Critical Incidents in Classroom Management During Student Teaching Internships and Their Effects on the Teaching Profession: Perceptions of Student Teachers in India and the United States

Vinson Carter, Betsy Orr, Maggie McGriff,
Cecelia Thompson
University of Arkansas, Fayetteville, USA

Sanjeev Sonawane
University of Pune, Pune, India

The goal of this research study was to determine how critical incidents in classroom management during student teaching can affect a person's view of the teaching profession. The participants of the study were student teachers at a land-grant institution in the United States (US) and student teachers enrolled in a comparable program in India. The student teachers' perceptions of their teacher education programs and their preparedness for classroom management issues were also analyzed. Focusing on those behavior management issues allowed us to identify specific areas in which recommendations can be made to improve teacher education. Implications were based on a survey administered to each participant. Theory *vs.* real-world application, mentor teacher involvement, and perceptions of the teaching profession were big ideas discussed at the conclusion part of this study. Recommendations for teacher education programs were made and implications for future research were addressed.

Keywords: critical incidents, classroom management, student teaching internships, teaching profession, behavior management issues, teacher education

Introduction

Teachers are often faced with the challenge of maintaining classroom management with a diverse population while creating a positive teaching atmosphere. Student teachers often feel challenged by the teaching content while maintaining positive classroom management procedures. Student teachers should feel well-prepared to handle the challenges they will face in the classroom. This study is aimed at discovering factors influencing critical incidents in classroom management of recent student teachers and analyzing how the participants' perceptions of teaching were affected. The primary purpose of this research study was to determine how critical incidents in classroom management during student teaching can affect a person's view of the teaching profession. The secondary purpose of the study was to compare the perceptions between two

Vinson Carter, Ph.D., assistant professor, Department of Curriculum and Instruction, University of Arkansas.
Betsy Orr, Ed.D., associate professor, Department of Curriculum and Instruction, University of Arkansas.
Maggie McGriff, Ph.D., clinical assistant professor, Department of Curriculum and Instruction, University of Arkansas.
Cecelia Thompson, Ph.D. (Emeritus), professor, Department of Curriculum and Instruction, University of Arkansas.
Sanjeev Sonawane, Ph.D., professor, dean, Department of Education and Extension, University of Pune.

major universities in different countries.

Literature Review

The dynamics of a career and technical education (CTE) classroom can sometimes be very similar to those of any secondary classroom. However, they can also be quite unique and varied. Many career and technical learning activities involve class discussions, include group projects, or take place in a laboratory. Business education classes often center on self-paced and individualized computer activities, family and consumer sciences classes vary from individual work to group activities to whole-class discussions, and technology education classes emphasize projects and learning centers.

Technology education teachers, as well as business and family and consumer sciences teachers, are faced with challenges created by the teaching environment. Attempting to manage students in a CTE setting can be much more challenging than managing students in a traditional classroom setting (Stone, 2011). Hill and Wicklein (2000) suggested that CTE teachers continually upgrade their knowledge and expertise due to the numerous pieces of equipment, materials, and tools used in their laboratories. This allows teachers to keep up with the ever-changing curriculum and to better serve disadvantaged students.

This variety creates an atmosphere that may challenge the teaching and classroom management skills of a beginning or student teacher. Cruickshank, Jenkins, and Metcalf (2009) defined classroom management as "the provisions and procedures necessary to create and maintain a classroom community in which teaching and learning can occur" (as cited in Stone, 2011). Classrooms, in which teaching and learning can occur, must not only be well-managed, but also evoke a comfortable atmosphere for both students and teachers. If this does not occur, teachers and students alike can experience a process of constant frustration.

Certain feelings can alter one's view of the teaching profession as a whole and cause a potentially good teacher to leave the field of education. In a study by Ruhland (2002), classroom management issues were identified as a major reason for business teachers leaving the teaching profession. Promoting positive experiences during student teaching, especially the ones dealing with classroom management, could potentially prevent some cases of this desertion of the profession. The need for quality teachers is always high, therefore, teacher education programs should do whatever possible to retain and develop those students into becoming great teachers. Students must use theory and practical experience from their teacher education programs to build a foundation for developing an effective classroom management theory. As stated by Niles and Cohen (2012), "Translating theory into practice and defending a position based on case material and theoretical constructs are needed to energize and focus the learning experience for the prospective teacher" (p. 45).

As with any new experience, student teaching is challenging, whether it is a positive or negative experience. Novice and student teachers are often concerned about the challenges of teaching content, as well as managing classroom procedures and student behavior (Johnson, Rice, Edgington, & Williams, 2005). A study by Fletcher, Mountjoy, and Bailey (2011) showed that classroom management was a primary concern for over 60% of the participants, all of whom were student teachers at the time. Student behavior and classroom management techniques are concerns for all teachers, and teacher education programs should promote active learning and practice in becoming skilled in dealing with these areas. Teachers, especially beginning teachers, often "compartmentalize 'teaching' and 'classroom management' … they should 'blend seamlessly to create an overall climate that supports student learning and achievement'" (Evertson & Neal, 2006, p. 1).

It is important for teachers to understand classroom management strategies and instruction practices that

support academic engagement. "Effective classroom management may significantly increase academic engagement for student with behavior problems" (Baker, Clark, Maier, & Viger, 2008, p. 1877). Crews and Stitt-Gohdes (as cited in Rader, 2008) stated that "Classroom management is central to effective, vigorous instruction" (p. 71). Student learning increases in a well-managed classroom. According to Guercio (2011), "Classroom management is an essential element in student learning and sustaining academic achievement" (p. 43). All students can benefit from a well-managed classroom. A "fundamental prerequisite" for academic success of at-risk students—an orderly classroom with a clear behavior management system, can encourage academic growth and create a sustainable learning environment (Kraft, 2010).

Moore (2009) defined classroom management as the "complex task of establishing and maintaining the classroom environment so learning goals can be accomplished" (p. 360). Thompson and Wheeler (2008) believed that the physical, intellectual, and emotional aspects of the classroom environment influence learning goals. This includes trust and a feeling of safety between students and teachers as well as among students. Evertson and Weinstein (2006) (as cited in Van Tartwijk, Brok, Veldman, & Wubbels, 2008) described classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning" (p. 2). They identified four themes in the *Handbook of Classroom Management: Research, Practice and Contemporary Issues.*

Experience enhances teachers' classroom management abilities, and classroom management may be an ambiguous concept for new teachers, making it difficult for them to interpret the results of their actions. A situation may be considered disorder to a new teacher while an experienced teacher considers it order (De la Torre & Arias, 2007). New teachers are often unaware of the number of tasks involved in maintaining a productive classroom. They do not realize that many of their practices have an effect on the overall learning environment (Chitpin, Simon, & Galipeau, 2008). Experienced teachers can work with and provide feedback to new teachers to give them the necessary skills to cope with disruptive student behavior, which might help new teachers handle their classrooms with more confidence (Brouwers & Tomic, 2000).

There are a multitude of suggestions for classroom management techniques for beginning teachers in textbooks and scholarly journals. These suggestions are based on educators' experiences, observations, and research findings. Many teachers believe that the best approach to classroom management begins with preparation before the year begins (Rader, 2003). Rader (2003) recommended that novice teachers should prepare for classroom management by learning as much about the school as possible by establishing networks with colleagues and identifying resources. They should organize materials and arrange the room well before the start of school. The furniture in the classroom or laboratory should be placed where the teacher can observe all students and students can see the teacher (Rader, 2003).

According to Rader (2008), "Positive management strategies involve being prepared with content knowledge, being personally organized, planning properly, and organizing the classroom prior to the students' arrival" (p. 73). Other strategies suggested by Guercio (2011) are establishing control, creating effective discipline policies, building rapport with students, and determining the needs of students who may present behavior problems. These basic elements of creating a positive learning atmosphere through classroom management practices can greatly improve a teacher's ability to maintain control of the environment.

Another example of a skill most effective teachers utilize is building a foundation of guidelines to which students should adhere while in the classroom. Establishing procedures and routines for the students may be one of the easiest ways to increase positive behavior in a classroom. These should be established at the beginning of a

term and taught to the students (Thompson, 1998). Students should be provided with a brief list of rules for the classroom or lab that is consistent with school policy. On the first day of class, the rules should be presented in a positive way, including examples of desirable behavior (Rader, 2003).

Classroom procedures are the ways that teachers and students accomplish administrative routines, student movement, housekeeping, lesson routines, interactions between teachers and students, and talk among students. Although they are seldom written down, they are the way things get done in classrooms (Woolfolk, 2004). They "communicate behavioral expectations for specific situations" (Johnson et al., 2005, p. 30). However, according to Kraft (2010), teachers are often bombarded with behavior issues because they have too many rules and classroom values are not clearly differentiated from nonnegotiable expectations.

A positive teacher-child relationship is also an important part of effective classroom management. Teachers should be warm, responsive, caring, and supportive, as well as hold high expectations. Classroom management is a social and moral curriculum, and strategies relying on punishment and external rewards may negatively influence the classroom atmosphere. Teachers must take into account students' characteristics, such as ethnicity, cultural background, and socio-economic status (Van Tartwijk et al., 2008).

Teamwork and responsibility should also be taught to promote social and moral growth in students. Cooperative learning provides students with opportunities to practice responsibility and demonstrate teamwork. When each group member has responsibility for the success of a group, it reinforces appropriate behavior (Rowan, 2007). Career and technical education curriculum provides opportunities for teachers to plan cooperative learning activities and encourage interaction among students.

This idea should lead career and technical education teachers to decide on certain procedures and classroom management systems to be established specifically for career and technical laboratories. Teachers must be able to identify students who need assistance and maneuver around computers and other equipment to monitor students. Some business education teachers use procedures, like color-coded cups, flags, or cards for students to communicate their needs (Rader, 2008). These techniques, like many others, can create positive expectations for student behavior and promote a classroom of successful cooperative learning. R. J. Marzano, J. S. Marzano, and Pickering (2003) (as cited in Stone, 2011) found that effective teachers who can manage a classroom are able to use certain research-based strategies that direct student behavior, which leads to greater student engagement with content and activities. Such strategies can be taken from the multitude of tips and tactics learned in teacher preparation programs. This, in turn, leads to greater student achievement. However, it has also been suggested that:

> Reducing the number of strategies and models imparted, and focusing on a smaller range of proven effective strategies suitable for a wide range of problematic behaviours that are underpinned by theoretical models, could lead to greater perceptions of preparedness and confidence. (O'Neill & Stephenson, 2012, p. 1141)

An instructional approach to classroom management is based on the premise that "well-planned and well-implemented instruction will prevent most classroom problems … lessons that engage students in their own learning and afford them the opportunity to be successful learners will prevent and solve most management problems" (Moore, 2009, pp. 365-366). New teachers need to plan lessons based on standards to be taught and learning needs of the students. Daily objectives should be posted for the students (Johnson et al., 2005) and students should be aware of their own learning at all times. Classroom values should be promoted each day and students should be held to the responsibility of upholding these standards. Teachers who fail to

properly prepare and maintain classroom interactions are shown to have increased discipline problems, and administrators uphold that this leads to reduced instructor effectiveness and quality of student learning (Stone, 2011).

Monitoring student behavior allows a teacher to know what is happening in the classroom and to make proper time and targeted responses with firmness and clarity. The responses should not interfere with the other tasks the teacher is performing (Edwards, 2008). "Withitness" helps the teacher stop misbehavior before it spreads and increases in significance. "Overlapping" is the teacher's ability to manage multiple issues (Hardin, 2008). These skills as well as positive overall teacher efficacy can lead to reducing behavioral issues in the classroom. Also, how a teacher interprets behavior problems may actually affect the efficiency of the classroom as well.

Because CTE teachers' classroom management issues can be compounded as instruction often takes place in a complex learning environment, teachers should be well prepared to face the challenge. Lack of training, anxiety, and inexperience create overwhelming feelings of frustration and inadequacy in new teachers when faced with a difficult group of students (Kraft, 2010). According to Kraft (2010), when behavior problems arise, many teachers revert back to the "pacifying effects of worksheets and teacher-centered instruction", which, in turn, sacrifices the objective of student interaction and cooperative learning. Teachers should be prepared to handle situations where behavior problems emerge without compromising the enriching environment created by student-centered collaboration. This would create a more positive experience for novice teachers and help maintain a more optimistic view of the teaching profession.

This study is aimed at discovering factors influencing critical incidents in classroom management of recent student teachers and analyzing how the participants' perceptions of teaching were affected. Many instructional techniques and management strategies are available as resources to novice and student teachers and can better prepare them for the few inevitable behavior problems. Classroom management experiences play a vital role in how student or novice teachers view the notion of pursuing a career in education. If teachers could be thoroughly prepared, more of these experiences may turn out to be positive learning opportunities for growth and development. This, in turn, could help prevent negative views of professions in education, and specifically teaching in career and technical education.

Method

In order to answer the research questions, a survey study was designed to be administered electronically to the students who were student teaching currently. The survey consisted of eight open-ended questions that were developed by the researchers after a thorough review of literature. A pilot study was conducted with the students enrolled in a student teaching program.

After revisions to the original survey, the survey was electronically delivered to 23 students in the United States (US) and 33 in India. Two surveys from the US and two surveys from India were eliminated due to duplicate answers. All the participants were enrolled in a teacher preparation program. Both universities offered similar teacher preparation programs.

Participants

The students enrolled in a teacher preparation program and currently student teaching were asked to participate in the study. Twenty-one students from the US and 31 students from a comparable program in India responded to the survey.

Research Questions

The primary purpose of this research study was to determine how critical incidents in classroom management during student teaching can affect a person's view of the teaching profession. The secondary purpose of the study was to compare the perceptions between two major universities in different countries.

The following research questions guided this study:

1. How did the critical incidents affect the student teachers' perceptions of the teaching profession?

2. How could implications from the critical incidents be generalized to better prepare student teachers for their internship experiences?

3. What are the similarities and differences between student teachers' critical incidents at one major university in the US and a major university in India?

Procedures

The survey instrument was developed after a thorough review of literature. The questions were developed by the researchers and modified after a pilot study was conducted, resulting in eight significant questions. The survey was administered using Google Docs. The participants were allowed to expand on their responses, positively or negatively. All data were stored in Google Docs and analyzed using Microsoft Excel and Google Docs. In order to analyze the qualitative data, the information was coded using formulated meanings from the survey responses. Themes were created and added as the open-ended responses were analyzed. The end result was a summarized assessment of the information into relevant and concise themes.

When categorizing the critical incidents faced by each student teacher (Question 1), the researchers used the discipline coding system provided by the state Department of Education (G. Orr, personal communication, October 11, 2011). The coding system is a series of general discipline issues, each numbered for reporting and tracking purposes. The question, responses, and code names are illustrated in Table 1.

Table 1

Question 1: Describe Any Reoccurring Incidents Involving Classroom Management That Impacted Your Student (Pre-service) Teaching Experience

Significant statement (discipline incident)	Discipline code
US major institution	
1. Students not doing work	Class disruption (Code-5)
2. Students who would not participate, antagonized other students	
3. Students using MacBooks when they were not supposed to	
4. Behavior issues—disrupt class	
5. Cell phones/iPods/technology disruptions	
6. Cell phone usage by students	
7. Excessive cell phone usage and talking	
8. Not paying attention	
9. Students griping and complaining	
10. Students talking and not staying focused	
11. Very loud/rowdy—students in this class	
12. Cell phones	
13. Disruptions and talking	
14. Students using cell phones	
15. Truant students during field trips	Truancy (Code-32)
16. Students habitually cheated	Insubordination (Code-18)
17. Students cheating while taking a test	

(Table 1 to be continued)

Incident	Code
18. Four students misbehaved, using bad language	Disorderly conduct (Code-6)
19. Learning disabilities—Disrespect	Disrespect (Code-7)
20. Students are not interested	
21. Getting students to settle down—Not very much older	
22. Cell phones/iPods/technology disruptions	Cell phone (Code-4)
23. Cell phone usage by students	
24. Excessive cell phone usage and talking	
25. Cell phones	
26. Students using cell phones	
India major institution	
1. Students making noise	Class disruption (Code-5)
2. Students making noise—not regular teachers—not able to manage the class	
3. Students making noise	
4. Students disturbing class, not following class rules, chatting, and fighting	
5. Students wandering here and there, making noise, and fighting	
6. Fighting among themselves, not paying attention, and bunking school	
7. Students disturbing class	
8. Students not paying attention, making noise, and never taking seriously	
9. Students constantly changing seats, fighting amongst themselves, and not interested in studying	
10. All students quarrel with each other and they make noise	
11. Some students do not answer questions and last bench students quarrel	
12. Students singing, some were passing some comments and some were discussing	
13. Students quarrel with each other and make noise	
14. Students making a lot of noise	
15. Talking together	
16. Making various types of noise and changing their places	
17. Students constantly changing seats, fighting amongst themselves, and not interested in studying	Disorderly conduct (Code-6)
18. Students passing notes	Broke class rules (Code-2)
19. Breaking class rules	
20. Bunking of lessons and lacking of enthusiasm (British term for skipping school)	Truancy (Code-32)
21. Fighting among themselves, do not pay attention, and bunk school	
22. Students trying to escape from class	
23. Students making noise—not regular teachers—free to do anything	Disrespect (Code-7)
24. Students quarrel, make noise, different animal voices	
25. Students were studying other subjects	
26. Students not paying attention, making noise, and never taking seriously	
27. New teacher, mischief	
28. Students made noise and asked funny questions	
29. Male students continuously staring at me	
30. Students made noise in the classroom	
31. Students were mischievous … disturbance during teaching	
32. Children making noise and talking	
33. Students fight among themselves, do not pay attention, and bunk	

Notes. Some students reported multiple recurring incidents. All incidents were reported.

Results

Eight open-ended questions were addressed to the participants. Question 1 asked student teachers to describe recurring incidents involving classroom management that impacted their student teaching experiences. Some students provided multiple responses for this question. All relevant responses were reported. The differences between the two universities and the discipline code category are shown in Table 2.

The similarities in discipline coding between the two universities were "class disruption", "truancy", "disorderly conduct", and "disrespect". The US institution also included "insubordination" and "cell phone use". In India, the discipline code "broke class rules" was found to be a recurring theme.

Question 2 (see Table 3) asked the student teachers to describe the way they have dealt with this type of incident. The significant statements were categorized into common themes: corrective, verbal warning, and punitive. Of the 14 student teachers who responded from the US, six identified corrective, seven identified verbal warning, and one identified punitive as the preferred methods of dealing with the critical incidents. In India, of the 30 participants, 19 identified corrective, eight identified verbal warning, and three identified punitive as the preferred methods of dealing with the critical incidents.

Table 2

Differences Between the Two Universities and the Discipline Code Category

US major institution	India major institution
Cell phone (Code-4)	Broke class rules (Code-2)
Class disruption (Code-5)	Class disruption (Code-5)
Disorderly conduct (Code-6)	Disorderly conduct (Code-6)
Disrespect (Code-7)	Disrespect (Code-7)
Insubordination (Code-18)	Truancy (Code-32)
Truancy (Code-32)	

Table 3

Question 2: Describe the Way You Have Dealt With This Type of Incident

Significant statement	Formulated meaning	Theme
US major institution		
1. Referral was issued	Refer to administrator	Corrective
2. Made each student a folder with all his/her work	Modify student work	Corrective
3. Asked students to put cell phones away	Consistent verbal warning	Verbal warning
4. Not allowed to sew on machine	Depriving student privileges	Punitive
5. Used activities to get students involved from the get go	Incentives	Corrective
6. Told them to put it (cell phone) away or the teacher would take it up	Verbal warning	Verbal warning
7. Took phone away; talking	Remove distraction and verbal warning	Corrective
8. Told students "all eyes on me" and turned off monitors	Verbal warning	Verbal warning
9. Presented students with the option of a detention	Verbal warning	Verbal warning
10. Asked them to quit talking, turned off monitors, assigned lunch detention when necessary, and seating chart	Verbal warning	Verbal warning
11. Used book to answer questions and free writes	Writing assignments	Corrective
12. Warning once, then removal of the cell phone	Verbal warning	Verbal warning
13. Kept students busy and warned them detention	Verbal warning	Verbal warning
14. Followed handbook procedures	Follow school rules	Corrective

(Table 3 to be continued)

India major institution		
1. Not able to handle	Refer to mentor teacher	Punitive
2. Located the origin of the problem	Individual meeting with student	Corrective
3. Designed activities for team work and dialogued with students	Modify assignment and one on one meeting with student	Corrective
4. Marks would be considered as exam marks	Verbal warning	Verbal warning
5. Seating arrangement made where all students can sit in the first four rows	Seating chart	Corrective
6. Used various teaching aids and communicated in a loud voice	Variety of teaching aids and raise voice	Corrective
7. Told some stories, arranged some games, and used technology	Variety of teaching aids	Corrective
8. Punished students by making them stand during lecture	Physical punishment	Punitive
9. Seated students in the first bench and asked questions	Seating arrangement and questioning	Punitive
10. Told students the importance of study and told moral stories	Verbal reprimand	Verbal warning
11. Explained the importance of the discipline; backbenchers made to sit in front	Verbal warning and seating arrangement	Verbal warning
12. Continuously walking	Keeping close proximity to students	Corrective
13. Conducted experiment with the help of students	Student involvement	Corrective
14. Conducted student activity and call on students who are making noise	Student involvement	Corrective
15. Started a story to draw their attention	Storytelling	Corrective
16. Found out the reasons of constant place changing and used examples to explain subject	Observe and analyze and use examples	Corrective
17. Used different audio-visual aids	Variety of teaching aids	Corrective
18. Students told to pay attention as it will be on unit test	Verbal warning	Verbal warning
19. Used different teaching aids	Variety of teaching aids	Corrective
20. Used advanced technology and storytelling	Variety of teaching aids and storytelling	Corrective
21. Used technology based lessons and said do not quarrel	Variety of teaching aids and verbal warning	Verbal warning
22. Asked questions, used teaching aids, and seated in front bench	Variety of teaching aids, seating chart, and questioning	Corrective
23. Changed the student's sitting position that quarrel to first bench, met this student personally, and understood his/her problems and solved it	Seating chart and one on one meeting with student	Corrective
24. Explained importance of discipline and counselled students bunking lecture	One on one meeting with student	Corrective
25. Explained importance of discipline and made back benchers sit in front	Storytelling and seating chart	Corrective
26. Told them some stories and used technology-based lessons	Storytelling and variety of teaching aids	Corrective
27. Tried to keep them engaged	Student involvement	Corrective
28. Warned them not to make noise	Verbal warning	Verbal warning
29. Told class to keep quiet and listen to me and asked questions	Verbal warning and questioning	Verbal warning
30. Gave clear instructions regarding showing of teaching aids	Verbal warning	Verbal warning

Question 3 (see Table 4) asked the participants to describe how another teacher or mentor teacher helped handle the incident. The majority (32/52) of the responses from both institutions reported that the mentor teacher indirectly helped by offering advice. Twenty-one of the respondents reported that the mentor teacher directly helped by taking over the situation.

Question 4 (see Table 5) asked the participants to identify which of the responses were successful from those reported in Question 2. The student teachers from the US and India reported that the majority of responses were successful with the exception of "threatening detention and taking away points for the rest of

the day" (US student teachers) and India student teachers reporting "class teacher" and "interesting teaching aids, loud voice, and incentives" as being unsuccessful techniques in handling critical incidents. Overall, both groups of students reported similar responses. Students from both institutions provided multiple responses.

Table 4

Question 3: Describe How Another Teacher or Your Mentor Teacher Helped You Handle the Incident

Statement	Formulated meaning	Theme
US major institution		
1. My mentor teacher gave them a warning	Mentor teacher gave advice	Indirect
2. Reinforced my decision	Mentor reinforced decision	Indirect
3. Mentor spoke to students in private	Mentor took care of it	Direct
4. Mentor suggested that I rearrange seating	Mentor teacher gave advice	Indirect
5. Mentor watched student behavior	Mentor took care of it	Direct
6. Mentor encouraged me to be more strong-handed	Mentor teacher gave advice	Indirect
7. Mentor attempted everything	Mentor teacher took care of it	Direct
8. Mentor guided me	Mentor teacher gave advice	Indirect
9. Administrators decided to give him a folder	School personnel implemented student action	Direct
10. Mentor teacher helped in getting me organized	Mentor teacher gave advice	Indirect
11. Mentor teacher has my back in discipline	Mentor teacher gave advice	Indirect
12. Mentor teacher helped in this situation	Mentor teacher gave advice	Indirect
13. Mentor teacher has an answer for everything	Mentor teacher gave advice	Indirect
14. Mentor teacher told students they are rude	Mentor teacher took care of it	Direct
15. Mentor teacher was very supportive	Mentor teacher gave advice	Indirect
16. Mentor teacher told me to have students turn their monitors off	Mentor teacher gave advice	Indirect
17. Principals suggested writing detentions	School administrator teacher took care of it	Direct
18. Mentor teacher recommended seating chart	Mentor teacher gave advice	Indirect
19. Mentor teacher talked to the class	Mentor teacher took care of it	Direct
20. Mentor teacher suggested warning	Mentor teacher gave advice	Indirect
21. Mentor teacher helped with consequences	Mentor teacher gave advice	Indirect
India major institution		
1. I was given detention forms	Mentor teacher gave advice	Indirect
2. Supervisors told me to give up and told me to ignore them	Mentor teacher gave advice	Indirect
3. Guidance in counseling	Mentor teacher gave advice	Indirect
4. Advised me to communicate and listen	Mentor teacher took care of it	Indirect
5. Class teachers took control	Mentor teacher took care of it	Direct
6. Mentor teacher gave look to students	Mentor teacher took care of it	Direct
7. Class teacher took control over class	Mentor teacher took care of it	Direct
8. Mentor teacher helped me handle the incident and keep classroom silent	No mentor teacher action	Direct
9. Peer group friend advised	Mentor teacher gave advice and took care of it	Indirect
10. Teachers gave guidelines and helped control the class	Mentor teacher gave advice	Direct
11. Mentor teacher gave me suggestions	Colleagues gave advice	Indirect
12. Gathered information from colleagues	Subject teacher took care of it	Indirect
13. Subject teacher scolded the students	Mentor teacher gave advice	Direct
14. Mentor teacher gave advise to use teaching aids and involved students	Mentor teacher took care of it	Indirect
15. Mentor helped keep them quite	Mentor teacher took care of it	Direct

(Table 4 to be continued)

16. Mentor teacher tried to calm students	Fellow teachers took care of it	Direct
17. Fellow teachers sat next to students	Fellow teacher gave advice	Indirect
18. Fellow teacher helped me	Mentor teacher took care of it	Indirect
19. Mentor teacher told the students that every student is assessed	Fellow teacher gave advice	Direct
20. Fellow teacher suggested different reference book	Mentor teacher took care of it	Indirect
21. Mentor teacher helped keep silence	Mentor teacher took care of it	Direct
22. Mentor teacher handled incident	Mentor teacher gave advice	Direct
23. Mentor teacher helped in guiding the students	Fellow teachers gave advice	Indirect
24. Colleagues helped me to control classroom and tell me how to communicate with students	Fellow teachers gave advice	Indirect
25. Colleagues helped in classroom management and understood the problems of the students	Mentor teacher gave advice	Indirect
26. Mentor teacher encouraged us with giving moral support and tips in controlling the class	Mentor teacher took care of it	Indirect
27. Mentor teacher helped me to handle the incident	Fellow teachers and mentor teacher gave advice	Direct
28. Colleagues and teacher made them aware about teaching aids and engaging in lecture	Bed teacher advised	Indirect
29. My teacher advised me to conduct the experiment in such a way that everyone can see and make suggestions	Subject teacher took care of it	Indirect
30. Subject teacher told them to keep quite	Fellow teachers and mentor teacher gave advice	Direct
31. Colleagues and teachers made them aware about teaching aids presentation	Fellow teachers and mentor teacher gave advice	Indirect

Table 5

Question 4: Which of Your Responses in Question 2 Were Successful?

Significant statement	Formulated meaning	Theme
US major institution		
1. Locking our students' screens is definitely successful because they cannot do anything else	Successful	Independent
2. The three "strike" system worked well	Successful	Independent
3. Threatening detention and taking away points usually work for the rest of the day, but problems persist throughout the week	Not Successful	Dependent
4. Changing seating arrangement and dimming the lights	Successful	Independent
5. Moving students	Successful	Independent
6. Possibility of additional punishment	Unsuccessful	Independent
7. None of them	Unsuccessful	Dependent
8. All have proven unsuccessful	Unsuccessful	Dependent
9. Test modifications have been successful; folder has been successful	Successful	Independent
10. Excluded	Excluded	Excluded
11. All responses seemed to be successful	Successful	Independent
12. Got students on task	Successful	Independent
13. Getting students involved	Successful	Independent
14. Do not have to tell students twice in the same day	Successful	Independent
15. Taking away the phones	Successful	Independent
16. Turned off monitors, forced them to stop working, and wrote it on the board allowed them to review the information	Successful	Independent
17. If students do not complete classwork, we have a lunch detention	Successful	Independent
18. Seating chart was effective	Successful	Independent
19. Individual assignments worked best	Successful	Independent
20. Warning and being consistent worked fairly well	Successful	Independent

(Table 5 to be continued)

21. Losing lunch privileges, referral, and contacting parents	Successful	Independent
22. Excluded	Excluded	Excluded
23. Using the handbook	Successful	Dependent
India major institution		
1. Offered them incentives	Unsuccessful	Independent
2. Finding out the original cause of the issue and avoiding public embarrassment	Successful	Independent
3. Dialogue and discussion	Successful	Independent
4. Interesting teaching aids, loud voice, and incentives	Unsuccessful	Independent
5. Both strategies were successful	Successful	Dependent
6. Used teaching aids	Successful	Independent
7. Technology-based teaching	Successful	Independent
8. Punished them to stand in front of class	Successful	Independent
9. Asked students questions and gave rewards	Successful	Independent
10. Warned them about their teachers and told moral stories	Successful	Independent
11. Excluded	Excluded	Excluded
12. Narrated stories to students and made fighting/quarreling students sit together	Successful	Independent
13. Continuously asking questions	Successful	Independent
14. Participation of students	Successful	Independent
15. Used pictures and photos and experiments to involve the students	Successful	Independent
16. Class teacher helped maintain silence	Unsuccessful	Dependent
17 Getting students involved	Successful	Independent
18 Technology while teaching	Successful	Independent
19 To some extent all	Successful	Independent
20. Used different teaching methods	Successful	Independent
21. Storytelling	Successful	Independent
22. Technology-based lessons	Successful	Independent
23. Developed friendship among students	Successful	Independent
24 Changed the sitting arrangement of students	Successful	Independent
25.Narrated stories and made quarreling students sit together	Successful	Independent
26. Explained the importance of discipline through the story	Successful	Independent
27. Storytelling and technology-based lessons	Successful	Independent
28. Rewards, motivation, and some scolding	Successful	Independent
29. Included techniques that teacher asked me to	Successful	Independent
30. Different questions and introductions given by students	Successful	Independent
31. Teaching aids made effective impact	Successful	Independent

In response to Question 5 (see Table 6), the student teachers in both countries stated that they found that experience in the situation helped them deal with the critical incident situation more than anything else. Responses were categorized into personality, experience/teaching strategy, and having a role model. The majority of responses were experience/teaching strategy for both groups with very similar responses reported. "Having patience" and "having knowledge of characteristics of adolescent age groups" were common statements from both groups. Themes were identified and categorized as intrinsic and extrinsic. Multiple responses were provided by some of the participants. For Question 6, students were asked how the incident affected his/her choice to become a teacher (see Table 7). Statements were categorized into positive, neutral, or negative. Of the US student teachers, all the students reported that it affected their choice in either a positive or neutral way; one student teacher chose not to answer the question. Of the student teachers from India, all but

one reported that it affected their choice to become a teacher in a positive way; one student teacher chose not to answer the question; and one reported that it affected his/her choice in a negative way. Overwhelmingly, the incident affected the decision to be a teacher in a positive way. Common statements from both groups were "I loved my student teaching", "This incident taught me to solve problems", and "This has not affected my choice".

Table 6

Question 5: What in Your Past Experience Helped You Deal With the Situation?

Significant statement	Formulated meaning	Theme
US major institution		
1. It helped to be nice and forceful	Personality	Intrinsic
2. If you do not deal with behavior problems, they will continue	Personality	Intrinsic
3. I was in an authority position as a teacher	Personality	Intrinsic
4. I have a great deal of patience and think of rational solutions without losing my patience	Personality	Intrinsic
5. I have learned to deal with all types of people and keep a level head	Personality	Intrinsic
6. My interaction with kids of all ages has aided me	Experience	Intrinsic
7. My children taught me patience	Experience	Intrinsic
8. I knew raising my voice being demanding and bossy just gives students fuel to act out	Personality	Intrinsic
9. I knew high school kids want to be included, not distanced	Experience	Intrinsic
10. Learning organizations has helped me become organized	Role model	Intrinsic
11. Working with high school students in different settings	Experience	Intrinsic
12. Not applicable (NA)	NA	NA
13. Working with kids in general	Experience	Intrinsic
14. I have had teachers take up phones	Experience	Intrinsic
15. My classroom management professor encouraged me to be open minded	Role model	Extrinsic
16. Being a student helped me learn to stay calm and find a way to solve the problem	Experience	Intrinsic
17. I tried to talk to the students	Experience	Intrinsic
18. Watching my mentor was helpful	Role model	Extrinsic
19. I have been in classrooms subbing or observing	Experience	Intrinsic
20. My mentor teacher helped me	Role model	Extrinsic
21. I worked at Northwest Arkansas children's shelter	Experience	Intrinsic
22. No incidents	NA	NA
23. I followed rules set by school district	Role model	Extrinsic
India major institution		
1. I followed trial and error method	Experience	Intrinsic
2. Guidance from my school teachers	Role model	Extrinsic
3. Relating it to everyday contexts	Experience	Intrinsic
4. Experience and suggestions from Bachelor of Education (B.Ed.) teachers	Role model	Extrinsic
5. I remembered my school days	Experience	Intrinsic
6. Updated knowledge helped me	Method/strategy	Extrinsic
7. Past experience with technology and storytelling	Method/strategy	Extrinsic
8. Experience shared by other teachers	Role model	Extrinsic
9. Understood psychology of students	Personality	Intrinsic
10. Learning by doing	Experience	Intrinsic
11. Excluded	NA	NA
12. Kept myself in shoes of students	Personality	Intrinsic
13. My mother is a teacher and she shared her experience	Role model	Extrinsic

(Table 6 to be continued)

14. I tried to be more of a friend	Personality	Intrinsic
15. Gave interesting activities and experience	Method/strategy	Extrinsic
16. A poem helped	Method/strategy	Extrinsic
17. I handled certain things with patience	Personality	Intrinsic
18. I used my English knowledge	Experience	Intrinsic
19. Having knowledge of characteristics of adolescent age groups	Method/strategy	Extrinsic
20. Previous knowledge of Marathi	Method/strategy	Extrinsic
21. Play way method and storytelling method helped	Method/strategy	Extrinsic
22. My past experience	Method/strategy	Extrinsic
23. Good effects of stories	Method/strategy	Extrinsic
24. Follow rules	Personality	Intrinsic
25. Good effect of stories on students	Method/strategy	Extrinsic
26. Monitor classrooms	Method/strategy	Extrinsic
27. All past experiences	Experience	Intrinsic
28. Play and learn method experienced by me and my school life	Method/strategy	Extrinsic
29. Students must be reassured	Personality	Intrinsic
30. Telling story to my daughter	Method/strategy	Extrinsic
31. Followed tricks used by my school teachers	Experience	Intrinsic

Table 7

Question 6: How Did This Incident Affect Your Choice to Become a Teacher?

Significant statement	Formulated meaning
US major institution	
1. I loved my student teaching	Positive
2. Did not affect it	Neutral
3. Not negatively affecting my choice	Neutral
4. Made me realize that I enjoy teaching	Positive
5. The incidents did not affect my choice	Neutral
6. I am not discouraged	Positive
7. I want to be a teacher	Positive
8. It is still currently affecting my choice	Neutral
9. It did not affect any choice	Neutral
10. This was not a great factor	Neutral
11. Did not affect my choice	Neutral
12. I still plan to be a teacher	Positive
13. I have loved my experience	Positive
14. Has not affected my decision	Neutral
15. Did not affect my choice	Neutral
16. I wanted to help students enjoy learning	Positive
17. My choice was made prior to this incident	Neutral
18. This has not affected my choice	Neutral
19. I realized that it was not just myself they were treating bad	Positive
20. NA	NA
21. I knew that I wanted to help them learn	Positive
India major institution	
1. We have to work accordingly	Positive
2. It boosted my commitment	Positive

(Table 7 to be continued)

3. Students appreciated my work	Positive
4. We have to work accordingly	Positive
5. This is a very challenging field	Positive
6. I have to work with those children with problems	Positive
7. I decided to always use technology based lessons and storytelling	Positive
8. Experience with these problems is temporary	Positive
9. We learn to develop all skills	Positive
10. I felt that this job is not suitable for me	Negative
11. Excluded	NA
12. Help understand the problems of classroom and develop ability to handle situations	Positive
13. Students motivate me to become a teacher	Positive
14. I learned from incidents in a positive way	Positive
15. I decided to become a teacher	Positive
16. I understood the importance of being a teacher	Positive
17. It did not deter me—I learned from this experience	Positive
18. My higher education was very useful	Positive
19. Adolescents motivate me to become a teacher	Positive
20. My higher education was very useful	Positive
21. What students expect from teachers was understood	Positive
22. I use all my skills to become a teacher	Positive
23. I was very happy	Positive
24. This incident taught me to solve problems	Positive
25. I know that becoming a teacher is a challenge for me	Positive
26. Teachers have to take care of student psychology and teaching atmosphere	Positive
27. This incident affected my choice to use technology-based lessons	Positive
28. I decided to become a teacher	Positive
29. Adolescents have to be handled carefully	Positive
30. The teaching process is very nice	Positive
31. I want to become a good teacher	Positive

In Question 7 (see Table 8), the student teachers were asked how their teacher education program prepared them for the incidents they experienced. This question had the most common response of all the questions. The statements were categorized into formulated meanings of relevant content and discussion with others. The majority of the students in both countries reported that the relevant content in their program prepared them. Four student teachers in the US reported that their teacher education program did not prepare them for critical incidents. All the student teachers in India reported that the content of their teacher education program or discussion with others helped prepare them for critical incidents.

Table 8

Question 7: How Did Your Teacher Education Program Prepare You for Incidents Like This?

Significant statement	Formulated meaning
US major institution	
1. Knowing to stay calm and handle situations	Relevant content
2. Gave me the skills necessary to handle these situations	Relevant content
3. Being able to speak to other current student teachers has helped	Discussion with others
4. Classroom management class gave examples and solutions	Relevant content
5. It does not	NA
6. My program did not prepare me for these instances	NA

(Table 8 to be continued)

7. It did not	NA
8. It did not	NA
9. I got to collaborate with other teachers and faculty about the students	Discussion with others
10. The teacher education program wanted things done in an organized manner. I still used the techniques in my lesson plans to help keep me organized	Relevant content
11. They prepared me in all areas of classroom management	Relevant content
12. We talk about differentiated learning	Relevant content
13. I have been given numerous materials	Relevant content
14. My professors have addressed this issue and encouraged me	Discussion with others
15. The classroom management class prepared me for cell phone usage	Relevant content
16. Helped me learn successful different strategies	Relevant content
17. Professional development on management and behavior	Relevant content
18. Classroom management class was helpful for these types of incidents	Relevant content
19. Prepared me in adjusting the type of activities and lessons that I planned	Relevant content
20. Very well	Relevant content
21. Classroom management course was effective and the teaching internship was most helpful	Relevant content
India major institution	
1. Helped in facing various types of children and how to interact with them	Relevant content
2. Learning of educational psychology helped me	Relevant content
3. Orientation workshop	Relevant content
4. Helped with facing various types of children and how to interact with them	Relevant content
5. Experienced actual situation which we have studied in teacher education program	Relevant content
6. How to face critical conditions in every type of child	Relevant content
7. It used all skills of training period	Relevant content
8. Useful for who wants to become a teacher	Relevant content
9. Used B.Ed. training skills according to situation	Relevant content
10. Got many ideas or clues on how to solve problems and confidence levels was grown-up	Discussion with others
11. Excluded	Relevant content
12. Learned child psychology through internship and how to apply different teaching methods	Relevant content
13. Instead of giving punishment, catch their attention through activity	Relevant content
14. Microteaching	Relevant content
15. Learned many techniques and went through the orientation program for each subject	Relevant content
16. Microteaching	Relevant content
17. Child psychology	Relevant content
18. Increased my confidence	Relevant content
19. Educational psychology	Relevant content
20. Increased confidence	Relevant content
21. Child psychology	Relevant content
22. Make learning interesting	Relevant content
23. Child psychology	Relevant content
24. How to share our knowledge with students and how to maintain relation with students	Relevant content
25. Child psychology	Discussion with others
26. Child psychology	Relevant content
27. Used all skills of my training	Relevant content
28. Microteaching	Relevant content
29. Microteaching	Relevant content
30. Understand student behavior pattern and problems to prepare for incidents	Relevant content
31. Psychology helped us to understand the psychology of the students	Relevant content

In Question 8 (see Table 9), the student teachers were asked what helped them manage classroom behavior/incidents during their student teaching internship. The number one response was guidance from the mentor teacher and consulting with other teachers. Having a dedicated mentor teacher was greatly valued by the student teachers and it was evident that most of them had a positive experience.

Table 9

Question 8: What Helped You Manage Classroom Behavior/Incidents During Your Student Teaching Internship? How Was This Helpful?

Significant statement	Formulated meaning (What helped you manage classroom behavior/incidents during internship?)	Theme (How was this helpful?)
US major institution		
1. The Lan school really helped monitor the integrated class	Lan school	Use of technology/teaching aids
2. My understanding of student behavior and how to systematically handle problematic situations	Understanding of student behavior	Understanding of student behavior
3. Consulting with my mentor and other teachers has been extremely helpful because they have been around it long enough to know what works and what does not work. Keeping them too busy to have behavioral issues	Consulting with other teachers; time on task	Discussion with others
4. Encourage students to work together	Student encouragement	Demonstrating self confidence
5. Gaining the respect of my students by respecting and honestly caring about each of them	Showing respect for students	Understanding of student behaviors
6. Mentor teacher's guidance and a level attitude	Showing respect for students	Understanding of student behaviors and discussion with others
7. Guidance and structure from mentor teacher	Showing respect for mentor and students	Discussion with others and demonstrating self-confidence
8. Packing every minute with something for students to work on	Time on task	Understanding teaching techniques and student behavior
9. Talking with students laid a foundation of respect	Showing respect for students	Understanding of student behavior
10. Seeing how teachers handle classroom behavior and adapting those to my own style	Consulting with other teachers	Discussion with others; demonstrating self-confidence and understanding of student behavior
11. My mentor helped me learn new and better ways to approach behavior issues	Guidance from mentor teacher	Understanding student behavior and discussion with others
12. Showing respect, being interested in students, and making a seating chart	Showing respect for students	Understanding student behavior
13. Mentor teacher	Guidance from mentor teacher	Discussion with others
14. Classroom management class	Classroom Management course	Understanding teaching techniques
15. Mentor teacher	Guidance from mentor teacher	Discussion with others
16. A positive relationship with students	Showing respect for students	Understanding student behavior
17. Knowing the administration will follow through	Administrative support	Discussion with others
18. Sticking to threats and punishments	Teacher control	Understanding student behavior
19. Mentor teacher and classroom management class	Guidance from mentor teacher and classroom management course	Discussion with others
20. Mentor teacher	Guidance from mentor teacher	Discussion with others
21. University courses and being a parent	University course and parental experience	Understanding teaching techniques and demonstrating self-confidence

(Table 9 to be continued)

India major institution		
1. Support from mentor teacher	Guidance from mentor teacher	Discussion with others
2. University teacher, colleagues, and school supervisors	Guidance from colleagues	Discussion with others
3. Training to become a nun	Religious training	Discussion with others
4. Keeping my cool and anticipating problems	Composure	Understanding of student behavior and demonstrating self-confidence
5. My B.Ed. teachers	University teachers	Understanding teaching techniques
6. Simulation lessons and microteaching	Practice lessons	Understanding teaching techniques
7. B.Ed. teacher, peer group, and trainings	Guidance from colleagues	Understanding teaching techniques and discussion with others
8. All my teachers	Guidance from teachers	Understanding teaching techniques and discussion with others
9. Teaching aids and technology	Teaching aids	Use of technology/teaching aids
10. Teacher guidelines	Rules and procedures	Understanding teaching techniques
11. Teaching aids, technology, and new techniques of teaching	Teaching aids	Use of technology/teaching aids
12. School teachers, friends, students, and Information and Communication Technology (ICT)	Guidance from colleagues	Discussion with others
13. Subject teachers	Guidance from colleagues	Discussion with others
14. My unique and interactive teaching	Self-confidence	Demonstrating self-confidence
15. Technology and audio-visual aids give real experience	Teaching aids	Use of technology/teaching aids
16. I used overhead projector (OHP) to show different pictures	Teaching aids	Use of technology/teaching aids
17. Discussion	Guidance from colleagues	Discussion with others
18. Previous practice lessons	Practice lessons	Understanding teaching techniques
19. Discussion with friends and guidance given by subject teacher	Guidance from colleagues	Discussion with others
20. Practice lessons	Practice lessons	Understanding teaching techniques
21. School teachers, ICT, and parents	Guidance from colleagues and parents	Discussion with others
22. Friends and my teacher	Guidance from colleagues and parent	Discussion with others
23. School teachers, friends, and ICT	Guidance from colleagues	Discussion with others
24. Past experience	Self-confidence	Demonstrating self-confidence
25. School teachers, friends, and ICT	Guidance from colleagues	Discussion with others
26. Teaching aids, audio-visuals, and guidance by teachers	Teaching aids	Use of technology/teaching aids
27. Teachers, friends, and parents	Guidance from colleagues and parent	Discussion with others
28. B.Ed. course	University course (B.Ed.)	Understanding teaching techniques
29. Methods teachers	University teachers	Understanding teaching techniques
30. Teaching aids, audio-visual	Teaching aids	Use of technology/teaching aids
31. B.Ed. course	University course (B.Ed.)	Understanding of teaching techniques

Conclusions

The goal of this research study was to determine how critical incidents in classroom management during student teaching can affect a person's view of the teaching profession. The secondary purpose of the study was to compare the perceptions between two major universities in different countries.

Research Question 1

When analyzing the data to answer Research Question 1: How did the critical incidents affect the student

teachers' perceptions of the teaching profession? In order to analyze this question, the researchers identified the critical incidents that were reported and assigned each one to a code that was used at the time by a state Department of Education. The most common critical incidents reported by the US student teachers were cell phone usage, class disruption, disorderly conduct, disrespect, insubordination, and truancy. The student teachers from India reported break class rules, class disruption, disorderly conduct, disrespect, and truancy. Critical incidents common to both groups were class disruption, disorderly conduct, disrespect, and truancy.

With the guidance of the mentor teacher, the critical incidents reported did not affect the student teachers' decisions to become a teacher. The student teachers from both countries appeared to be well prepared for the critical incidents experienced. The importance of a mentor teacher was stated several times by both groups.

Research Question 2

For Research Question 2: How could implications from the critical incidents be generalized to better prepare student teachers for their internship experiences? Several themes emerged. Teacher preparation programs that are strong in content are critical. An overwhelming majority of the student teachers stated that the "relevant content" prepared them for the critical incident followed by "discussion with others". Preparing students in the content knowledge for the student teaching experience and identifying key mentor teachers are key factors for the success in dealing with critical incidents.

Research Question 3

Regarding Research Question 3: What are the similarities and differences between student teachers' critical incidents at one major university in the US and a major university in India? We identified more similarities than differences. Perhaps the use of cell phones in the schools was the biggest difference. Cell phone usage in American classrooms is quite common; however, the opposite is true for the Indian classrooms. Both groups reported critical incidents in class disruption, disorderly conduct, disrespect, and truancy. The mentor teacher becoming directly or indirectly involved in the incidents, which was reported by both groups. Both groups also reported that having experience helped them deal with the situation. The student teachers in India identified method/strategy most often. An overwhelming majority of the students in both groups reported that the critical incidents did not affect their choice to become a teacher. Teacher education programs having relevant content were a major factor in dealing with critical incidents as well as discussing the critical incidents with others. Student teachers who are prepared in the content and comfortable discussing the critical incidents with other people seem to be able to deal with the critical incidents effectively. Student teacher preparation, content knowledge, and collaborating and communicating with the mentor teacher are all important factors in handling a critical incident. The student teachers in both countries identified verbal warning and corrective action as the most preferred ways in dealing with a critical incident. Both groups reported punitive measures, but it was used the least of all.

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