Measuring Efficacy for Culturally Responsive Classroom Management

Submitted to the UNC Charlotte Scholarship for Teaching and Learning Grants Program

S. Michael Putman
Department of Reading and Elementary Education

Abstract:

Classroom management represents an area of concern for both preservice and practicing teachers, especially those working with diverse groups of children in urban environments. Given the College of Education's focus on preparing candidates to work in such environments and with all children, it is critical that faculty engage in examinations into the impact of our work on teaching candidate's knowledge, skills and dispositions, including their beliefs about themselves as teachers, relative to both classroom management and diversity. The purpose of this proposal is to facilitate such examinations through the creation and validation of an instrument, the Self-Efficacy for Culturally Responsive Management Scale (SCReM). Designed to measure teaching efficacy for managing classrooms that consist of diverse groups of children, SCReM will be used to assess the impact of coursework that integrates content on diversity and classroom management on candidates' beliefs in these areas. The long-term objective of investigations using SCReM is to allow the Department of Reading and Elementary Education to accurately examine the impact of coursework and enact and document programmatic changes as based on data, which will be especially important within our preparation for an upcoming accreditation visit.

Budget Request for SOTL Grant

Year ___2012___

Joint Proposal? ___ Yes X No

Title of Project Measuring Efficacy for Culturally Responsive Classroom Management

Duration of Project January 15, 2012 – Dec. 31, 2012

Primary Investigator(s) S. Michael Putman

Email Address(es) sputman@uncc.edu

UNC Charlotte SOTL Grants Previously Received (please names of project, PIs, and dates) n/a

Allocate operating budget to Department of Reading and Elementary Education

Account #	Award	Year One
		January to June
Faculty Stipend	Transferred directly from Academic Affairs to Grantee on May 15	$3500
911250	Graduate Student Salaries	
911300	Special Pay (Faculty on UNCC payroll other than Grantee)	$2000
915000	Student Temporary Wages	
915900	Non-student Temporary Wages	
920000	Honorarium (Individual(s) not with UNCC)	
921150	Participant Stipends	
925000	Travel - Domestic	

926000	Travel - Foreign	
928000	Communication and/or Printing	$200
930000	Supplies	$200
942000	Computing Equipment	
944000	Educational Equipment	
951000	Other Current Services	
	GRAND TOTAL	$5900

Attachments:

1. Attach/provide a narrative that explains how the funds requested will be used. See below.

2. Has funding for the project been requested from other sources? ___ Yes __X__ No. If yes, list sources.

Budget Narrative

Funds from this grant will be used for three purposes: 1) compensation for the principal investigator, 2) compensation for UNCC faculty members who will serve as consultants/participants on the project and 3) materials, supplies, and printing services associated with the research endeavors described in the proposal.

Personnel

Primary emphasis has been placed within the area of Personnel as several aspects of the proposal are time intensive, including the multiple examinations of the proposed instrument, data collection, and analysis. The principal investigator, Dr. S. Michael Putman, will be compensated

$3,500 to develop the instrument and oversee the all aspects of the data collection and analysis for the validation study. He will also be responsible for planning and conducting the pilot investigation using the instrument with UNCC students to assess the impact of coursework on candidates' efficacy. Finally, Dr. Putman will develop a presentation for communicating information pertinent to the efforts associated with this proposal to the faculty in the Department of Reading and Elementary Education. Two UNCC faculty members, Dr. Chance Lewis, Carol Grotnes Belk Distinguished Professor and Endowed Chair of Urban Education, and Dr. Tehia Starker, Assistant Professor in the Department of Reading and Elementary Education, will be compensated $1,000 each ($2,000 total) to provide consultation within the development of the instrument as well as oversee aspects of data collection within the pilot investigation.

To carry out the validation procedures and pilot investigation, multiple copies of the instrument must be created and distributed. Resources, such as paper and other office supplies, will be necessary to create the copies, thus a portion of the budget has been directed towards purchasing these supplies. In addition, funding is allocated for printing services that will be necessary to create the copies of the instrument prior to distribution.

Letter of Support: Acting Dean

UNC CHARLOTTE
College of Education

Office of the Dean
9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8722, www.uncc.edu

MEMORANDUM

TO:	Dr. Michael Putman
	Department of Reading and Elementary Education
FROM:	Dr. Melba Spooner, Associate Dean and Acting Dean
	College of Education
DATE:	October 21, 2011
RE:	SOTL Grant Application

I am very pleased to support this grant application/proposal that will assist in the College of Education, and more specifically, the Department of Reading and Elementary Education's ongoing efforts to effectively prepare our candidates to meet the challenges and demands of working with diverse populations of children. For all of the years I have been in Education, classroom management has ranked at the top when it comes to concerns of teachers as they prepare to take on the responsibilities of the classroom. Coupled with the fact that our P-12 classrooms are becoming more and more diverse, it is imperative that we not only identify classroom management as a critical area of development, it is vital that we prepare and support teachers for an ever-increasing diverse population of children.
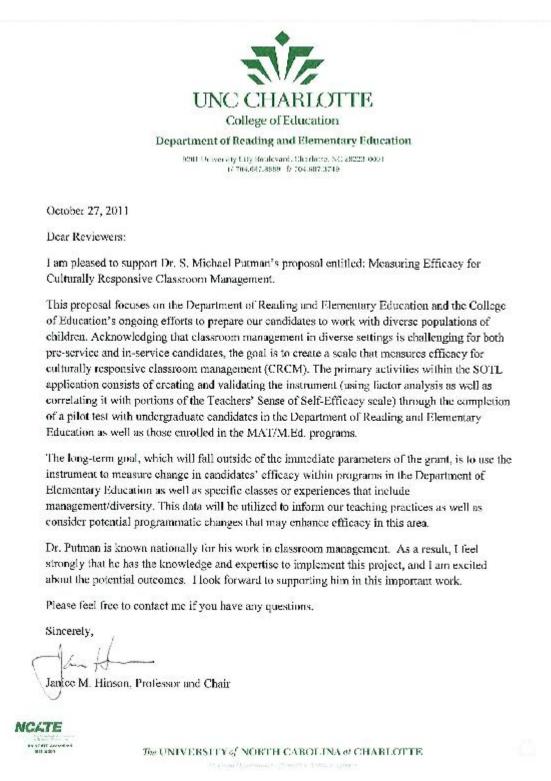
This proposal, with the goal of creating a scale to measure the efficacy for culturally responsive classroom management (CRCM) is a much needed research effort. The development and validation of an instrument that will provide the venue for such a research study will greatly enhance the mission of our College – "*to prepare highly effective and ethical 21st century professionals who have a positive impact on children, youth, families, community, and schools and who are successful in urban and other diverse settings.*" Continuous improvement is so essential to all that we do, and this project will certainly provide the opportunity to collect data that will not only support our candidates, but will also support best practices in the teaching of our faculty.

The use of data collected from examining our candidates' efficacy in working with diverse learners through culturally responsive classroom management and instruction will serve us well by informing our teaching practices. Making curricular and programmatic changes will be enhanced by measures determined through this work, due to the data-driven nature of how you are proposing to build this research study. This project provides the foundation for innovation to help us examine student learning outcomes and growth measures in a very authentic and crucial manner.

NCATE

The **UNIVERSITY** *of* **NORTH CAROLINA** *at* **CHARLOTTE**

Letter of Support: Chairperson, Department of Reading and Elementary Education

UNC CHARLOTTE
College of Education

Department of Reading and Elementary Education

9201 University City Boulevard, Charlotte, NC 28223-0001
t 704.687.8889 f 704.687.3749

October 27, 2011

Dear Reviewers:

I am pleased to support Dr. S. Michael Putman's proposal entitled: Measuring Efficacy for Culturally Responsive Classroom Management.

This proposal focuses on the Department of Reading and Elementary Education and the College of Education's ongoing efforts to prepare our candidates to work with diverse populations of children. Acknowledging that classroom management in diverse settings is challenging for both pre-service and in-service candidates, the goal is to create a scale that measures efficacy for culturally responsive classroom management (CRCM). The primary activities within the SOTL application consists of creating and validating the instrument (using factor analysis as well as correlating it with portions of the Teachers' Sense of Self-Efficacy scale) through the completion of a pilot test with undergraduate candidates in the Department of Reading and Elementary Education as well as those enrolled in the MAT/M.Ed. programs.

The long-term goal, which will fall outside of the immediate parameters of the grant, is to use the instrument to measure change in candidates' efficacy within programs in the Department of Elementary Education as well as specific classes or experiences that include management/diversity. This data will be utilized to inform our teaching practices as well as consider potential programmatic changes that may enhance efficacy in this area.

Dr. Putman is known nationally for his work in classroom management. As a result, I feel strongly that he has the knowledge and expertise to implement this project, and I am excited about the potential outcomes. I look forward to supporting him in this important work.

Please feel free to contact me if you have any questions.

Sincerely,

Janice M. Hinson, Professor and Chair

NCATE

The UNIVERSITY of NORTH CAROLINA at CHARLOTTE

Project Narrative

The primary purpose of this research is to develop and validate an instrument that will be utilized to measure undergraduate and graduate candidates' efficacy to enact culturally responsive classroom management. Through these efforts, it will be possible to measure the impact of departmental efforts to prepare our candidates to enact principles of culturally responsive classroom management with diverse groups of students.

The primary objectives are:

1. To create the Self-Efficacy for Culturally Responsive Management scale (SCReM),

2. To establish the reliability and validity of SCReM using a sample of undergraduate and graduate students enrolled in programs within the Department of Reading and Elementary Education (REEL),

3. To disseminate of information from the validation efforts to REEL faculty members

4. To initiate a pilot study, using SCReM within a pre/post-test or repeated measures design, to assess changes in candidates' efficacy for culturally responsive classroom management concurrent with participation in coursework that addresses pertinent topics.

Research questions to be answered as a result of the project include:

1. What is the underlying factor structure of the Self-efficacy for Culturally Responsive Management scale?

2. How efficacious are teaching candidates regarding their ability to enact principles associated with culturally responsive classroom management?

Rationale

Teaching in 21st Century classrooms presents a number of challenges to teachers due to pressures to increase student achievement while balancing the complexities associated with the changing composition of today's student population. As a college within North Carolina's urban research university, the College of Education has acknowledged these facts and established within its mission the goal of successfully preparing its graduates to have a positive impact on children in urban and other high needs settings (College of Education, UNC Charlotte, 2011). To help with the accomplishment of this goal, the Department of Reading and Elementary Education (REEL) has integrated a focus on working with diverse groups of students as strand that permeates its programs.

These goals are significant when one acknowledges that while the student population has become more diverse, the teaching population has remained primarily composed of white, middle class, monolingual individuals. It is therefore not surprising that teachers consistently cite two aspects of teaching as being problematic: classroom management and diversity (Chambers, 2003; Melnick & Meister, 2008). These concerns appear regardless of age or experience, but teachers at the beginning of their careers, including those in training, appear to have the greatest apprehension regarding overall classroom management and student behavior (Moore, 2003; Veenman, 1984). One of the primary reasons for this apprehension is the perception of teachers that they receive too little training in classroom management and diversity and, subsequently, lack skills necessary for success in this vital area (Siebert, 2005). This perceived lack of knowledge causes teachers to doubt their abilities to effectively handle disruptions in the classroom and beliefs regarding ability have been shown to impact the decisions of teachers in regards to classroom management strategies (Woolfolk, Rosoff, & Hoy,

1990). Several studies have shown a relationship between the efficacy beliefs of teachers and the use of authoritarian management strategies that may not be effective with students from diverse backgrounds (Emmer and Hickman, 1991; Hoy & Woolfolk, 1990; Hughes, Barker, Kemenoff, & Hart, 1993).

With this knowledge in hand, teacher educators need to begin to examine methods to alleviate the pressures teachers feel regarding classroom management and diversity. Specifically, attention needs to be directed at better preparing teachers to enact culturally responsive practices. This includes coursework that is specific to enacting principles specific to culturally responsive classroom management. However, within the context of this training, it is vital to examine teachers' beliefs regarding their abilities as these beliefs impact practices. Several instruments exist that are intended to measure these beliefs (see Bandura, 1997; Siwatu, 2007; Tschannen-Moran & Woolfolk-Hoy, 2001); however, most are directed at measuring efficacy with regards to teaching as opposed to specifically examining culturally responsive classroom management. To fill this gap in research, it is important that a scale specific to classroom management and cultural responsiveness is developed and includes the subcomponents of self-efficacy postulated by Bandura: psychological state, social feedback, observational comparison, and progress. Attention to these four areas will allow various stakeholders to note areas in which to direct efforts toward improving teachers' sense of efficacy regarding culturally responsive classroom management.

Impact

While the activities within this proposal are focused on creating an instrument to measure efficacy for culturally responsive classroom management, the long-term benefit will be the ability of researchers and REEL faculty members to document candidates' beliefs

regarding culturally responsive classroom management and to differentiate instruction to ensure sufficiency within the preparation and education of teachers with respect to culturally responsive classroom practices.

Literature Review

Teacher Efficacy

The concepts inherent within social cognitive theory have been applied to research into teachers' beliefs about their abilities, resulting in a construct called teacher efficacy. Definitions of teacher efficacy vary, yet most are focused upon a teacher's belief in her ability to positively affect student learning and behavior. In what many consider the most influential work in this area, Tschannen-Moran and Woolfolk Hoy (2001) defined the teaching efficacy as a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning" (p. 783).

Teaching efficacy is derived from a teacher's analysis of a teaching situation and perceived ability to carry out the tasks necessary to be successful. Multiple researchers have noted the importance of task analysis and assessment of competence within a particular context and the interaction between the two as contributing to efficacy (Tschannen-Moran & Hoy, 1998; Tschannen-Moran & Woolfolk Hoy, 2001). Beliefs about teaching abilities represent an important component in subsequent behaviors – teachers who demonstrated high levels of efficacy were more likely to implement effective methods of instruction (Ashton & Webb, 1986; Bandura, 1997); persist during difficult teaching situations (Dembo & Gibson, 1985; Woolfolk, Rosoff, & Hoy, 1990); and to be successful at maintaining student engagement (Ashton & Webb). These teachers were also more likely to seek ways to improve their teaching methods through alternative methods of instruction and experimentation with innovative instructional

materials (Ashton & Webb). On the other hand, low efficacy has been associated with non-differentiation of instruction, lack of interest in collaboration with other teachers, and negative views toward inclusion (Soodak, Podell, & Lehman, 1998).

Teaching Efficacy and Classroom Management

The generalized notion of teacher efficacy has important implications for the beliefs and behaviors of teachers, yet research has also demonstrated that the teaching efficacy is multifaceted and complex and a single factor structure may not adequately capture the nuances of the construct (Gibson and Dembo, 1984). Teachers may not feel efficacious in all of teaching. The resulting body of work has postulated a domain-specific structure that has shown that the factors directly within teachers' control, such as classroom management, demonstrated a significant influence on teaching outcomes (Tschannen-Moran & Woolfolk Hoy, 2001).

Research from this perspective has shown a relationship between the efficacy beliefs of teachers and their predilection to use certain management strategies as part of a behavioral intervention. Emmer and Hickman (1991) found higher scores on efficacy measures were associated with preferences for interactive management strategies and positive expectations for student behavior. Teachers who demonstrated greater efficacy with regard to their ability to solve management-related problems in the classroom were also less likely to refer children for placement in alternative contexts (Hughes, Barker, Kemenoff, & Hart, 1993). Teachers with a higher sense of efficacy have more confidence in their classroom management skills and are more successful at maintaining on-task behavior from students (Ashton & Webb, 1986).

In 2008, Chan found that teachers at all levels of experience were most efficacious when working with the most proficient students, and least efficacious in the area of classroom management. Preservice and novice teachers felt the most trepidation in the latter area, perhaps

due to a lack of training. Lin and colleagues (2001) found preservice teachers least confident in handling children who were deemed "challenging." This situation may be more common with cultural incongruence that manifests itself when teachers work with children culturally different from themselves.

Culturally Responsive Classroom Management

Weinstein, Tomlinson-Clarke, and Curran (2004) remind us that "the literature on classroom management has paid scant attention to issues of cultural diversity" (p. 26). Given that many teachers note feelings of a lack of preparedness for working with diverse populations, this is an important consideration that has broad educational implications. When teachers are already concerned with issues surrounding classroom management, teaching in urban settings where students' cultures, languages, and ethnicities may be highly diverse may intensify apprehension (Milner, 2008). This can contribute to a disconnect between teachers and students and cause management conflicts in the classroom. The tension of impending disciplinary issues may inhibit the use of successful management strategies, limiting success (of both teachers and students) and decreasing overall teaching efficacy.

Instead, teachers need to develop and use management techniques that account for cultural differences that are present in diverse classrooms. Weinstein, Curran, and Tomlinson-Clarke (2003) termed this construct "culturally responsive classroom management" (p. 269). Principles associated with culturally responsive classroom management include:

· developing knowledge of students' cultures

· establishing relationships with children

· using communication processes that are culturally congruent

· assertiveness

- clearly stating expectations that are regularly enforced (see Brown, 2004; Weinstein et al., 2004)

Culturally responsive management frameworks also "incorporate elements of students' home, personal, and community lives into the classroom" (Monroe & Obidah, 2004, p. 259).

When the teachers possess (or have the skills and opportunities to acquire) the knowledge, skills, dispositions, and beliefs that are necessary to meet the needs of and be responsive to their students, equitable classroom management and learning opportunities for all students are possible. Teachers who aspire to become culturally responsive classroom managers must have the skills and the mind-set to do so. If they believe they will be successful in difficult classroom situations, research on teaching efficacy informs us they probably will.

Methods

The activities associated with proposed project will begin during the spring semester of the 2011-2012 academic year. However, these activities represent a continuation of research that began in 2010 when the principal investigator developed the Classroom Management Efficacy Scale (CMES). Validation activities revealed the instrument was highly correlated with the classroom management sub-scale of the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001). However, as it was developed to capture generalized efficacy for classroom management, it does not contain items specific to culturally responsive classroom management. Thus, this proposal begins with activities to revise items to include principles associated with culturally responsive classroom management.

Once the revisions are complete, the instrument will be sent to experts from the University of North Carolina at Charlotte to establish face and content validity. Upon receipt of feedback, which will be requested in the form of comments or questions regarding the overall scale and

individual questions, final modifications to the instrument will be completed. Initial administration of the instrument will occur in late spring to undergraduate teacher majors accepted into the teaching curriculum and graduate students enrolled in the M.A.T. or M.Ed. programs within REEL. The instrument will be administered in conjunction with the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) and the Self-Efficacy for Culturally Responsive Teaching (SECRT) (Siwatu, 2007).

Data analysis will be conducted upon completion of the aforementioned activities and information will be disseminated to the same content area experts utilized in the previous stage. Any necessary modifications will be made through resulting discussions of the data. These modifications will be completed prior to the beginning of the 2012-2013 academic year.

The final phase of the activities for this proposal will commence during the fall semester of the 2012-2013 academic year. First, the principal investigator will present data from the validation activities to the REEL faculty as well as describe the process and implications of the proposed pilot investigation to be enacted during the fall semester. Second, students enrolled in a minimum of three courses, to be determined in collaboration with Drs. Lewis and Starker, will complete SCReM at 2-3 points during the semester to determine changes in efficacy for culturally responsive classroom management.

Evaluation

Purposive sampling will be used within the data collection for both investigations as described in the preceding section. For the validation study, the primary data analysis will consist of a principal component analysis (PCA) to verify the consistency of the proposed underlying factor structure of the instrument. Upon completion of the factor analysis, the reliability for the subscales (psychological state, social feedback, observational comparison, and progress) will be determined using coefficient alpha values (Briggs & Cheek, 1986). These values will be utilized within decisions regarding whether to retain individual items within each of the subscales. The

instrument will be correlated with the TSES (Tschannen-Moran & Woolfolk-Hoy, 2001) and the SECRT (Siwatu, 2007) to assess validity with regard to the measurement of classroom management and cultural responsiveness.

The pilot study will be implemented in the fall semester of the 2012-2013 academic year. Within this investigation, a pre/post test or repeated measures design will be utilized to compare changes in the scores on SCReM to explore whether there were significant changes in efficacy as a result of participation with coursework. The data analysis will fall outside the date range for this proposal.

Knowledge Dissemination

The results of the project will be disseminated in multiple ways. Information will be communicated to REEL faculty and staff within departmental meetings. A manuscript detailing the validation efforts for the scale will be prepared and submitted to a journal such as *Urban Education* or the *Journal of Teacher Education*. A proposal for a teacher education or research conference, such as the American Educational Research Association's Annual Meeting, will follow and likely document the results of validation efforts with the study initiated in the fall.

Human Subjects

A Human Subjects Protocol application for the Institutional Review Board (IRB) is currently under development. It is anticipated that the form will be completed by the end of November. The researcher understands that the activities that are the focus of this proposal cannot begin until IRB approval is granted.

Extramural Funding

No external funding is being sought concurrently with this proposal. However, anticipating the Department of Education's continued funding of projects within the Institute of Education Sciences, activities within this proposal will be used to provide a foundation for a federal application (Education Research Grant CFDA #84.305A) to conduct additional research on culturally responsive classroom management.

Timeline

Spring 2012	Development of SCReM; Pilot administration of SCReM with undergraduate and graduate teaching candidates within REEL
Summer 2012	Conduct data analyses; Refine instrument as necessary
Fall 2012	Disseminate information to REEL faculty; Initiate the pilot study assessing the effects of coursework on efficacy for culturally responsive classroom management

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