



## The Effects of Self-Reflection and Classroom Management Course on Pre-service Teachers' Self-Efficacy

### Öz Yansıtma ve Sınıf Yönetimi Dersinin Öğretmen Adaylarının Öz-Yeterlikleri Üzerinde Etkisi

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**ABSTRACT:** The purpose of this study was to analyse the effects of self-reflections and a classroom management course on pre-service teachers' self-efficacy beliefs. A mixed-methods approach was used in data collection and analyses. The Teacher Self-Efficacy Scale was given as a pre- and post-test at the beginning and end of the course. Additionally, a self-reflective survey was administered three times over the duration of the course. The paired sample t-tests were used to analyse data from the Teachers' Sense of Self-Efficacy Scale. The results revealed that the classroom management course and self-reflections had significant influences on the development of the pre-service teachers' levels of teacher self-efficacy. The implications for pre-service teachers and teacher preparation programs were also discussed.

**Keywords:** classroom management, self-reflection, self-efficacy, technology, pre-service teachers.

**ÖZ:** Bu araştırmanın amacı öz yansıtma ve sınıf yönetimi dersinin öğretmen adaylarının öz yeterlikleri üzerindeki etkisini analiz etmektir. Veri toplamada ve analizinde karma yöntemler yaklaşımı kullanılmıştır. Öğretmen Öz-Yeterliği Ölçeği dersin başında ve sonunda ön-test ve son-test şeklinde verilmiştir. Buna ek olarak ders süresi boyunca bir ön yansıtma anketi üç kez uygulanmıştır. Öğretmen Öz-Yeterliği Ölçeğindeki verileri analiz etmek için eşleştirilmiş örneklem t-testi kullanılmıştır. Sonuçlar sınıf yönetimi dersinin ve öz yansıtmanın öğretmen adaylarının öğretmen öz-yeterliği gelişimi üzerinde önemli bir etkiye sahip olduğunu ortaya koymuştur. Öğretmen adayları ve öğretmen yetiştirme programları için çıkarımları da ayrıca tartışılmıştır.

**Anahtar kelimeler:** sınıf yönetimi, öz yansıtma, öz-yeterlik, teknoloji, öğretmen adayları.

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## Introduction

One of the most important and expressed goals of many teacher education programs is to develop the most effective teachers for the profession. Hammond, Bransford, and LePage (2005) emphasized that effective teachers are able to figure out not only what they want to teach, but also how to teach in ways that students can understand and use the new information and skills. Undoubtedly, teachers have strong influences on student outcomes and good teachers know that in order to be effective, they need to also be reflective and critical about their performance while taking active steps for continuous improvement. Tripp and Rich (2012) defined reflection for teachers as a self-critical, investigative process wherein they consider the effect of their pedagogical decisions on their situated practice with the aim of improving those practices.

While reflection is an important component for the growth and development of veteran teachers, interns and pre-service teachers do not have a range of experience to draw upon and are likely to be at a disadvantage. In addition, a positive correlation was found between teachers' levels of satisfaction in relation to their training experiences and their confidence in their own competence to deal with students' problematic behaviour (Cooper & Yan, 2014). Because teacher beliefs influence teaching practice, early in their profession, pre-service teachers must examine and analyse how these beliefs impact the expectations and academic outcomes of their students (Lastrapes, Tanase, & Patterson, 2014). Furthermore, teachers need to demonstrate that they believe all students are capable of learning and that they believe they are capable of making a difference in the educational lives of children (Ryan, 2006).

But, are teacher beliefs and self-reflection enough? Plash and Piotrowsk (2006) estimate that 30 percent of teachers are likely to leave the profession within three years. In addition, first year special education teachers are more than two times as likely to leave the profession in comparison to their peers in general education (Lee, Patterson, & Vega, 2011; Smith & Ingersoll, 2004). Although personal, complicated, and myriad, the issues regarding longevity in the teaching profession could likely relate to efficacy and teacher beliefs about their abilities to make a difference and affect student outcomes. Teacher self-efficacy represents a future-oriented belief about the level of competence a teacher believes she or he will demonstrate when confronted with a given teaching task (Bullock, Coplan, & Bosacki, 2015; Tschannen-Moran, Hoy, & Hoy, 1998). Klassen (2007) asserted that self-efficacy perceptions influence activity choice, task perseverance, and the level of effort utilized towards task completion. Because a lack of teacher self-efficacy can possibly undermine even the best intentioned and prepared teachers, it is imperative that we teach pre-service teachers not just how to teach, but also how to manage the instructional environment through well designed courses in classroom management. Additionally, reflection on their own performances, partnered with opportunities to practice the theories and strategies learned should also be included in coursework. Although efficacy beliefs are partly formed by actual knowledge and skills, they independently contribute to performance, even when variations in past performance are taken into account (Bandura, 1997; Dicke, Parker, Marsh, Kunter, Schmeck, & Leutner, 2014). Furthermore, the level of self-efficacy influences how individuals deal with obstacles and complications in addition to how they judge their

own behaviour, which provides further evidence for the leading role of self-efficacy (Dicke, Parker, Marsh, Kunter, Schmeck, & Leutner, 2014). Research shows that the improvement of self-efficacy beliefs has connections with factors such as mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion (Pajares, 2002; Tschannen-Moran & Woolfolk-Hoy, 2007). Darling-Hammond (2000) emphasized the need for teachers to analyse and reflect on their practice, assess the results of their teaching, and be willing to refine and improve their instruction in ways that they did not experience as students. This is particularly important given that beginning teachers perceive student discipline as their most serious teaching challenge, one that they feel unprepared to adequately address (Evertson & Weinstein, 2006; Jones, 2006).

Researchers have highlighted the importance of reflection, self-efficacy, and classroom management course in teacher education (Harlin, 2014; Kong, 2010; Kurt, Ekici, & Güngör, 2014; Tschannen-Moran, & Woolfolk Hoy, 2007; YOK, 1998; Yuksel, 2014). For example, with the goal of prompting student teachers to reflect on their teaching performance, Kong (2010) investigated the effects of a web-enabled video system on student teachers' self-reflections. Eight student teachers from four disciplines were invited to use the video system to reflect on their teaching in two lessons. Students recorded their classroom performance and then retrieved online videos of their teaching for self-reflection. The results show that video browsing encouraged student teachers to produce an extra 50 percent of reflective notes and motivated them to significantly boost the depth of their reflective thoughts in the areas of discipline and classroom management, and professional knowledge on teaching. Building on the gains achieved in this way, student teachers can subsequently engage in in-depth professional dialogue with their teacher supervisors.

Similarly, in a longitudinal study with 43 student teacher participants, Harlin (2014) examined changes in teaching habits reported by participants when they see themselves on video. For example, when the participants saw themselves teaching, they were surprised by certain habits and wrote that they wanted to change them. Two years later, eight of these participants video recorded their teaching again. Interviews revealed that the majority, in different ways, had changed their habits to include a refinement of previous habits and the development of new habits. In other words, recorded videos stimulated their reflections and were instrumental in the changes they made. Further, in a study designed to analyse the effect of classroom management course on self-efficacy perceptions of student teachers regarding the teaching process, Kurt, Ekici, and Güngör (2014) reported self-efficacy perceptions of student teachers towards teaching process was found high and classroom management course had a positive and medium levelled effect on self-efficacy beliefs regarding the teaching process.

With the mandate for inclusion and the least restrictive placement for students with disabilities, teacher educators are challenged to redesign their programs to prepare pre-service teachers to educate a wide range of students in whole-class settings. Peebles and Mendaglio (2014) examined the impact of an inclusion course and a field experience on 141 pre-service teachers' self-efficacy for teaching in inclusive classrooms. The results show that both the inclusion course and the field experience produced significant gains in self-efficacy. However, participants with prior experience

with individuals with disabilities had significantly higher levels of self-efficacy than those without prior experience.

Having strong beliefs about competence, opportunities to reflect, and making deliberate improvements on performance are critical components of teacher effectiveness. However, teachers need to know and be able to successfully manage a classroom regardless of the age, grade, or behaviours students exhibit. YOK (1998) described a classroom management course as one of the compulsory courses that has great contribution on teachers' sense of self-efficacy. Classroom management is a term that refers to a wide range of skills, techniques, and strategies employed consistently by teachers to facilitate and maintain a structured and orderly environment so that learning can occur. The term emphasizes not only discipline but also classroom activities academic activities, social interaction, teacher and student behaviours, and classroom harmony (Burden, 2000; Chambers, 2003; Henson, 2003; Kurt, Ekici, & Güngör, 2014). Consequently, it is one of the most important courses contributing to the pedagogical formation of teachers' sense of self-efficacy perceptions in the teaching process (Kurt, Ekici, & Güngör, 2014).

In an experimental study to investigate the impact of a classroom management course on self-efficacy levels with 85 pre-service teachers, Yuksel (2014) reported results revealing that the classroom management course significant influenced the development of the pre-service teachers' teacher self-efficacy levels and that the variables such as gender, academic achievement and departments did not have an effect on the pre-service teachers' self-efficacy beliefs. Given that students are likely to misbehave and successful teachers must learn how to promote responsible behaviour, manage the environment, and reflect on performance for continued growth, it is important to examine how these factors in concert with self-efficacy will help to better prepare pre-service teachers and possibly reduce the attrition rate in special education. To secure and maintain a robust workforce of special educators who are knowledgeable, skilled, reflective, effective, resilient, and committed, pre-service preparation and ongoing support are key factors in teacher development (Rock, et al., 2016). Therefore, the purpose of this study was to examine the effects of self-reflection and a classroom management course on pre-service teachers' self-efficacy beliefs. Combining the examination of self-reflection and self-efficacy expands the literature on ways to transform teacher development in addressing some of the challenges special education teachers will encounter in current and future classrooms. Within this context, the following questions were posed and investigated:

1. Do pre-service teachers' level of self-efficacy change after taking a classroom management course?
2. After viewing recorded classroom presentations, is there congruence between their beliefs and their classroom management actions?

## **Method**

### **Participants and Setting**

Twenty-two special education majors enrolled in a Bachelor of Arts in Education degree program at a state university in the south eastern region of the United States participated in this study. Classroom Management is a required course for the

Exceptional Student Education initial certification program. This audience of convenience included 21 females (95%) and 1 male (1%) pre-service teachers who were beginning their senior year in the program.

The five-week course was delivered in the Video Production Facility at the university that provides synchronous and asynchronous delivery of educational content. Although participation was a required component of the course, class sessions were recorded live in a classroom environment, and web cast over the Internet for on-demand streaming of recorded classes. Participants could watch later, and had unlimited access to video lectures at their convenience over the duration of the course experience. This 'lecture-capture' model of learning provides a unique window to the classroom in which viewers have the opportunity to see and hear the professor and students interacting. Class lectures were recorded in a high definition H.264 (mpeg-4) format, and were easily played in a browser window, eliminating the need to download special players or software. A Broadcast Engineer was responsible for the electronic recording and Internet delivery of each class lecture. This involves multi-camera video switching, audio mixing and the insertion of computer-generated titles and graphics. Sources such as Power Point presentations and displayed documents were also incorporated live into the class recording. Videos were fully compatible with Linux, Mac, and Windows, as well as Android and i-OS devices.

### **Data Collection**

Data were collected via the Teacher Self-Efficacy Scale developed by Tschannen-Moran & Hoy (2001). It is a 9-point Likert-type scale made up of 24 items. The scale includes three sub dimensions: Efficacy for Student Engagement, Efficacy for Instructional Strategies, and Efficacy for Classroom Management. Additionally, participants were required to make three presentations (2 individual and 1 group) over the duration of the course and respond to a survey soon after viewing the recordings and reflecting on their own performance.

**Self-Efficacy Survey.** Tschannen-Moran & Hoy's Teachers' Sense of Efficacy Scale (TSES) (2001) short form was used to measure self-efficacy in this study. The instrument includes a 12-question 9-point Likert rating scale ranging from 1 (None at all) to 9 (A great deal) divided into three subscales: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. Consistent with Noormohammadi (2014) definitions, efficacy for student engagement measures teachers' belief in their ability to actively engage students in the learning process. Efficacy for instructional strategies addresses the beliefs teachers have about the effectiveness of their strategies used in the classroom. Efficacy for classroom management examines teachers' belief in their ability to effectively manage a class. Part two of the instrument requests demographic data from participants. Each subscale consists of 4 items. The TSES is a valid and reliable scale to measure individual's perceptions towards self-efficacy in relation to classroom management skills. Tschannen-Moran & Hoy reported, for the short form, a Cronbach alpha value of .90 of internal consistency reliability for the whole scale. Subscale internal reliabilities were .81 for Engagement, .86 for Instruction, and .86 for Management. There were 4 items in each category, with the highest possible score in each category being 36, and the lowest being 4. The total survey possible score is 108, with the lowest being 12.

**Self-Reflection Survey.** A Self-Reflection Survey (see appendix) was developed by the authors for participants to evaluate their own performance on the following categories: teaching skills, instructional presence, knowledge of classroom management theory, and application of classroom theory. Categories were selected because of their importance on the key areas assessed for successful course completion. The Self-Reflection Survey, (see Appendix), is a web-based instrument that includes 1 four-part question where participants rate their performance on a 5-point Likert scale that ranges from 1 (Novice) to 5 (Expert) in the areas mentioned above. Additionally, one open-ended, short answer question is included that asks participants to note any surprises they observed about themselves in the recorded presentations. To differentiate participants' reflection ratings of presentations (i.e., article, group, management plan), they select which presentation is being rated at the beginning of the survey.

### **Procedure**

A proposal was submitted to and approved by the university Institutional Review Board prior to the beginning of the course. A former graduate of the program was recruited to administer the Teachers' Sense of Self-Efficacy Scale during the first and the last day of the course. Participants were directed to use a pseudonym for both pre- and post- self-efficacy surveys to ensure confidentiality. The Self-Reflection Survey was sent via-email to all participants for completion, after each of three presentation opportunities, by the institution's Centre for Instruction and Research Technology. The surveys were completed anonymously and participants were reminded to expect the surveys after their presentations.

Participants presented on three areas over the duration of this course. They presented an article review, group presentation, and classroom management theory. For the article review, each participant was required to select and share a peer-reviewed journal article on one of the classroom management theories addressed in the course, such as Kagan, Coloroso, and Marshall Theories. In the group presentation, participants were required to collaborate with four of their peers and demonstrate their understanding of the application of an instructor-identified theory. The instructor prior to the first class session randomly assigned participants to groups. The classroom management plan presentation was the culminating assignment experience where participants individually shared their developed and personalized plans based on the course content and how they intend to implement the strategies in future classrooms. All class sessions were recorded so that participants could later view their presentation, reflect, and respond to the performance areas as appropriate. Recordings were available immediately following the class sessions and were accessible via the course modules in the Blackboard Learning Management System. Only the instructor, broadcasts technologist, and participants enrolled in the course had access to the course materials and recordings.

### **Data Analysis**

This exploratory study was a pre-post survey design used to explore the change in students' ratings of self-efficacy beliefs from the start to the end of a five-week classroom management course and can be defined as a repeated measures design (Büyüköztürk, 2006; Karasar, 1999; Kurt, Ekici, & Güngör, 2014). Surveys were

administered to participants the first and last day of the course, for one instrument, and via online for the other that was sent after each student presentation. Data gathered used SPSS 22 software to analyse responses related to the change of pre-service teachers' perceptions of their level of self-efficacy before and after taking a classroom management course, Paired-Sample t-tests of significance ( $p < .05$ ) were used to test for differences.

## Results

### Teachers' Sense of Self-Efficacy Scale

Table 1

*Comparison of Pre-And Post-Survey Results for Pre-Service Teachers' Levels of Self-Efficacy*

<i>Teacher Beliefs</i>	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>DF</i>	<i>95%CI</i>	<i>t</i>	<i>p-value</i>
Control behavior	Pre-Survey	20	4.80	1.70	19	(-3.34,-2.26)	-10.87	<.001*
	Post-Survey	20	7.60	1.19				
Motivate students	Pre-Survey	20	5.00	1.91	19	(-3.03,-1.57)	-6.60	<.001*
	Post-Survey	20	7.30	1.30				
Calm students	Pre-Survey	20	4.75	1.71	19	(-3.44,-1.86)	-6.99	<.001*
	Post-Survey	20	7.40	1.27				
Help value learning	Pre-Survey	20	5.15	1.73	19	(-3.36,-2.15)	-9.51	<.001*
	Post-Survey	20	7.90	1.07				
Craft good questions	Pre-Survey	20	5.50	1.85	19	(-1.85,-1.10)	-5.18	<.001*
	Post-Survey	20	7.35	1.14				
Get to follow class rules	Pre-Survey	20	5.15	1.66	19	(-2.90,-2.22)	-8.96	<.001*
	Post-Survey	20	8.05	1.10				
Believe can do well	Pre-Survey	20	6.00	1.80	19	(-2.10,-1.44)	-6.66	<.001*
	Post-Survey	20	8.10	1.07				
Establish management system	Pre-Survey	20	4.60	1.47	19	(-3.25,-2.71)	-12.49	<.001*
	Post-Survey	20	7.85	1.14				
Use variety assessment	Pre-Survey	19	5.63	1.80	18	(-2.21,-1.46)	-6.22	<.001*
	Post-Survey	19	7.84	0.96				
Provide explanations	Pre-Survey	19	5.53	1.78	18	(-2.00,-1.18)	-5.13	<.001*
	Post-Survey	19	7.53	1.17				
Assist families	Pre-Survey	19	4.89	1.70	18	(-2.95,-2.12)	-7.49	<.001*
	Post-Survey	19	7.84	1.07				
Implement Alternative teaching strategies	Pre-Survey	19	5.10	1.79	18	(-2.89,-2.00)	-6.81	<.001*
	Post-Survey	19	8.00	1.05				

$p < .05$ \*, SD: Standard Deviation; DF: Degree of Freedom; CI: Confidence Interval

Comparisons between pre-and post-responses related to participants' perceptions about their self-efficacy in classroom management yielded significant results in all

areas. As depicted in Table 1, all 12 items on the *Teachers' Sense of Self-Efficacy Scale* short form were found to be significant at the .05 level with the overall mean response ratings for pre ( $M=5.17$ ) and post ( $M=7.73$ ); ( $t=-25.38$ ),  $p<.001$  (Table 2). Additionally, as seen in Table 3, significant results were evident in the three subcategory areas of *engagement* pre ( $M=5.27$ ), post ( $M=7.78$ ); ( $t=-14.83$ ),  $p<.001$ , *instruction* pre ( $M=5.44$ ), post ( $M=7.68$ ); ( $t=-11.58$ ),  $p<.001$ , and *management* pre ( $M=4.83$ ), post ( $M=7.73$ ); ( $t=-18.87$ ),  $p<.001$ .

Table 2

*Overall Comparison of Pre-And Post-Survey Results for Pre-Service Teachers' Levels of Self-Efficacy*

<i>Teacher Beliefs</i>	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>DF</i>	<i>95%CI</i>	<i>t</i>	<i>p-value</i>
Overall	Pre-Survey	236	5.17	1.75	235	(-2.75,-2.36)	-25.38	<.001*
	Post-Survey	236	7.73	1.14				

$p<.05^*$ , SD: Standard Deviation; DF: Degree of Freedom; CI: Confidence Interval

Table 3

*Comparison of Pre-And Post-Survey Results for Pre-Service Teachers' Subscales Levels of Self-Efficacy*

	<i>Groups</i>	<i>Alpha</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>DF</i>	<i>95%CI</i>	<i>t</i>	<i>p-value</i>
Engagement	Pre-Survey	0.91	79	5.27	1.81	78	(-2.86,-2.18)	-14.83	<.001*
	Post-Survey	0.92	79	7.78	1.15				
Instruction	Pre-Survey	0.88	77	5.44	1.78	76	(-2.62,-1.85)	-11.58	<.001*
	Post-Survey	0.87	77	7.68	1.09				
Management	Pre-Survey	0.92	80	4.83	1.62	79	(-3.21,-2.59)	-18.87	<.001*
	Post-Survey	0.92	80	7.73	1.18				

$p<.05^*$ , SD: Standard Deviation; DF: Degree of Freedom; CI: Confidence Interval

Table 4

*Mean Ratings of Pre-Service Teachers' Self-Reflection Responses*

<i>Efficacy</i>	<i>Article Review</i>		<i>Group Presentation</i>		<i>CM Theory Presentation</i>		<i>Overall</i>	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Teaching Skill	3.53	0.90	3.86	0.79	3.58	0.84	3.66	0.84
Instructional Presence	3.42	1.02	4.00	0.71	3.68	0.95	3.71	0.91
Knowledge of CM Theory	3.84	1.07	4.52	0.60	4.21	0.85	4.20	0.89
Application of CM Theory	3.47	0.90	4.48	0.60	4.21	0.85	4.07	0.89
Overall	3.57	0.97	4.21	0.73	3.92	0.91		

CM: Classroom Management

Specifically, with respect to pre-service teachers' beliefs about their efficacy in student engagement, instructional strategies, and classroom management at the onset of the course, they believed that they could to some degree deal handle issues related to school-age children in the classroom. However, at the conclusion of the course, pre-service teachers felt they were more capable of addressing these issues.



For example, with respect to efficacy in student engagement, with the ability to motivate students, help them value learning, get them to believe they can do well, and assist families, participants' pre-and post-survey mean ratings ranged from 4.89 to 6, and 7.3 to 8.1, respectively. Efficacy related to instructional strategies, in the areas of craft good questions, use a variety assessments, and being able to implement alternative teaching strategies, pre-and post survey mean ratings ranged from 5.10 to 5.63, and 7.35 to 8.0, respectively. Similarly, with respect to efficacy in classroom management, with subcategories of control behavior, calm students, get to follow class rules, and establish management system, participants' pre-and post survey mean ratings ranged from 4.60 to 5.15, and 7.40 to 8.05, respectively.

### **Self-Reflection Survey**

The mean ratings, regardless of the type and/or order of the presentation, revealed that pre-service teachers felt that they were more developing (3) and experts (4-5) in their skills, than novice in all areas. No one rated themselves as novice (1). Participants' mean ratings on the article, group, and management presentations were respectively, 3.57, 4.27, and 3.92 (Table 4). It is important to note that although participants' ratings tended to fall between the higher end of developing (with 3 being Developing) towards the expert level, regardless of the presentation, their actual feedback, in many instances, were incongruent with the ratings, with the exception of article feedback. For example, after viewing their performances on the group presentation, some comments were as follows:

"I was surprised at how much all 4 of the members of our group looked down at our reference papers. We looked on the video like we were unsure of what we were presenting. We really did already confidently know what we were going to present, but we still looked at our papers a lot. We need to practice holding our reference sheets at our sides and making eye contact with the audience and saying what we say like we really mean it and know it, because we really did mean it and know it."

"I felt overall the presentation was very clear and informative. The group as a whole worked well together and did a great job collaborating on our theory. I noticed that I used quite a few um's when presenting the cons. As the presentation went on I became more relaxed and the um's went away. The interesting fact is, when I am listening to a speaker who does this, it bothers me. Yet I found myself doing the same thing."

Similar conflicting comments compared to ratings were made in reference to the classroom management theory presentation, such as the following:

"I am so shocked at how shaky my voice was while presenting my classroom management plan. I usually am never nervous and I sounded petrified. I doubt myself a lot and I think because all of this way my own work, I was almost self-conscious about it and I think that's why I was nervous."

"I didn't notice how bad my dry throat was affecting my voice in-turn affect my confidence more than I realized."

However, participants' comments on the article presentation were more congruent with their ratings.

For example, participants noted that:

“I was not as prepared as I could have been. But being human means I can learn from my blunders.”

“I had never noticed before in my presentation, but upon viewing it was obvious that when I had difficulty remembering a word or forming a sentence, I would close my eyes briefly. This is something I will try to be more cognizant of in the future.”

### **Discussion**

This study examined whether pre-service teachers' level of self-efficacy changed after taking a classroom management course and whether pre-service teachers used self-reflection to change their performance after viewing recorded classroom presentations. The results of the current research study indicate a positive relationship between teachers' self-reflection, a classroom management course, and teachers' self-efficacy for the pre-service teachers enrolled in an undergraduate initial certification program at this particular university. The findings are supportive of previously identified research indicating various levels of success impacting self-efficacy when using self-reflection and classroom management course as interventions (Bullock, Coplan, & Bosacki, 2015; Kurt, Ekici, & Güngör, 2014; Noormohammadi, 2014).

Consistent with the researchers' expectations, the pre-service teachers' beliefs about their ability to deal with different classroom situations were lower at the beginning of the course, than they were at the end of the course. However, based on their ratings, these pre-service teachers already believed that they could handle most classroom situations to some degree. This could be because by the time pre-service teachers in this program take the classroom management course, they have had at least 150 field-experience hours in general and special education school settings. The initial certification program is a field-intensive program, and the classroom management course is taken typically during the beginning of their senior year and prior to their internship.

The results are not intended to be generalizable beyond the present study due to the small size and the convenient sample contained in the present study. However, the related implications of teacher beliefs and efficacy, and classroom management are discussed within the context of teacher preparation and program improvement. Managing the classroom environment can be an overwhelming and consistent challenge to teachers, even to those who are well prepared and have experience working in multiple settings. Furthermore, when learners with exceptionalities are included, the challenges can often be far greater than a teacher is able to successfully navigate. Pre-service teachers, many lacking experience, are at a great disadvantage. Effective classroom management skills come from a variety and repeated experiences. These pre-service teachers believed that their skills in classroom management were developed at the onset of the course. Given the opportunity to examine their beliefs, learn about management theory, practice presentation skills, and reflect on their overall performance, they were able to refine and strengthen their perceptions and consequently felt more confident about their abilities and skills to effectively manage a classroom.

### **Conclusion**

Although important, it is difficult for pre-service teachers to plan for managing future behaviours, that although likely, they don't actually know will occur. In addition, because behaviours are fluid, contextual, and subject to a frequent change in duration and latency, remediating within the natural instructional environment presents challenges even for the most experienced teachers. Without planning and preparation, the tactics used are generally reactive, random, and improbable to be successful. Through a classroom management course, pre-service teachers are able to develop a practical management plan, examine and critique the related research, and engage in self-reflection. This extensive process allows pre-service teachers to examine their beliefs and reflect on their performance so that they can better understand their abilities and level of preparedness for managing even the most challenging student behaviours.

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## Appendix

### Self Reflection Survey

#### Select Presentation for Reflection

- Article Review
- Group Presentation
- Classroom Management Theory Presentation

**Directions: After viewing the recording of your presentation, please evaluate yourself in each of the following areas.**

	Novice	Developing		Expert	
	1	2	3	4	5
Teaching Skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Presence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of Classroom Management Theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of Classroom Management Theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Did you notice anything in the recording that surprised you?**



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