRQ4D5 : I ran out of time with my lesson. A fight broke out in class.

	Student's response to praise
P1	
P2	<p>VRQ1D2: One of my students rolls their eyes when I praise. It's frustrating when I try to give praise and the students respond so negatively.</p> <p>PDN3: My students are not responding positively to my use of praise so why try?</p>
P3	<p>VRQ2D2: I hate to even say this but I get discouraged because my students don't often respond when I give praise.</p>
P4	
P5	<p>PDN1: When I try to use praise, my 9th grade students tell me they are not in Kindergarten and do not respond to my praises.</p> <p>PDN3: I teach and I use praise but my students are so ready to get out of the class, they act like they don't care about praise.</p>

	Conforming to general education teacher's method of behavior management
P1	
P2	<p>PDN1: My co-teacher doesn't use praise and is constantly using sarcasm and berating those who don't behave. I don't do this to the students but I also do praise near as much as I did in my undergraduate program.</p> <p>VRQ2D2: As I was watching the video, I noticed I was doing what the general education teacher was doing to control behavior. I was calling out the student misbehaving and ranting about their behavior.</p> <p>PDN6: I know I should praise more but being in the same classroom with the same person all day, I often do what she does in regards to behavior.</p>
P3	
P4	
P5	<p>PDN1: The general education teacher uses "SH" to get students to quiet down and I use that often."</p> <p>PDN3: The general education teacher questions when I do give praise and tells me it's not going to work.</p>

	Teacher sick or not feeling well	Lack of Support from Administrators and Principals
P1	VRQ1D3: "I was sick and didn't feel well so I didn't praise as much as I could have."	PDN1: I have had students hit and kick me. I have had the behavioral specialist in and have been told to do the best I can.
P2		
P3		PDN2: My administrators are not trained in special education and especially in a severe/profound classroom and they don't know how to help me.
P4	VRQ2D2: I was not feeling well today and I didn't do as much praising as I could have.	
P5		PDN2: I do not receive much support for behavior from both administrators and parents.

	Use of Professional Development Workshop
P1	<p>PDN3: This workshop is very helpful. I see where I make mistakes in using praise. Although my action plan and reflections don't show it, I have learned a lot about myself as a teacher.</p> <p>PDN6: This has been a very eye opening experience. I know how to give general and specific praise but there are many circumstances where things happen and praise doesn't happen.</p> <p>POQ: As a teacher, I have learned that I am human and I make mistakes. I know praise is good for the students. I have enjoyed the workshops and wish they would last longer.</p>
P2	<p>PDN3: These workshops have helped me, eventhough it doesn't show, and I have enjoyed talking with my peers in a safe environment.</p> <p>POQ: These workshops have taught me that video recording helps see the errors in my teaching. It also provides a better perspective on my teaching.</p>
P3	<p>POQ: At first I was not excited about spending my time talking about behavior management. After the first two workshops, I see there is a real need to using general and specific praise. Being free to talk openly about these issues and discuss the real reasons I don't give praise helped. In watching my videos, I saw where I could improve on using praise.</p>

Use of Professional Development Workshop	
P4	<p>PDN3: The workshops have been helpful but I don't feel comfortable talking at the school. I would like to go somewhere where I can talk without being heard.</p> <p>POQ: When I first started these workshops, I thought I don't need to be here. I praise enough. After watching the videos of my teaching, I realized I don't praise enough. My goal is to improve this in the future.</p>
P5	<p>PDN3: These workshops are very helpful. I feel that I can talk and discuss issues and I don't feel threatened by my conversation. I would like to go somewhere else as I don't feel as comfortable talking at school.</p> <p>PDN6: I have truly enjoyed these workshops. You have taught me that praise is just as important as teaching the content. I also enjoyed discussing with my peers everyday concerns.</p> <p>POQ: At the beginning of this workshop and throughout I have not increased my use of praise. I was very negative. Being able to feel comfortable about discussing my situation helped me to see various ways I could praise. It's very difficult to do this in the 9th grade but my peers gave me some good ideas as to how I could implement praise.</p>