

INFLUENCE OF GROWTH MINDSET
ON CLASSROOM MANAGEMENT STRATEGIES

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Dissertation Approval

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This dissertation has been approved and accepted by the faculty of the Education Department, Carson-Newman University, in partial fulfillment of the requirements for the degree, Doctor of Education.

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Abstract

The purpose of this qualitative study was to analyze the classroom management strategies of teachers with a growth mindset. Data were collected through qualitative methods of surveys, interviews, and observations. The analysis of data resulted in two primary conclusions and four sub-themes. It was concluded that teachers with a growth mindset maintained a positive environment by focusing on positivity in the classroom through positive reinforcements of appropriate behavior and maintaining positive relationships with students. It was also concluded that teachers with a growth mindset established and enforced classroom rules and held high expectations for students while ignoring minor disruptions. Four subthemes emerged through the coding process. Growth mindset teachers actively worked to establish and maintain positive relationships with students in a restorative manner. Teachers overlooked minor disruptions to instruction by using non-verbal cues such as proximity and eye contact. These teachers communicated the established rules for classroom behavior from the first day of school, practicing and reinforcing them each day of the school year. Finally, teachers used a system of positive reinforcements to reward positive student behaviors and efforts.

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Dedication

This dissertation is dedicated to the following individuals who have greatly impacted my life: my parents, Linda and Vernon Beauregard, Jr.; my husband, Patrick; and my lovely grandmother, Queen E. Jones.

Dad, you taught me that I am capable of doing anything that I believe I can do. You have always been my rock.

Mom, you are always there for me when I need you. You are my role model and my best friend. You taught me how to be an extraordinary woman.

Patrick, you are the love of my life. You support all my ambitious dreams. Our love keeps me inspired. I am blessed to have you in my life.

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Chapter One

Introduction

If students' behavior cannot be controlled, students cannot learn. Issues such as controlling and modifying student behavior are major concerns that pertain to classroom management (Casey, Lozenski, & McManimon, 2013). Throughout the years, teachers have adapted their classroom strategies to meet the needs of their students. However, a teacher's mindset toward students determines how a teacher views students, interacts with students and disciplines students. An individual's mindset is a certain way that one thinks about something (Zurawski & Mancini, 2016). According to Dweck (2016), two mindsets existed-fixed and growth. Individuals with a fixed mindset believe that a person's intelligence level cannot be changed and individuals with a growth mindset believe that the intelligence level of an individual can change and grow. Students and teachers are both affected by mindset. A teacher's mindset helped to shape the teacher's instruction and how the teacher delivers instructional content. (Bethge, 2018). Students with a fixed mindset tend to give up when they are faced with challenges (Blackwell, Trzesniewski, & Dweck, 2007).

Statement of the Problem

Classroom management includes teachers' and students' actions and attitudes that help to influence student behavior in classrooms (Ünal and Ünal, 2012). A teacher's ability to manage one's classroom determines one's success. When behavioral disruptions occurred in a classroom,

all students are sadly affected (Zoromski, 2017). Teachers who implement effective classroom management strategies help their students to excel by creating safe classroom environments where students can thrive academically (Ahmed, Ambreen, & Hussain, 2018). Teachers tend to have two mindsets—growth and fixed. Teachers with a growth mindset believe that an individual's intellect can grow and teachers with a fixed mindset believe that an individual's intellect stays the same; it cannot be grown. In this study, the key classroom management strategies used by teachers with a growth mindset were analyzed in order to elucidate the influence of teachers' mindset had on their abilities to effectively manage classrooms.

Currently, there is minimal research regarding the key classroom management strategies that are used by teachers with a growth mindset. However, there are many examples of literature in which the benefits of teachers being effective classroom managers and the positive effects that teachers with a growth mindset have on students are discussed.

Purpose and Significance of the Study

The purpose of this study was to analyze the key classroom management strategies used by teachers with a growth mindset. Many researchers believed that positive teacher-student relationships significantly impacted teachers' successes in managing classrooms (Cook et al., 2018; Ünal & Ünal, 2012; Sparks, 2012; Sullo, 2009). Teachers' mindsets essentially affect their relationships with students, which will affect the way they manage their classrooms. The insights gained from this study can be used to show school leaders and teachers the influence of teachers' mindsets on students and how classroom management is affected by teachers' mindsets.

Theoretical Framework and Conceptual Framework

This study utilized a theoretical framework that was based on the implicit theories of intelligence, social learning theory, and self-efficacy. Carol Dweck coined the terms *fixed* and

growth mindset and proposed the mindset theory. Dweck also helped to develop the implicit theories of intelligence, which were based on her mindset theory (Costa & Faria, 2018). Incremental theory and fixed entity theory are named the implicit theories of intelligence. Individuals are not conscious of their mindset; therefore, the knowledge structures that integrate the incremental and fixed entity beliefs are known as implicit theories. Individuals either believe that intelligence levels cannot change, fixed entity theory (fixed mindset) or intelligence levels can change, incremental theory (growth mindset)

The concept behind Bandura's social learning theory is that individuals learn by observing the behavior of other individuals (Kretchmar, 2019). The effectiveness of classroom management strategies that are used by teachers influences how students respond to classroom management strategies. An example of social learning theory is when students observe a student misbehave, and if they do not observe the student being corrected by the teacher for misbehavior, the observing students are likely to model the same negative behavior.

Self-efficacy is a person's belief that he/she can or cannot effectively perform a task (Yancey, 2018). A teacher with a fixed mindset may believe that he/she cannot effectively manage his/her classroom and his/her students' behavior will not be changed for the better; therefore, the teacher may be lenient in his/her managing of classroom behavior.

The best practices of classroom management were the conceptual framework used for this study. In this study, classroom management strategies are analyzed. It is important that one understands the best practices of classroom management. Colbert (2014) discussed five recommendations from the National Council on Teacher Quality. They were positive behavior should be rewarded with praise or tangible items, all rules should be explicitly taught to the students, teachers should make sure that they deliver high-quality engaging instruction, rules and

procedures should be put into place for all students, and there should be consequences when students misbehave. Teachers should make phone calls and meet with parents to ensure that they motivate students, use subtle techniques, such as redirecting students, effectively use proximity control to monitor students. Teachers should also try to understand students' emotional, social, and cultural backgrounds, and teachers should ensure that every student is visible to them, in the classrooms, at all times.

Research Question

There is a lack of literature that exists in which the relation between teachers' mindset and classroom management strategies are closely analyzed and discussed. In this qualitative study, the classroom management strategies implemented by teachers with a growth mindset were analyzed.

The following research question framed this study: What are the classroom management strategies implemented by teachers with a growth mindset?

In order to successfully answer the research question, the following data were collected: answers from the questionnaires to identify the mindset of the participants, notes from classroom observations of the participants, and notes from participants' interviews.

Rationale for the Study

A teacher's mindset influences what he/she believes, helps to shape a teacher's instruction, and influences how a teacher delivers instructional content (Bethge, 2018). Research studies have proved that effective teachers have a growth mindset. There is a positive relationship between students' behaviors and academic outcomes and classroom management (Gage, Scott, Hirn, & MacSuga-Gage, 2018). Classroom management that was effective increased student academic achievement and decreased the number of students who misbehaved.

Students who have behavioral disorders must receive instruction from teachers who are considered to be effective classroom managers in order for the students to engage in the curriculum and excel academically. Throughout the years, classrooms have become increasingly diverse with an increase in the number of students with behavioral issues.

Researcher Positionality Statement

Working as a principal of a Title 1 school and a former elementary school educator provided interest in the classroom management strategies that teachers with a growth mindset and a fixed mindset use. Teachers who have a growth mindset manage their students differently and view their students differently than teachers with a fixed mindset. How teachers view their students and manage their students impacts how their students behave. Years of experience in education may bias the analysis of data and findings. Attempts to increase trustworthiness and reduce bias included triangulation, peer debriefing, member checks, detailed descriptions of context, and reflexivity.

Limitations, Delimitations, and Assumptions

Limitations. Limitations are the possible weaknesses of a study that are out of the researcher's control (Baloch, 2011). The limitation of this study is the timeframe of the data collection. The data collection of this study began during the first week of January 2020 and ended the third week of January 2020 which is a limited timeframe.

Delimitations. The researcher can control the delimitations of a study. The delimitation of this study was the school that was used in the study, which is located in a rural setting and consists of 28 teachers and 500 students. Eight teachers were used for this study which is not a large sample. The school used in this study is a Title 1 school that is located in a rural setting, which is not representative of all schools in Tennessee.

Assumptions. An individual assumes when the individual perceives something to be true. The participants in this study were required to complete a questionnaire in which they answered questions regarding their mindsets. It was assumed that the participants answered the questions truthfully. Participants in this study were also interviewed. It was assumed that the participants who were interviewed answered the questions in the interview honestly.

Definition of Terms

Classroom management. Classroom management consists of teachers' abilities to manage social and learning interactions, student behavior, and classroom activities (Ünal & Ünal, 2012).

Classroom management strategies. Classroom management strategies are proactive and reactive strategies that are implemented to influence the social and physical space of the classroom (Christofferson & Sullivan, 2015).

Fixed mindset. Fixed mindset is the belief that an individual is born with a certain set of abilities and those abilities cannot be changed (Boyett, 2019).

Growth mindset. Growth mindset is the belief that an individual's abilities and talents can be developed through, learning, practice, and effort (Dweck, 2009).

Implicit theories of intelligence. Implicit theories of intelligence are the beliefs that intelligence cannot be changed, fixed (entity theory) and intelligence can be changed (incremental theory) (Costa & Faria, 2018).

Self-efficacy. Self-efficacy is an individual's belief that he/she can or cannot effectively execute an activity (Yancey, 2018).

Social learning theory. Social learning theory deals with individuals who learn by observing the behaviors of others (Kretchmar, 2019).

Organization of the Study

This study is organized into five chapters. Chapter One consists of an introduction of the study, in which the purpose of the study, problem of the study, research question, limitations/delimitations of the study, and information about the researcher are discussed. Chapter Two consists of a review of literature for this study. In Chapter Three, the methodology of the study is discussed, which includes the descriptions of the research procedures, data collection, and coding process. In Chapter Four, the results of the data analysis are discussed. In Chapter Five, the conclusions of the study are discussed and implications for future studies are discussed.

Summary

This chapter provided the introduction of this study. Within this chapter, the significance of the study was briefly explained and the reasoning for this study was justified. The theoretical and conceptual frameworks of this study were also discussed in this chapter. The research question for this study was initially introduced in this chapter. In order to broaden individuals' understanding of the concepts of this study, key terms such as classroom management, classroom management strategies, fixed mindset, growth mindset, implicit theories of intelligence, and self-efficacy were defined.

The purpose of this study was to analyze the key classroom management strategies of teachers with a growth mindset. Qualitative methods were used to answer the research question: what are the classroom management strategies used by teachers with a growth mindset? Qualitative methods, such as surveys, interviews, and observations were used to collect data for this study. The data from the study were analyzed using open, axial, and selective coding.

Chapter Two

Literature Review

The purpose of this study was to analyze the key classroom management strategies of teachers with a growth mindset. The review of the literature was organized into nine major sections. The sections were: an overview of the literature review, methodology of research, history and evolution of classroom management, Carol Dweck's two mindsets, theoretical framework, conceptual framework, how teachers and students are affected by mindset, gaps in literature, and summary of the literature review. A lack of research regarding the effect of teachers' growth mindset on teachers' classroom management strategies was noted.

Overview

The literature review includes the methodology of the search of literature. A discussion of the history and evolution of classroom management was detailed. Additionally, research on the work of Carol Dweck's fixed and growth mindset and the theoretical frameworks, including the implicit theories of intelligence, social learning theory, and self-efficacy are noted. The conceptual framework emerged from the review of literature. Consideration of this research led to the following search terms that were used: *effective classroom management, growth mindset, fixed mindset, social learning theory, self-efficacy, implicit theories of intelligence, growth mindset and teachers, growth mindset and students, students' mindset, teachers' mindset, mindset intervention programs, and PBIS*. The search for literature considered research published in the last 10 years. Research on the theoretical framework and the

historical perspectives of classroom management involved a broader time span. References for this literature review include books, dissertations, and articles from journals.

Methodology

The search for material for this literature commenced in January 2019 and ended in September 2019. The following terms were used to search for pertinent material for this literature review: evolution of classroom management, growth mindset, fixed mindset, classroom management strategies, PBIS, social learning theory, self-efficacy, Carol Dweck, implicit theories of intelligence, and Brainology. The following search engines contained a plethora of material: EBSCO and PsycINFO. To view dissertations for this literature review, ProQuest was utilized. Key journals that were accessed during this literature review were, *Journal of Education*, *Educational Development*, *Professional Educator*, and *Childhood Development*.

History and Evolution of Classroom Management

The issue of classroom management became a significant concern in the 19th Century. Throughout the years, issues such as modifying and controlling student behavior, are always substantial concerns pertaining to classroom management (Casey, Lozenski, & McManimon, 2013). Bagley's 1907 treatise on classroom management stated that routines and procedures should be instilled in students' minds at the beginning of the school year. Teachers suspending of students and corporal punishment became popular in the 19th Century (Scarlett, Ponte, & Singh, 2009). However, Stearns and Stearns (2017) believed that students should not be shamed in front of their peers when they are disciplined. Before the mid-19th Century, shaming happened frequently, but the shaming of students became less popular during the mid-19th century. During the latter part of the 19th Century teachers used authoritative means of discipline, with decreasing frequency, to discipline students. Horace Mann, an educational reformer, believed that children

were innocent, but they were easily tempted (Scarlett, Ponte, & Singh, 2009). Mann believed that teachers were responsible for teaching children how to respond to rules and teachers were supposed to be models of good behavior. Mann also believed that corporal punishment should not be used to discipline children because corporal punishment was not a good way to prepare students to be citizens in society. The reduction of authoritative means of disciplining students, such as expelling students and the movement of immigrants to America, led to less of a focus on corporal punishment and a greater emphasis on lack of support and resources, which led to the Progressive Movement.

John Dewey, a leader in Progressive education, wanted to make schools more suitable for immigrants. Dewey believed that students should be kept busy, which would not allow much time for mischief. Since the conception of American schools, character education had been a significant part of classroom discipline and teachers instilled character traits in the students. Before the latter part of the 19th Century, good habits were instilled in students by authoritative means. However, the end of the 19th Century, progressivists focused on the children's motivation for being good and building a curriculum on the interest of the students. The change in the demographics of the students led to the shift in teachers' discipline strategies and techniques.

Over the years, the composition of the classrooms in America's public schools has changed. In today's schools, more students with disabilities are integrated with students in general education classrooms, and classrooms now contain more students from diverse backgrounds (Canter, 2010). With the many changes that have taken place in the American education system, American teachers adapted their classroom management strategies to meet the needs of the students in their classrooms. To effectively accommodate the changing demographics of the students in their classes, it was pertinent for teachers to have growth

mindsets and believe that their students, no matter their challenges or differences in abilities, could learn.

Carol Dweck's Two Mindsets

A mindset is defined as a certain way that a person thinks about something (Zurawski & Mancini, 2016). Dweck (2016) was interested in how individuals coped with failures. Through her research, she realized that two types of mindsets existed, growth, and fixed. The growth mindset is the belief that the qualities of an individual can grow from strategies, help from other individuals. A fixed mindset is the belief that an individual's intelligence level cannot be changed. Every individual was born with a desire to learn, but the fixed mindset that an individual developed decreased an individual's desire to learn. Degol, Wang, Zhang, and Allerton, 2018; Dweck, 2016 believed that mindset reflected the belief that an individual had about the intelligence capabilities of himself/herself and others. Dweck (2016) found that an individual with a growth mindset thrives when faced with challenges and an individual with a fixed mindset lost interest when faced with challenges. Individuals believed in the concept of growth mindset before Dweck coined the term. Albert Binet, the creator of the IQ test during the early twentieth century believed that practice and education could change one's intelligence.

Growth Mindset. Individuals with a growth mindset believed that abilities and talents could be developed through learning, practice, and effort. An individual with a growth mindset usually had a positive attitude regarding feedback, learning, practice, and could easily deal with challenges faced. Teachers with a growth mindset help their students to be knowledgeable of their own mindsets and they are more capable of developing strategies that help to develop student learning (Seaton, 2018). A student with a growth mindset would be more interested in learning than having the best grades in the class.

Fixed Mindset. An individual with a fixed mindset believed that a person should not have to work hard in order to achieve anything and a person tended to possess ability or not. When a person with a fixed mindset is faced with a challenge, one would give up or hide issues. A person with a fixed mindset believed that an individual was born with a set of abilities, and he/she cannot grow abilities (Boyett, 2019). An individual with a fixed mindset was usually scared of failure, and often avoided challenges because the belief that challenges could not be avoided. An individual with a fixed mindset makes excuses for any setback that may occur and tend blame others. Dweck's mindset theory aligns with the theoretical framework of this study.

Theoretical Framework

The theories discussed in this section are, implicit theories of intelligence, social learning theory, and self-efficacy theory.

Implicit Theories of Intelligence. According to Costa and Faria (2018), people believe that intelligence can be developed (incremental theory/growth mindset), or they believe that intelligence cannot change (fixed entity theory/fixed mindset). Incremental theory and fixed entity theory are the theories that are named the Implicit Theories of Intelligence. Individuals were not usually conscious of these beliefs; therefore, the knowledge structures that integrate the beliefs are known as implicit theories. It is believed that students' mindsets were framed by implicit theories, which helped to trigger responses to setbacks and challenging situations. Implicit theories, such as fixed entity theory and incremental theory, indirectly influenced academic achievement by influencing responses to ego-threats. According to Jonsson and Beach (2017), individuals who had fixed entity theories of intelligence benefited from their mindset if they believed that their high levels of intelligence were fixed. However, individuals who had fixed entity theories did not often benefit from their mindset when they were faced with

challenges. A student with fixed entity theory of intelligence did not greatly increase knowledge levels because the student was afraid to step out of a comfort zone. The Implicit Theories of Intelligence was the theory used as the theoretical framework of this research study because it supports Dweck's mindset theory. Literature that pertains to the best practices of classroom management and the effects of growth mindset on individuals form the conceptual framework in the study.

Social Learning Theory. The premise of Bandura's social learning theory is individuals learn by observing the behaviors of other individuals (Kretchmar, 2019). Individuals learn from the observation of other individuals, especially the consequences of an individual's behavior. The following are the processes of social learning theory: observing behavior, motor reproduction, motivation, attention, and retention. Individuals observe the behavior that is modeled by the individual being observed. Then, the individual must retain what is learned from observing the behavior and the individual also has to retain the behavior. Next, the individual uses motor reproduction skills to repeat the behavior that was observed; the individuals are then motivated to replicate the behavior that they learned. Children observe how individuals evaluate themselves which affects the personal standards that children place on themselves (Grusec, 1992).

Self-Efficacy. Self-efficacy is the belief that one can or cannot effectively execute an activity in order to achieve the desired outcome (Yancey, 2018). Through self-efficacy individuals develop beliefs about their abilities and as a result, their beliefs influence the amount of effort they put into a situation (Grusec, 1992). Self-efficacy is one of the main influences on self-regulation. Protheroe (2008) defined teacher efficacy as a teacher's self-assurance in one's ability to foster learning in students. Teacher self-efficacy is a characteristic of a motivating learning environment, and without motivation, learning does not exist (Wiseman, & Hunt, 2008).

The concept of self-efficacy is a part of Albert Bandura's social cognitive theory. Bandura's social cognitive theory is the belief or lack of a belief that an individual can make a change occur or make something happen. There are four major parts of the self-efficacy concept: emotional arousal, performance accomplishments, verbal persuasion, and vicarious experience (Elkatmis, 2018). Emotional arousal is an individual's expectation that surrounds unsuccessful or successful completion of activities. Performance accomplishment is the knowledge that is gained from activities that are performed by an individual. Verbal persuasion is when someone affects another person's self-efficacy by stating that the person can or cannot perform a task. Vicarious experience is when an individual performs an activity and another person determines whether one can do the same activity, based upon the outcome of the person doing the activity. Self-efficacy can affect an individual's mindset. An individual with low self-efficacy will more than likely believe that a task will be easily failed (Yancey, 2018). An individual's levels of self-efficacy affects one's determination to overcome obstacles and one's levels of performance (Plotka, 2019). Teachers who had high levels of self-efficacy were usually highly motivated and they were generally confident in themselves. Teachers' levels of self-efficacy affect their effectiveness as teachers. Teachers who had high levels of self-efficacy were better at conflict resolution than teachers with low-levels of self-efficacy. Teacher level of self-efficacy regarding one's ability to manage behaviors in one's classroom determined the effectiveness of how the teacher managed behavior in the classroom. Teachers who had high levels of self-efficacy were less likely to refer a student who has difficulty learning to special education. Teachers who had high levels of self-efficacy were not critical of students when they made mistakes, were open to new ideas, and were great planners (Protheroe, 2008). Research shows that teachers with high levels of self-efficacy are more willing to transfer the skills that they learn during professional

development opportunities and apply them to the classroom (Bray-Clark & Bates, 2013). Teachers with high levels of self-efficacy are more likely to implement classroom strategies that are challenging and will lead to student academic achievement. A teacher's self-efficacy affects how a teacher behaves, implements teaching strategies, motivates students, and influences student attitude and academic achievement (Bent, Bakx, and Brok, 2017). Accomplishments during a teacher's student teaching experience help to develop teacher efficacy (Protheroe, 2008). The culture of a school also affects the development of self-efficacy in teachers. Collective teacher efficacy is defined as the effectiveness of faculty in fostering student learning, as perceived by the teachers as a school. Groups of teachers who have lower levels of collective teacher efficacy do not hold themselves accountable for student learning; instead, they blame the students' circumstances for students' academic abilities. Schools can help to foster student achievement by helping to build collective teacher efficacy among the teachers at their schools. Principals are responsible for building collective teacher efficacy in their schools. School leaders can help to build collective teacher efficacy by providing professional development opportunities. Principals must help teachers to develop higher levels of efficacy.

Conceptual Framework

Best Practices in Classroom Management. Ünal and Ünal (2012) stipulated that classroom management could be defined as teachers' abilities to manage social and learning interactions, classroom activities, and student behavior. Classroom management includes students' and teachers' actions and attitudes that help to influence how students behave in classrooms. A teacher's ability to manage one's classroom determines teacher's success. When behavioral disruptions occurred in a classroom, all students are affected (Zoromski, 2017). Students who displayed behavior that is considered to be disruptive tend to drop out of school.

Cook et al. (2018), Ünal and Ünal (2012), Spark (2019), and Sullo (2009) suggested that positive teacher-student relationships played a big role in a teacher's success in managing a classroom.

Ahmed, Ambreen, & Hussain (2018) discussed the following dimensions of classroom suggested teachers making sure that the students' basic needs are met, teachers encouraging teamwork, teachers building relationships with students, teachers implementing the love and logic approach, and making sure that the classroom is organized. Students are more encouraged to learn if their basic needs are met. Safety is a primary basic need of students. Ahmed, Ambreen, and Hussain (2018) believed that it was crucial for teachers to create an environment that is safe and welcoming for students. Effective teamwork in a classroom occurs when students work together to create a common goal. Teamwork/group work helps to create learning environments that are effective. Positive relationships between teachers and students help students to better learn how to behave in a way that is positive. Teachers who practice the love and logic theory use strategies that help to increase the motivation of students and reduce problem behaviors. The way that a classroom is organized, and classroom management are closely related. The way that a classroom is organized influences the environment of the classroom, which influences behavior.

Regan (2009) believed that teachers were responsible for building trusting relationships with students, especially students who had behavioral issues. When teachers built positive relationships with students, students tend to be less disruptive, and the students were more likely to achieve academically (Dustova & Cotton, 2015). When teachers and students did not have positive relationships, students' motivation declined. Cook et al. (2018) believed that positive student-teacher relationships led to less academic and behavioral issues, especially in elementary schools. According to Sparks (2019), results from numerous studies showed that strong student-

teacher relationships led to lower student dropout rates, higher student academic achievement, and fewer behavioral issues in classrooms. The building of trust occurred when teachers showed that they genuinely cared about students and tried to set the students up for success (Regan, 2009). Stronger relationships were built between teachers and students when teachers displayed empathy towards their students (Sparks, 2019). Sullo (2009) believed that positive relationships between students and teachers were not built by teachers solely liking their students. Positive relationships between students and teachers were built when teachers developed environments that consisted of mutual trust and respect between the students and teachers. Relationships between students and teachers were not instantly built. The following activities could help teachers to build positive relationships with their students: teachers attend students' events and games, teachers greet students when they come in the classroom, and teachers gain a better understanding of the personal lives of their students.

Classroom management is the greatest variable of student academic achievement (Hoon, Nasaruddin, & Singh, 2017). Effective teachers establish procedures and rules in order to set up environments that are conducive to student learning. Tauber (2007) believed that many teachers had problems with controlling the behaviors of the students in their classrooms. Ming-tak and Wai-shing (2008) discussed the four main components of classroom management. The first component of classroom management, managing the discipline, is the creation of a discipline system to deal with students who misbehave. The second component of classroom management, management of learning, happens when teachers prepare materials and design activities for the curriculum. The third component of classroom management, management of physical environment, is the creation of a physical environment that is safe and comfortable. The fourth component of classroom management, classroom rules and procedures, consists of guidelines

that are created in order to make sure that the classroom is running smoothly. Classroom management is necessary to create a learning environment that is respectful and supportive because learning can only take place if there is order. Classroom management that is effective has an opportunity to increase students' self-esteem, learning, and motivation, which helps students to grow. Long, Upright, and Miller (2019) claimed that classroom behavior management consists of strategies that promote students' academic achievement, reduce the occurrence of students' misbehaviors, and provide structured classroom environments that consist of clear rules. Effective classroom management provides positive effects.

Gage, Scott, Hirn, & MacSuga-Gage (2018) conducted a meta-analysis study that analyzed the relationship between students' behaviors and academic outcomes and classroom management. Results from the study showed that classroom management that was effective increased student academic achievement and decreased the number of students who misbehaved. Results from the study also showed that students with behavioral disorders must receive instruction from teachers, who are considered to be effective classroom managers, in order for the students with behavioral issues to engage in the curriculum and excel academically. Ratcliff, Jones, Costner, Savage-Davis, and Hunt's (2010) study showed that teachers considered to be strong created productive, engaging classroom environments and their students were less likely to misbehave. Teachers who were not considered to be strong interrupted students who misbehaved, while strong teachers rarely interrupted instruction to correct students (Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010). Teachers who were not considered to be strong interrupted their lessons more than 21 times to correct student behavior. With the classroom management defined, its purpose clarified, and the effect of effective classroom management discussed, this leads to the need to identify best practices in classroom management.

Rowan (2012) declared that the following actions led to improved classroom management: before the first day of school, teachers should organize essential materials, arrange chairs so that learning is fostered, plan the first day of school, quickly learn student names, display rules and procedures in the classrooms, have the students to help develop classroom rules, and develop alternative plans for students who are not well-behaved. Gage, Scott, Hirn, and MacSuga-Gage (2018) discussed classroom management strategies that are evidence-based. A few evidence-based classroom management strategies that Gage, Scott, Hirn, and MacSuga-Gage (2018) discussed included active teaching. Active teaching occurs when teachers interact with students. Active teaching leads to students who are engaged, which leads to the reduction of student misbehaviors. Active teaching also gives feedback to students. Colbert (2014) discussed research-based classroom management tips and strategies that were recommended by The National Council on Teacher Quality. These included: positive behavior should be rewarded with tangible items or praise, all rules should be taught to the students by the teachers, teachers should make sure that they deliver high-quality instruction to engage students, rules and procedures should be implemented for all students, and there should be consequences when students misbehave. The following strategies were identified as effective to classroom management: parent-teacher communications, student motivation, redirecting and proximal control, clear sight lines, and knowledge of students' emotional, social, and cultural backgrounds. Zoromski, 2016; Nagro, Fraser, and Hooks, 2019 believed that proactive classroom management strategies should be used to reduce misbehavior in the classrooms. When students performed work at their seats independently, there was a greater chance of misbehavior. Teachers should use proactive management strategies to counter negative behavior (Zoromski, 2016). Nagro, Fraser, and Hooks (2019) discussed research-based proactive strategies that can be used to reduce the

number of behavioral problems of students in classrooms. A proactive approach to classroom management is when teachers plan their lessons and classroom routines with student engagement in mind. Proactive classroom management strategies include whole-group instruction, embedment of movement into curriculum, and visual strategies. Whole-group instruction helps to engage students, such as choral reading. Choral reading occurs when every student in the classroom responds to the teacher. Examples of whole-group include response cards, clickers, and dry erase boards. The embedment of movement into classroom instruction is another proactive classroom management strategy. The embedment of movement into classroom instruction fosters student achievement while decreasing student misbehaviors. When teachers embedded movement into instruction, it was found that students with Attention-Deficit/Hyperactivity Disorder (ADHD) could focus better on tasks because their need for movement was met. Movement activities include jumping jacks to help students with phonemic awareness skills or walking on a number line to help them master math skills. Visual strategies are also used in classrooms as proactive classroom management strategies. Teachers can use visual strategies to engage students and increase learning. The use of visual strategies was found to be especially helpful for students with ADHD and learning disabilities (LD). Visual strategies, such as consequence maps, have helped students to make correct choices by serving as a visual reminder of the consequences of negative behavior. Student choice is also used as a proactive classroom management strategy that is used to effectively manage classrooms. It was found that in classrooms where students had an opportunity to participate in student choice, misbehavior was reduced. Akman, Aydos, Akar, and Sansal (2014) asserted that teachers should be proactive instead of reactive regarding managing behaviors in the classrooms.

According to Akman, Aydos, Akar, and Sansal (2014), teachers should not be reactive they should preventatively identify desired behaviors for students in the classroom. Teachers must model desired classroom behavior. Effective classroom strategies include speaking directly to students, rewarding positive behavior, modeling appropriate behavior, and parental communication. Dustova and Cotton (2015) believed that teachers gained control of the classrooms when they established procedures and knew their responsibilities as teachers. Students in classrooms with consistent teachers with rules and procedures could predict what was going to occur every day, and misbehavior in the classrooms reduced. Students learn new behaviors after repeating the behaviors eight times; however, students had to repeat behaviors 28 times before the behaviors that students learned in the past were undone. Zoromski (2016) discussed the following evidence-based management strategies: teachers should ensure that students are actively engaged in curriculum, teachers should ensure that classroom expectations are posted and teach expectations, and various strategies should be used to respond to positive and negative student behaviors.

Classroom Management Strategies and Approaches Used. Classroom management strategies are used by teachers to help create learning environments that are engaging, structured, and conducive to student growth and learning (Gaias, Lindstrom, Bottiani, Debnam, & Bradshaw, 2019). Classroom management strategies include monitoring students, reacting to student behavior, and establishing expectations. Effective classroom management strategies lead to a decrease in disruptive behavior, engaged students, and student achievement. Strategies of effective classroom management include responding to behaviors that are inappropriate, rewarding appropriate behaviors, establishing and reinforcing rules and procedures, and engaging students. Many modern classrooms are very diverse, which means that it is not possible

for teachers to adopt one single classroom management approach (Süral, 2019). Students react differently to teachers' classroom management strategies and approaches. Culturally responsive classroom management is centered around how teachers build relationships, communicate, and accommodate for students of different cultures. Teachers must consider the perspectives, identities, and backgrounds of students of all races and ethnic backgrounds. It is vital that teachers understand how to effectively communicate with all of their students.

Teachers without effective communication skills often lessen the quality of their classroom management (Hoon, Nasaruddin, & Singh, 2017). Teaching is composed of 50% communication skills, which is why it is pertinent for teachers to have effective communication skills. If teachers can communicate effectively, they will likely be effective managers of classrooms. Verbal and non-verbal communication makes up communication (Pedota, 2007). It is ineffective non-verbal communication when a teacher puts a finger in the face of a student as an act of discipline. Teachers should be mindful of what is said to students; they should provide adequate wait time when waiting on students to answer questions, and they should ensure that they have gained the attention of the majority of their students before they continue to speak. Teachers should not make false promises or speak to only a few students and ignore the rest of the class.

Teachers utilize different approaches to classroom management. Buyuktaskapu, Alakoc, Ozturk, and Angin (2018) discussed the following approaches to classroom management: classical behavioral approach, ecological approach, and confrontation-agreement approach. The main goal of classical behavioral approach is to reduce negative behaviors and enforce behaviors that are positive. Teachers who implement the ecological approach to classroom management indirectly handle discipline issues helping students to learn how to regulate their own behaviors.

Lastly, teachers who implement the confrontation-agreement approach set rules that are related to peer relationships and keeping the classroom orderly. The rules that are implemented in the confrontation-agreement approach are solely established by teachers, and student opinions are not considered when making decisions regarding the rules. In the confrontation-agreement approach to classroom management, rewards are used to control behavior.

Interactionalist, non-interventionist, and interventionist are also classroom management approaches used by teachers (Abu-Tineh, Khasawneh, & Khalaileh, 2011). Teachers with an interactionalist approach to classroom management believe that students learn positive behaviors from interactions with objects and people. They believe that teachers and students should split the responsibility for classroom management. Teachers who use an interactionalist approach believe that issues that occur in the classroom are considered to occur naturally and they will be solved by the students and the teacher (Moghtadaie & Hoveida, 2015). Teachers with a non-interventionist classroom management approach believe that teachers should have low control in the classrooms. They often believe that students should have great influence in the classroom and students should control their own behaviors. Teachers who use the non-interventionist approach to classroom management believe the teacher should not often be involved in problem-solving, and they think building relationships with students is more vital than disciplining students. Teachers with an interventionist approach to classroom management believe teachers model appropriate behaviors to students by using punishments and rewards to reinforce behaviors. When a teacher uses an interventionist approach to classroom management, authority is used to set and enforce rules, and rewards are used to promote positive behaviors.

Positive Behavioral Interventions and Support. PBIS (Positive Behavioral Interventions and Supports) is implemented to reduce negative behavior in schools (Rholetter,

2019). In 1997, PBIS was implemented in response to the Individuals with Disabilities Act. It called for positive behavioral supports and interventions for students with disabilities. PBIS is used in over 18,000 schools across America. There are three tiers in the PBIS system. The first tier includes all members of the school, and establishes a school climate that is safe, predictable, and consistent ("PBIS FAQs," 2019). The second tier is for students who need more behavioral support than what is offered in Tier 1. The third tier serves students who need more behavioral support than what Tier 1 and Tier 2 offer. Through PBIS students are taught positive behaviors, and the positive behaviors that are taught are consistently monitored and acknowledged (Horner & Macaya, 2018).

Through the implementation of the PBIS, adequate behavior supports are implemented. For the supports to be effective, they must be consistent. The following are the features that make up Tier 1: leadership team (which consists of administrators, teachers, and staff within the school level), three to five positively stated school-wide expectations, the acknowledgement of students who display positive behavior, consequences for behavior that is not positive, classroom management protocols that are formal, the collection and use of data, procedures to help prevent bullying incidents, and ways to engage families. To support Tier 2, a school team that consists of a behavior specialist should be developed. Also, students that qualify for Tier 2 should be referred and selected quickly. It is also vital students are taught how to recognize positive behavior. Behavioral corrections should be precise. In Tier 3, support teams for individual students should be developed, and students should receive individualized assessments. The data from the assessments are used to make informed decisions. Once the students have been assessed, individualized action plans should be created for the students in Tier 3.

When PBIS strategies are implemented with fidelity in schools, the following improvements occur: student problem behaviors are reduced, prosocial behavior is improved, a positive social climate is created, student academic achievement is improved, and the organization of the school is improved. Approximately 80-90% of students successfully respond to PBIS (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2018). According to Delisio (2018), principals said their schools benefited from the implementation of PBIS. Referrals and suspensions were decreased, test scores improved, and the climate of school improved as a result of these supports. School leaders progress through the following steps when implementing PBIS: a leadership team must be created, school-wide behavioral expectations must be identified, procedures that will help teach school-wide behavioral expectations must be developed, ways to help teach procedures for behavioral procedures in the classrooms must be developed, and a school-wide system that discourages students from misbehaving must be developed.

Trungadi (2018) offered steps schools can take to implement the PBIS system effectively. The first step to implementing the PBIS system is to create a team that consists of a teacher from each grade level, school administrators, parents, a guidance counselor, a health specialist, and a PBIS facilitator. The second step is to identify needs and create an action plan to help address the needs. The third step is to develop ways to collect behavioral data and develop ways to support the students. The fourth step is to provide PBIS professional development opportunities for teachers and staff. In order for the PBIS system to be implemented effectively, all teachers and staff must understand what the PBIS system consists of and how to implement the PBIS system effectively. The fifth step involves recognizing and awarding the students who follow the expectations of the school. Student of the Month awards and behavior parties are both ways to recognize students who follow the rules/ expectations of the school. Lastly, the data to determine

whether the PBIS system is effective and to determine the improvements that need to be made should be analyzed on a consistent basis.

Harte-Weiner (2016) discussed a few benefits of the implementation of PBIS, such as an increase in the motivation of students to display positive behavior, an increase in student levels of academic achievement, and the reduction of instruction time lost by teachers. Additionally, 79.5 days of instructional time was saved by the implementation of PBIS.

How Teachers and Students are Affected by Mindset

Bethge (2018), Gutshall (2013), and Brooks and Goldstein (2008) all believed that students and teachers are affected by their mindset. The way educators felt about themselves played a role in educators' mindsets regarding their students and as a result, determined their relationship with students (Brooks & Goldstein, 2008). Effective teachers have a growth mindset (Bethge, 2018). What teachers believed helped to shape teachers' instruction and how the teachers delivered instructional content to students. Teacher mindsets affected student relationships with teachers and their instructional strategies and techniques. When teachers asked students questions during instruction, teachers expected different outcomes of their students' answers, based on their mindset. Teachers who had a fixed mindset were not likely to try hard to help students who were struggling academically. Dweck (2016) stated that teachers with a fixed mindset judged their students' academic ability and worth upon first meeting them. If the teachers with a fixed mindset believed their students were not intelligent, these teachers usually gave up on the students who they perceived to be unintelligent. Teachers with a fixed mindset do not believe students can improve, which causes them to give up on their students. Teachers with a fixed mindset often have the belief they do not have much of an influence on their students' intellectual abilities. For the 21st Century, it is vital for teachers to foster a growth mindset to

accommodate changing pedagogical demands (Bethge, 2018). Gutshall (2013) said that mindsets affected how they handled students. Teachers who had a fixed mindset did not offer adequate support to students; however, teachers who had a growth mindset were more supportive of students and taught the students problem-solving techniques.

According to Gutshall (2013), a survey showed that older teachers were less likely to have a growth mindset than younger teachers. Older and veteran teachers were more likely to have a fixed mindset possibly because of the lack of proper training they received on childhood development. Teachers with a fixed mindset, who comforted students for their low academic abilities, were less likely to have students who were engaged in the curriculum. Stenzel (2015) opined that teachers' growth mindset affected how they handled students. Teachers with a fixed mindset often labeled students who struggled academically as having behavioral issues. Reports from a survey of more than 600 K-12 teachers showed 98% of teachers believed when teachers had a growth mindset, student learning improved. Additionally, 20% of teachers who took the survey believed they cultivated a growth mindset in their students. Sadly, not all teachers are familiar with the concept of a growth mindset. A poll from Education Week showed that 77% of teachers who were surveyed knew about the concept of growth mindset (Blad, 2016). 85% of the teachers surveyed stated they would like professional development in the area of growth mindset. Teachers did not often learn about growth mindset from in-service training, instead, they learned about growth mindset from articles and books. However, 35% of teachers who took the Education Week poll stated their training consisted of strategies on how to collaborate with teachers on implementing growth mindset ideas into their instruction. Also, 33% of the teachers who took the poll stated that they incorporated growth mindset in their classrooms by praising students who persevere and take risks.

Kiger (2017) suggested teachers start introducing students to growth mindset, at the beginning of the school year. Teachers should explain the concept of growth mindset to the students and give strategies on how the students can have a growth mindset. It takes more than one day for students to understand and start using growth mindset strategies. Classrooms and schools would greatly benefit from the implementation of growth mindset strategies.

Ricci (2017) discussed ways to build a school culture that fosters a growth mindset. In order for a school to adopt a growth mindset, every staff member must try to adopt a growth mindset, and every staff member must believe that all students are capable of learning. All staff members must participate in professional development opportunities to help develop a school culture that fosters a growth mindset. Dweck (2016) argued that teachers do not merely pass on a growth mindset to their students. When teachers instruct students about the importance of not giving up and facing obstacles, teachers help their students to develop a growth mindset. Students develop a growth mindset toward math when their teachers gave them feedback that deepened their understanding of math skills and when teachers taught math in a conceptual way. Teachers help to foster a growth mindset in their students and help to build confidence in their students when they encourage students not to compare themselves with one another and when they remind students their academic achievement can be improved (Wiseman & Hunt, 2008).

Brock and Hundley (2016) discussed examples of thoughts that may come from teachers with a growth mindset and examples of thoughts that may come from teachers with a fixed mindset. Teachers with a growth mindset may possess the following thoughts-professional development activities are beneficial to them, teachers can learn from professional development activities, and parents who check on students' progress are not considered to be annoying. Teachers with a growth mindset may also believe it is vital to develop activities to challenge

students. They often believe teacher mentors are beneficial, and they may feel that they can learn a lot from mentors. Teachers with a growth mindset believe it is important to know students' interests and passions so that lessons can be designed to be engaging to the students. They also believe students can be successful regardless of their backgrounds. Teachers with a fixed mindset often believe professional development activities are boring and nothing can be learned from professional development activities. Teachers with a fixed mindset may believe parents who check on the progress of their students are annoying. Teachers with a fixed mindset often believe that all students do not have the same capabilities and students who are not intelligent do not benefit when teachers provide them with extra attention. Teachers with a fixed mindset often believe that they cannot improve their instruction. Teacher mindset greatly affects students.

Students are greatly affected by their mindsets. Students who have a fixed mindset/entity theory, and if/when they are faced with negativity, or a challenge, tend to give up (Blackwell, Trzesniewski, & Dweck, 2007). However, students with a growth mindset endorsed tasks that were challenging, which helped to promote the acquisition of a skill and helped them to overcome difficulties they may face. Students with a growth mindset earned higher grades in junior high school than students with a fixed mindset. There is a positive relationship between students' mindset and academic achievement. Dweck (2016) discussed her study of students who transitioned to junior high school. The students were divided into two groups, students with a growth mindset and students with a fixed mindset. Students in the growth mindset group had better grades than the students from the fixed mindset group. Thus, students with a fixed mindset had a harder time transitioning than the students who had a growth mindset.

Students with a growth mindset find it easier to develop their intellectual capacities than students with a fixed mindset. There are many benefits of students who develop their intellectual capacity, in particular, benefits that are motivational in nature. Whether a student is motivated to overcome a challenge, when faced with a challenge depends on the mindset of the student (Kazakoff & Mitchell, 2007). Students with a growth mindset are motivated to learn, while students with a fixed mindset are not always motivated to learn. Students with a fixed mindset usually only searched for opportunities where they could showcase their skills, and they avoided any situations where their weaknesses were showcased. Students with a growth mindset viewed the brain as a muscle that can be exercised to make it stronger and smarter. When students had a fixed mindset, they often viewed themselves as not being smart (Yeager & Dweck, 2012). If students had a fixed mindset, they believed exclusion by their peers or peer victimization could not be changed. Even when students were taught how to be resilient academically or socially, students may not have used what was taught to them because of their mindset. In order for students' mindsets to be changed, they must be taught the scientific reasoning of how minds can change. Resilience can only be promoted when mindset is changed. Students' mindset helped to shape their goals and their beliefs about effort and their learning strategies. Students who had a growth mindset were eager to learn, while students with a fixed mindset did not want to appear as if they were not smart. Students who had a growth mindset believed effort was vital to growth and/or success, while students with a fixed mindset believed effort was a sign that they lacked talent. Students with a growth mindset viewed setbacks as a sign they should work harder, while students with a fixed mindset believed setbacks made them look unintelligent.

When students are placed in developmental courses, they tend to obtain a fixed mindset about what they are and are not capable of accomplishing. In a survey 68% of students who were enrolled in a developmental math course stated they were not good math students, and they believed that could not excel in math (Yeager & Dweck, 2012). The students in the intervention program received articles that either taught them about the brain or taught them about growth mindset. After the students read the articles, they were required to write a summary of the articles. At the end of the semester, the students who were in the control group earned better grades in their math courses. The increase of rigor of the curriculum will not be beneficial to students unless the resilience of students is addressed. Students who learned their intellectual abilities could be changed/developed will be resilient and face obstacles when the obstacles are presented to them.

Communication from adults could affect students' mindsets. If struggling students are praised by their teachers or parents, they can develop a fixed mindset, which can lead to students being less resilient. When students are praised for their academics, it is known as, "intelligence praise." In Yeager's and Dweck's (2012) study, children were given math problems to complete. Some children received intelligence praise, and some children received process praise. The children who received intelligence praise solved 30% fewer math problems than the students who did not receive intelligence praise. However, the children who received process praise answered more math problems and developed a growth mindset. Intelligence praise is used to praise someone for being smart, and process praise is used to praise someone for their effort. Students should not be praised for being smart; they should be praised for their efforts and strategies. When students do not perform well, teachers should help the students to realize the students need better strategies.

Students with fixed mindsets believed other's negative behaviors and their own negative behaviors could not be changed. In return, students focused more on retaliation than on helping one another. If a student with a fixed mindset was bullied, that student would more than likely retaliate against the bully. However, if a student with a growth mindset was bullied, that student would be more likely to educate the bully about the harm that was caused. When students who had frequent conflict with their peers were taught people had the potential to change their mindsets, prosocial behavior increased and retaliation decreased.

Teachers must talk to their students about growth mindset, and teachers should help students understand how the brain works (Boyett, 2019). In order to help develop the growth mindset of students, teachers should praise the small accomplishments of students through the learning process. Teachers should also set goals that are focused on task mastery, self-improvement, and progress. Certain instructional strategies can help to change mindset beliefs for students (Schmidt, Shumow, & Kackar-Cam, 2017). Brainology is a web-based program designed by Dweck and is used to teach students their brains can grow. In the program, animated 7th grade characters, Dahlia and Chris, struggled with math and Spanish coursework. The program followed Dahlia and Chris to a lab where they gained a better understanding of how their brains worked and how to effectively feed their brains. Dahlia and Chris applied the information they learned about their brains to their coursework. Brainology is a six-week program that includes education that surrounds the topics of brain science, stress, nutrition, and sleep, which all have an effect on learning. The program includes activities such as games, electronic journals, and computer simulations. The Brainology program was designed for students in grades 6-9. Students who completed the Brainology program gave positive feedback

about the program. Students who completed the program said the classes taught them the harder they tried, the harder their brains worked and improved their learning.

During early adolescence, children start to become critical of themselves, especially when it comes to practicing mathematics (Schmidt, Shumow, & Kackar-Cam, 2017). As children grow older, their academic motivation declines. It may be the most beneficial to start interventions that target mindset beliefs at the beginning of 7th grade. Students in middle school who participated in the Brainology program saw improvement in their math grades and motivation. Their growth mindset was also stronger than what it was before they completed the program. According to Brougham (2016), 7th grade students in a New York public school were involved in a mindset intervention program. These students learned about the brain and how to grow the brain. The Brainology program helped to change the mindsets of the students involved in the intervention program, and the students who were involved in the intervention program saw math grades improve.

Gap in Literature

The objective of this study was to analyze the classroom management strategies implemented by teachers with a growth mindset. A teacher's mindset helps to determine the classroom management strategies that a teacher uses in his/her classroom. Unfortunately, there are few, if any, forms of literature that currently exist in which the classroom management strategies of teachers with a growth mindset are analyzed. There was a limited amount of literature that discussed the different styles of classroom management. However, a plethora of literature exists in which examples of effective classroom management strategies are discussed. Much literature is available regarding best practices of classroom management. Literature also exists in which the benefits of teachers who have a growth mindset are discussed. Many studies

have shown that teachers with a growth mindset are the most effective at helping students to succeed academically and emotionally. Since it is known that teachers with a growth mindset are effective at helping students succeed, it is crucial that the classroom management strategies of teachers with a growth mindset are analyzed. This is essential because teachers cannot effectively grow students academically if they are not effective managers of behaviors. Also, teachers' mindset and classroom management strategies are related. Teachers mindsets determine the type of classroom management strategies utilized in their classrooms. This study adds to the research through its findings and conclusions regarding how the mindset of the teacher affects classroom management strategies in rural schools with great diversity.

Summary

The purpose of this study was to analyze the key classroom management strategies used by teachers with a growth mindset. For this literature review, materials that pertained to classroom management, the theoretical and conceptual frameworks of this study, and the mindset of teachers and students were analyzed. Throughout the years, discipline has been a major concern of public school teachers in America. The classroom strategies used by teachers have evolved throughout the years to meet the demands of the students. In the late 19th Century, the authoritarian means of discipline that teachers used were reduced and teachers placed a greater focus on character education to reduce student misbehavior. To effectively accommodate the changing demographics of students, it was vital for teachers to adopt a growth mindset. Teachers and students are both affected by teachers' mindsets. Teachers' mindsets help to play a role in the type of mindset that students develop. Thus, it is essential to analyze studies pertaining to teachers' mindsets.

Carol Dweck was the founder of the theory of mindset in which she believed individuals either had a growth or a fixed mindset. According to Dweck (2009), individuals either have a fixed or growth mindset. A person who possesses a growth mindset believes talents and abilities can be grown through practice and effort. In like manner, a person who has a fixed mindset believes hard work is not necessary for achievement, and talent and intelligence levels cannot grow. Literature that pertained to the theoretical and conceptual framework of this study was analyzed and discussed in this literature review.

Implicit theories of intelligence, social learning theory, and self-efficacy are all discussed in the theoretical framework section of this literature review. Incremental theory, the belief that intelligence can be developed, and fixed entity theory, the belief that intelligence cannot change, are both part of the implicit theories of intelligence. The incremental theory and fixed entity theory are coined, "implicit theories of intelligence" because individuals are not usually conscious of their beliefs. The belief that individuals learn by observing the behaviors of others is the premise of Albert Bandura's social learning theory (Kretchmar, 2019). Self-efficacy was defined as a teacher's assurance in one's own ability to help students to achieve academically (Protheroe, 2018). An individual's level of self-efficacy determined the ability to face and overcome obstacles (Yancey, 2018). Implicit theories of intelligence, social learning theory, and self-efficacy, are all part of the theoretical framework.

The conceptual framework of this study includes best practices of classroom management and how teachers and students are affected by mindset. It is vital teachers effectively manage their classrooms. The success of teachers and students is determined by teachers' ability to manage behavior in the classroom. The term *classroom management* is defined as teachers' ability to manage student behavior, classroom activities, learning, and social interactions (Ünal

& Ünal, 2012). Classroom management consists of teachers' and students' attitudes and actions that impact how the students behave in classrooms. The foundation of effective classroom management strategies is positive relationships between teachers and students. It has been found that positive student-teacher relationships had a major effect on a teacher's success in managing a classroom (Sullo, 2009). Teachers are responsible for building positive relationships with students. The first step in teachers building positive relationships with their students is gaining the trust of their students. Discipline has always been a primary teacher concern, and it is important that teachers are aware of and use effective classroom management strategies. In order for classroom management to be considered effective, teachers had to display all rules and procedures for the students to view, and they had to develop alternative plans for students who misbehaved (Rowan, 2012).

Numerous evidence-based classroom management strategies were detailed in the literature review. Active teaching leads to teachers directly interacting with their students, which leads to increased student engagement (Gage, Scott, Hirn, & MacSuga-Gage, 2018). The National Council on Teacher Quality recommended that students be rewarded for positive behavior, teachers should consistently deliver high-quality lessons, and there should always be consequences for students who misbehave (Colbert, 2014).

Nagro, Fraser, and Hooks (2019) believed teachers should use evidence-based, proactive strategies to reduce the occurrence of negative behavior in the classroom. Examples include whole group instruction, the embedment of movement into curriculum, and visual strategies. The embedment of movement into curriculum is especially beneficial for students with Attention-Deficit/Hyperactivity Disorder. School-wide systems, such as Positive Behavioral Interventions and Supports (PBIS), should be implemented to reduce negative behavior and to encourage

positive behavior. PBIS was created in 1997 in response to the amendments of the Individuals with Disabilities Act (Rholetter, 2019). PBIS includes three tiers. Tier 1 includes all staff members that work together to create a school climate that is safe. Tier 2 is for the students who need more behavior support offered in Tier 1. Tier 3 is for individual students who need more support than what is provided in Tier 1 and Tier 2. When PBIS was implemented on a consistent basis, prosocial behavior was improved, a positive social climate was created, and student academic behavior was greatly improved (Horner & Macaya, 2018). Over 80% of students responded to PBIS in a positive way (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2018). The mindset of students and teachers, and the effects of these mindsets, were also discussed in the literature review.

Teacher mindset plays a role in the mindset of this teacher's regarding students (Brooks, 2008). A teacher's mindset also helped to shape instruction and how a teacher delivered the content to students (Bethge, 2018). Teachers who had a fixed mindset were not likely to effectively assist students who struggled academically. The demographics of students are ever-changing, and teachers are required to have a growth mindset in order to accommodate the constantly changing pedagogical demands. The mindset of a teacher can change. Every teacher in America is not familiar with the concepts of growth mindset or fixed mindset. In a poll from Education Week, 85% of teachers who responded to the poll stated they would like a professional development opportunity centered around the topic of growth mindset. The majority of teachers learn about mindset from reading books and articles, not from professional development opportunities. Only 35% of teachers who took the Education Week poll stated they were provided with a professional development activity centered around growth mindset.

The first step in changing a teacher's mindset is educating on the concept of growth and fixed mindset and how mindset affects instruction and student academic achievement. Once teachers have a growth mindset, they should then teach their students how to have a growth mindset. Kiger (2016) believed teachers should introduce growth mindset to students at the beginning of the school year. Additionally, teachers should introduce the concept of growth mindset to students by explaining the concept and then teaching them strategies on how they can have a growth mindset. In order for schools to develop a growth mindset, the majority of the staff members should have a growth mindset, and they must believe that all students are capable of learning (Ricci, 2017). A growth mindset is developed in students when teachers praise students' small accomplishments throughout the learning process (Boyett, 2019). A growth mindset is also developed in students when teachers set goals for students that were centered on self-improvement and task mastery. Intervention programs, such as Brainology, were used to effectively grow students' mindset (Schmidt, Shumow, & Kackar-Cam, 2017).

Brainology was developed by Carol Dweck, the founder of the mindset theory. Brainology is a six-week, web-based program, that includes topics such as brain science, nutrition, stress, and sleep. Brainology was developed for students in grades 6-9. It is beneficial because it has been proven that during early adolescence, usually around 6th grade, children become critical of themselves and their abilities, especially learning and practicing mathematics. It was proven most middle school students who completed the Brainology intervention program saw improvement in their grades, improvement in their grades and motivation, as well as growth in their mindset. The lack of literature pertaining to classroom management strategies used by teachers with a growth mindset was noted.

This study is strongly needed because few studies exist where the key classroom management strategies used by teachers with a growth mindset are analyzed. Through extensive search of literature, there was minimal literature found that explicitly discussed the classroom management strategies used by teachers with a growth mindset. Many studies have proved that teachers with a growth mindset effectively manage their classrooms, but there was no literature found that explicitly discussed the specific classroom management strategies used by teachers with a growth mindset.

This study was designed to elucidate the classroom management strategies that teachers with a growth mindset use in order to provide teachers and school leaders with effective classroom management strategies that teachers can use to effectively manage their classrooms while fostering a growth mindset in their students. This study examines classroom management strategies of teachers with a growth mindset.

Chapter Three

Methodology

The purpose of this study was to analyze the classroom management strategies that teachers with a growth mindset implement in their classrooms. One qualitative research question guided this study: What are the classroom management strategies implemented by teachers with a growth mindset? In this chapter, the description of the participants and setting for this study will be discussed. The research approach, data collection procedures, and data analysis procedures used to answer the research question of this study will all be discussed in this chapter.

Research Question

There is a lack of literature that exists on the relationship between teachers' mindset and classroom management strategies. In this qualitative study, the classroom management strategies that were implemented by teachers with a growth mindset were analyzed. The following research question framed this study: What are the classroom management strategies implemented by teachers with a growth mindset? To successfully answer the research question, data from the following sources were collected: a survey to identify teachers with growth mindset, information gained from interviews, and observation notes.

Description of Research Approach

The purpose of this study was to analyze the classroom management strategies that are used by teachers with a growth mindset and to analyze the effectiveness of their classroom

management strategies. This case study was qualitative in nature. This study was considered a qualitative study because non-numeric data was collected in order to study the classroom management strategies of teachers with a growth mindset. This chapter consists of information regarding the description of the participants and the setting of the study, data collection, coding process, and data analysis.

Participants and Setting

Teachers from a Title I school in a rural town in West Tennessee served as the population for this study. The school consists of grades second through sixth. 98% of the students at the school are African-American. Twenty-eight teachers are employed at the school. Three of the teachers are males, two of the teachers are African-American, twenty-six teachers are Caucasian, and all of the teachers have at least one year of teaching experience. For this study, 28 teachers were given a survey to determine their growth mindset. The principal of the school required the teachers to complete the survey. Using the results from the surveys and principal recommendation, five teachers who have a growth mindset were randomly selected. The participants worked in the same district as the researcher, but not in the same school as the researcher.

Data Collection Procedures

To provide triangulation of the data, three types of data were used in this study. Twenty-eight teachers were sent an electronic survey with a Likert scale to identify teachers with a growth mindset. The principal sent the survey, via email to the 28 teachers employed at the school and she required them to complete the survey. The survey consists of four closed-ended questions and one open-ended question. The four closed-ended questions were phrased as statements such as, your intelligence level cannot be changed. The one open-ended question

asked the respondents to identify if they had a growth mindset or a fixed mindset and explain their response. After the results from the surveys were analyzed and coded, the researcher used the results and the recommendations from the principal, to choose the participants for the study. The chosen participants were interviewed to gain a better understanding of the participants' mindsets and the classroom management strategies that they used. An interview guide was used. During the interviews, each participant selected a lesson to be observed to ensure that observations were purposeful. Transcripts of the interviews were created and the interview responses were coded. After the interviews were conducted, the teachers were observed in the classroom setting to analyze classroom management strategies. The researcher observed the participants by using an observation rubric that was custom made. Each participant was observed during a full class period. Each class period was at least 90 minutes.

Ethical Considerations

The data were collected once permission was obtained from the school district in which the study was conducted, Carson-Newman University, and the Institutional Review Board. Permission was granted from the participants who completed the surveys, interviewed, and observed. All participants were anonymous and their names were not disclosed. Participants in the study were and will remain anonymous. Pseudonyms were used through the coding process and only made accessible to the researcher. Data materials are stored in a secure location. Hard copies are stored in a personal, locked filing cabinet and electronic data are stored on a personal, password protected computer. The notes from the observations were thoroughly analyzed and coded.

Coding Process

When analyzing qualitative data, coding is used to sort and organize the data ("Tips & Tools #18: Coding Qualitative Data", n.d.). To code data, a word, phrase, or symbol is assigned to a category, and the major themes or ideas are put into categories. Through open coding, a researcher reads through data and creates labels for the chunks of data (Gallicano, 2013). After labels for chunks of data are created, the researcher finds relationships between the chunks of data through axial coding. The primary variable is found that relates to the chunk of data through selective coding. To analyze the data from the surveys, the responses from the open-ended survey question were transcribed. Each line of the transcripts was reviewed with the data from the transcripts and placed into categories. Relationships were discovered between the chunks of data and eventually, the main variable that connected the chunks of data emerged. To analyze data from the interviews and observations, open coding was used to create labels for the chunks of data that were collected from the interviews and observations. A line-by-line analysis of the interview transcripts and observation notes was conducted to summarize the participants' comments and the key findings from the interviews and observations (open coding). Axial coding was used to find relationships between the chunks of data that were collected from the interview transcripts and observation notes. Selective coding was used to find the main relationship (variables) that connected the chunks of data from the interview transcripts and observation notes.

Trustworthiness

The following trustworthiness techniques were used in this study in order to provide credibility and confirmability: peer debriefing, triangulation, and member checks, reflexivity, and audit trail. A peer uninvolved with the study, examined the methodology of the study and provided insight on the accuracy of the data collected. To provide triangulation more than one

form of data was collected in this study. Member checks were performed when findings from the data collection were shared with the participants of the study, in order to check the accuracy of the data collected. For reflexivity, the researcher kept a journal throughout the research process. The data from this study was accurately collected, analyzed, and stored. The data collected will be stored in a locked box for at least seven years.

Summary

In order to obtain participants for the study, twenty teachers were given a survey to determine whether they had a growth mindset. Once the results of the surveys were analyzed, five participants were randomly selected. Once the participants were chosen, the participants were interviewed and lessons were chosen to be observed. The classroom management strategies of the five participants were observed, using a rubric. The data from the interviews and observations were analyzed and coded.

Chapter Four: Presentation of the Findings

The purpose of this qualitative study was to analyze the classroom management strategies of teachers with a growth mindset. The data collected and analyzed from this study provided insight into the classroom management strategies that are implemented by teachers who believe that all students were capable of growing intellectually and learning. In this chapter, a detailed description of the participants is discussed, the data that were collected and analyzed is presented and explained in great detail, the findings from the data analyzation will be discussed, and a summary of the main findings are noted. The data from the interviews and observation sought to answer the following research question: What classroom management strategies are implemented by teachers with a growth mindset?

Descriptive Characteristics of Participants

All five participants in this study are employed in a public, Title I, elementary school comprised of grades 2-6. The elementary school is located in a rural town in West Tennessee. At the school, 28 teachers are employed, and 600 students are in attendance. For participant selection, all of the teachers employed at the school were required to complete the survey, and the principal gave recommendations of teachers who exhibit a growth mindset toward students. Five participants were chosen for this study (See Table 4.1).

Table 4.1
Demographics of Participants

Assigned Pseudonym	Years Taught	Grade Level	Subjects Taught	Highest Educational Level Obtained
Participant A	22	3 rd	Math	Bachelor's Degree
Participant B	2	4 th	History	Master's Degree
Participant C	5	5 th	Math	Bachelor's Degree
Participant D	12	6 th	Math	Master's Degree
Participant E	12	2 nd	Reading, Math, Science, Social Studies	Bachelor's Degree

Data Presentation

This qualitative research study analyzed the classroom management strategies that are implemented by teachers who believe that all their students can grow academically (teachers with a growth mindset). This study was guided by one research question. In order to collect data for this study, participants responded to a survey, the participants were interviewed, and the participants were observed teaching a lesson to their students.

Research question. The gain an insight into the classroom management strategies that are used by teachers with a growth mindset, the following question was used to guide this study

What classroom management strategies are implemented by teachers with a growth mindset?

Data collection. In order to answer the research question for this study, data were collected from five participants through three sources: survey, interview, and classroom observations.

Survey. The survey and recommendation from the principal of the school that served as the study's setting, were used to choose the five teacher participants for this study. The surveys were administered to the teachers the fourth week of December 2019 and all the responses were collected by the end of the fourth week of December 2019. The survey contained four closed-ended statements that were developed using a Likert scale. The Likert scale was used to measure participants' opinions. Likert-scale questions consisted of the following options: strongly agree, agree, neutral, disagree, and strongly disagree. The respondents were prompted to respond to the following four closed-ended statements:

1. Your intelligence is something very basic about you that you can't change.
2. You can always substantially change how intelligent you are.
3. The harder you work at something, the better you will be at it.
4. You can learn new things, but you can't really change how intelligent you are.

The responses to the four closed-ended survey statements are shown in Table 4.2.

Table 4.2
Responses to Closed-Ended Survey Statements

Statement Number	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
1	0.00	3.33	3.33	60	36.67
2	20	66.67	6.67	3.33	3.33
3	63.33	36.67	0.00	0.00	0.00
4	3.33	6.67	6.67	70	13.33

The respondents were given the following open-ended question to answer:

What mindset do you believe you possess, a growth mindset or a fixed mindset? If you feel you have a growth mindset, what classroom management strategy that you implement in your classroom do you believe best aligns with your growth mindset? (See Figure 4.1)

Figure 4.1*Open-Ended Survey Question Responses: Classroom Management Strategies**Implemented by Teachers with a Growth Mindset*

Responses
I base classroom management strategies are based on what students need.
A star student is selected daily. A star student is the most well-behaved student and the student who shows the most effort.
I let students fix mistakes and I accept students' mistakes.
I re-teach and re-direct students to give them opportunities to grow.
I provide students with opportunities to make decisions.
I try to change student behavior with positive statements such as, "You are too smart to act that way."
I give daily and weekly rewards.
I use verbal praise and surprise rewards.
I focus on the procedure that the student did not follow, instead of what the student did wrong.
I encourage students to have a desire to learn.

Interviews. All the five participants were interviewed. The participants were all asked the same questions. Interviews occurred during the first week of January 2020 and they were concluded during the second week of January 2020. Questions were created to help guide the interview (see Appendix B). The questions were asked to gain an insight regarding the participants' classroom management styles, classroom management strategies, and to gain a better understanding of the participants' mindsets.

Each interview was recorded using a digital recording device through a transcription service known as Otter. Otter transcribed each audio file, for each interview, and transformed the audio files into Microsoft Word documents.

Classroom observations. Once the interviews were completed, classroom observations were also conducted in order to analyze the classroom management strategies that were implemented by the participants. Classroom observations occurred during the second week of January 2020 and were concluded during the end of the second week of January 2020. The participants were observed using an observation guide. The observation guide asked for evidence of the establishment of clear rules of behavior, evidence of inconsequential disruptions overlooked, evidence of individual behavior corrections rather than group corrections, evidence of positive student-teacher interactions, evidence of on-task student compliance, and evidence of on-task student engagement.

Member checks. Member checks were implemented after data were collected from the survey, interviews, and observations. The findings from the data that were collected were shared with the participants.

Peer debriefing. A peer was used to analyze the data that were collected. The peer also provided insight regarding the observation rubric and interview questions that were used to collect data. She also reviewed the results of the coding process.

Coding of data. The data collected from the surveys, interviews, and observations were thoroughly analyzed through the coding process. Data were collected using the software Otter, using a digital recording device. Otter was used to capture the participants' response, verbatim during the interviews and observations. The Otter software automatically transferred participants' spoken responses into transcripts.

Data reduction. All responses from the survey statements were analyzed. The answers to the open-ended question were thoroughly read and analyzed. When reading the participants' responses, keywords/phrases were written on sticky notes. The keywords/phrases that were written on the sticky notes were analyzed and primary themes of the keywords/phrases were noted.

The transcripts from the participants' interviews were read thoroughly. All questions were circles on the interview transcripts, which helped to separate the questions from the participants' responses. The interview transcripts were read a second time to identify classroom management strategies that were mentioned. Any classroom management strategies that participants mentioned were underlined. Keywords that were noticed were written in the margins of the transcripts, which became memos. The memos on the transcripts were analyzed for similarities, and any similarities were written down on sticky notes. The sticky notes were then analyzed to find any commonalities. The commonalities were subsequently grouped together to find themes. The themes were analyzed to discern the primary theme.

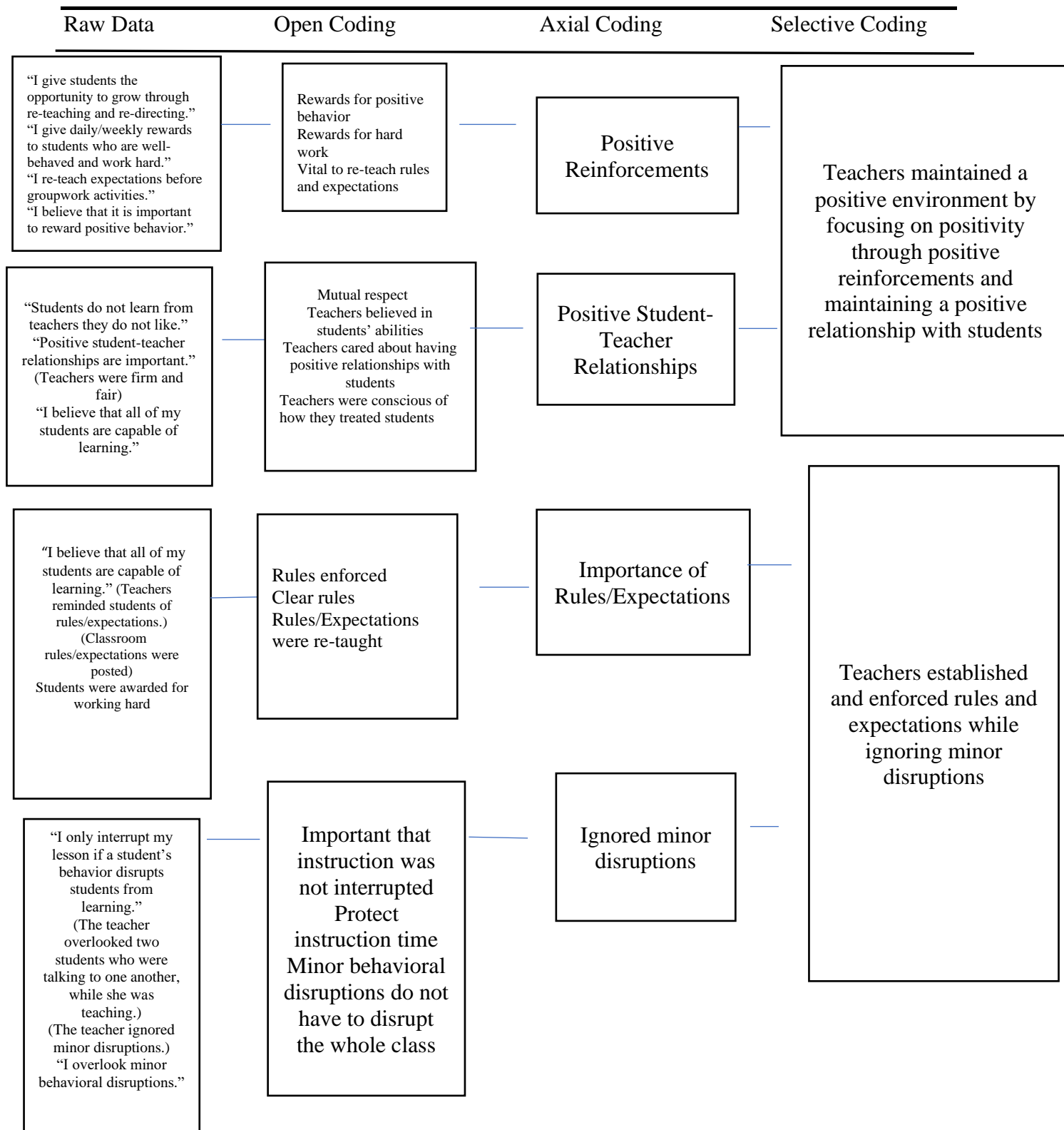
To code the data from the observations, each line of the transcripts from the observation was read and analyzed. Keywords and phrases that were found were written in the margins on the observation transcripts. The memos written in the margins of the transcripts were analyzed for similarities. The memos were written on sticky notes. The similarities of the memos were grouped together to find themes. The themes were analyzed to determine the primary theme.

To record the coding process used for this study, a Microsoft Word document was created. The raw data from the surveys, interviews, and observations were in the first column of the document. The raw data contains phrases from survey, interviews, and observations. Observation notes were also included in the raw data. The second column contained open codes.

The open codes were keywords from the survey, interviews, and observations. The third column contains the axial codes and the fourth column contains selective codes. Figure 4.2 displays the coding process used in this study.

Figure 4.2

Data sorted in Levels of Coding for Research Question: What classroom management strategies are implemented by teachers with a growth mindset?



Presentation of the Results

To best determine, the question, what classroom management strategies are implemented by teachers with a growth mindset, study participants were interviewed and observed. Four major themes emerged from the survey, interview questions, and the notes from the classroom observations. The themes that emerged from the data collected are listed below (see Figure 4.3).

Figure 4.3

Emergent Themes: Classroom Management Strategies Implemented by Participants

Classroom Management Strategies	Number of Participants Implementing this Strategy
Teachers displayed positive relationships with students	5
Teachers overlooked minor behavior disruptions	5
Teachers set, enforced, and taught clear rules and expectations	4
Teachers used positive reinforcements to reward positive student behaviors and efforts	5

Teachers maintained positive environments by focusing on positivity. Teachers maintained a positive environment by focusing on positivity through positive reinforcements and maintaining a positive relationship with students.

Teachers used positive reinforcements to reward positive student behaviors and efforts.

In the interviews, the participants discussed the importance of using positive reinforcements. During the observations, the teachers/participants consistently rewarded students for their positive behaviors and efforts.

Teacher A rewarded her students by giving them Class Dojo points. Class Dojo is a platform used by teachers to communicate with parents and give rewards/consequences to students. When students misbehave, Class Dojo points are taken away from students and teachers reward students by adding points. Parents can view the points as they are added and taken away, and parents can also observe the reasons why the points were added or taken away. When students did a good job of following the rules or staying on task, Teacher A gave the students points. Verbal praise was given to the students who worked effectively on their assignments. When it was time for the students to line up for recess, Teacher A allowed the quietest students to line up first.

Teacher B stated that teachers must use positive reinforcement to encourage positive behavior in students. While Teacher B was being observed, she gave the students a verbal praise while the students worked in a group. She said, "Good job, you guys are good working in groups." Teacher B provided candy to the students who were on task.

Teacher C stated in her interview that positive reinforcements encourage students to be well-behaved. In Teacher C's classroom, students who were well-behaved and on-task were known as star students. Teacher C gave her star students verbal praise and candy for their hard work and positive behaviors. Teacher C also used verbal praise to encourage her students. When the students did well during group work, she said, "You guys did well today." When a student was called to the Promethean board, and he correctly completed a problem, Teacher C said,

“Everyone tell Andrew, good job.” At the end of the lesson, Teacher C gave the students candies and stickers for their positive behaviors and work ethic.

Teacher D asserted that students need positive reinforcements. She believed that negative reinforcements promoted negative behaviors while positive reinforcements promoted positive behaviors. Teacher D also provided positive feedback to the students during group work. She told a group of students who were working productively, "Nice job." She also said, "Pat yourselves on the back for your hard work today." At the commencement of her lesson, Teacher D gave a special treat to the students who were well-behaved.

Teacher E also gave the students positive feedback. When the students were working independently, she told the students that they did a good job. When it was time for the students to work with a partner, Teacher E told the students that quiet students would choose their partners first.

Teachers’ displayed positive relationships with students. The study participants voiced the importance of positive student-teacher relationships during interviews. The participants displayed positive relationships with their students during the observations. In response, the students showed respect toward the participants during the observations. In her interview, Teacher A asserted that students do not learn from teachers who are mean to the students or teachers who do not like the students. Teacher A stipulated that she always tried to build positive relationships with her students. Teacher A said that she related to her students by joking with them. It was noted that Teacher A and her students demonstrated mutual respect. When a student did not understand a concept, the participant never lost patience with the student. When a student was distracted and off-task, Teacher A did not yell and disrespect the student, instead, Teacher A quietly approached the student and reminded the student that he needed to be on-task. One of

Teacher A's students complimented Teacher A by stating, "You are doing a good job." It was also noted that students had positive attitudes toward one another.

Teacher B believed that teachers should remind students that they have high expectations for their students because they know that the students can reach high expectations. Teacher B stated in her interview that if students respect their teacher, misbehaviors will decrease. Teacher B said that teachers must first respect students before they can earn respect from their students. All study participants emphasized the importance of respect in their classrooms. Teacher B posted an expectation on her wall that demands students respect the classroom and teacher. During the observation, the teacher respected the students, and the students respected the teacher. During group work, the students showed respect to one another, and they did not argue or show malice towards one another. Before the students began group work, Teacher B reminded the students that they could not work in groups; they need to choose to work by themselves.

Teacher C asserted in her interview that positive student-teacher relationships are vital. During the observation, it was noted that the culture in Teacher C's classroom was similar to that of a family. The teacher had a positive attitude toward all students, and the students had a positive attitude toward the teacher. The students were respectful of one another, and there were no disagreements. Teacher C joked and laughed with the students.

During her interview, Teacher D stated that the building of a positive student-teacher relationship should begin on the first day of school. Teacher D believed that it is the teacher's responsibility to build a positive relationship with students. Teacher D did not raise her voice at the students during the observation. The students listened when Teacher D talked. The students did what Teacher D asked of them.

Teacher E asserted if students believe that they are not loved by their teachers, then they will not work hard for their teachers. Teacher E posted the rule that “we are kind.” It was noted during the observation that Teacher E had a cheerful disposition. The teacher respected the students, and the students respected the teacher and one another. The teacher expected students to be kind to each other. After the students completed a group activity, Teacher E told the students to thank their partners for working in their groups. Teacher E never became frustrated with students when students did not seem to understand concepts. Teacher E also joked and laughed with the students.

Teachers established and enforced rules and expectations while ignoring minor disruptions. In every classroom that was visited for the purposes of this study, rules and procedures were posted. In their interviews, Teachers A, B, C, D, and E voiced the importance of establishing rules/expectations. Teacher D stated that teachers must establish simple rules, and they must enforce the rules. Teacher E stated that teachers must establish rules/expectations at the beginning of the school year. During the observations, it was noted that the participants re-taught expectations during the lesson.

In the interviews, all participants stated that they did not interrupt their instruction to attend to minor behavioral disruptions. In the observations, it was noted that the teachers overlooked minor behavioral disruptions.

Importance of rules/expectations. In her interview, Teacher A stated that it is important for teachers to teach the rules/expectations at the beginning of the school year. Teacher A also believed that once rules/expectations were taught to students, teachers must consistently re-teach the rules/expectations. The following rules are posted on Teacher A’s classroom wall: follow directions, listen to the teacher, and be prepared for class. Teacher A reminded her students of

the rules that were posted on the wall. Before Teacher A's students completed group work, Teacher A reminded the students of expectations when working in a group. The students were not loud while working in groups, and the students collaborated well together. When students did not adhere to the rules, the students were reminded of the rules, they received verbal warnings, and they also received consequences. Teacher A implemented Class Dojo in her classroom and when students did not follow the rules, she deducted Class Dojo points from the students. It was obvious that the students understood the rules/expectations. The students raised their hands when they wanted to leave their seats and speak. The students listened to the teacher and they did not talk while she talked.

Teacher B believed that rules should be taught at the beginning of the year. The rules that were posted on Teacher B's classroom wall were: respect your classroom, respect your teacher, listen and follow directions, and keep hands, feet, and objects to yourself. Throughout the lesson, Teacher B reminded the students of her expectations. When the teacher asked the students questions, she told the students that she expected them to raise their hands if they know an answer to a question. She reminded them that she does not want anyone to yell the answers to the questions. During her interview, Teacher B discussed the importance of reminding students of group work expectations before students are required to work in groups. Teacher B reminded her students of the group work expectations before she placed the students in a group to complete an activity. The students worked well together and the noise level from the groups were minimal. When students did not follow the rules, Teacher B deducted points from the students' behavioral charts.

In Teacher C's classroom, the following rules were posted on her classroom wall: be respectful, keep your hands and feet to yourself, be prepared for class, and follow directions the

first time. Teacher believed that all students should be expected to follow rules/expectations. She believed that the rules/expectations should be taught at the beginning of the year and re-taught throughout the school year. When students did not follow the rules/expectations, Teacher C deducted points from their behavioral charts. The students appeared to understand the rules. They raised their hands for permission and they did not talk while the teacher talked.

In Teacher D's classroom, the following rules were posted on her classroom wall: be considerate of others, stay in your seat, no foul language, raise your hand to speak, finish assignments/tasks on time, bring agenda to class signed, and maintain proper dress code. Teacher D stated that she thought that teachers should establish rules/expectations at the beginning of the school year and consistently enforce the rules/expectations throughout the year. Before the students began their group work activity, Teacher D reminded the students of rules/expectations for working in groups. While the students worked in groups, they were well-behaved and acted as if they understood the rules/expectations. Throughout the lesson, the students were mostly well-behaved and on-task. Whenever a student did not exhibit positive behavior, Teacher D reminded the student of the expectations and re-directed the student.

In Teacher E's classroom, the following rules were posted on her classroom wall: we are kind, we listen carefully, we keep our hands and feet to ourselves, we are ready to learn, and we always try. In her interview, Teacher E asserted the importance of students being taught the rules at the beginning of the school year. Throughout the lesson, Teacher E reminded the students of expectations. Teacher E told the students, "We are going to get our books out quietly." Most of the students followed the classroom expectations. When students did not follow the classroom expectations, Teacher E deducted points from the students' behavioral charts.

Ignored minor disruptions. Teacher A stated in her interview that she does not interrupt her class for misbehaviors unless the misbehaviors are hurting another student or keeping another student from learning. While Teacher A was being observed, she ignored minor disruptions. For example, a student repeatedly put his head on his desk, and she overlooked the minor disruption. A student talked without raising his hand, and Teacher A overlooked the minor disruption. Teacher A did not allow student disruptions to interrupt her lesson; therefore, she did not lose any instruction time due to misbehaviors.

Teacher B stated in her interview that she stops or interrupts her instruction only if misbehaviors are preventing students from learning. Teacher B determined that teachers lost instruction time due to student misbehaviors because they allow the students to disrupt the class and take away from the instruction time. She believed that teachers should ignore minor disruptions. During observation of Teacher B's lesson, a student made noises, and Teacher B overlooked the minor disruption. Subsequently, the student stopped making noises. Teacher B continued to overlook minor disruptions during her lesson. The teacher mainly re-directed students when they were not working on their assignment.

Teacher C stated in her interview that she would not disrupt her instruction to correct misbehaviors when the misbehaviors are not disrupting the class. While Teacher C delivered the content of her lesson, a few students whispered, and Teacher C did not stop her instruction to reprimand the students. The students who whispered did not continue to talk throughout the lesson. Throughout the lesson, Teacher C overlooked minor disruptions from students.

Teacher D stated that her goal was not to disrupt her class for minor misbehaviors. Teacher D also stated in her interview that she used proximity control and non-verbal cues to correct minor misbehaviors. During observation of Teacher D's lesson, it was noted that a few

students were talking when they were not permitted to be talking, but Teacher D overlooked the minor disruption, and the students stopped talking. During group work, two students were laughing loudly, and Teacher D subsequently looked in the students' direction, and they became quiet. When a student played with a small toy, Teacher D quietly went to the student and told the student to place the toy inside his desk. The student quickly placed the toy inside his desk. Teacher D made sure not to disrupt her whole class while she attended to student disruptions.

Teacher E stated during the interview that she overlooked minor disruptions unless the disruptions were harmful to students. She also said that she used non-verbal cues to re-direct students because the use of non-verbal cues to re-direct student misbehaviors is the least disruptive to instructional time. During Teacher E's lesson, a student yelled out the answers to a question when he was not permitted to do so, and Teacher E overlooked the minor disruption. Teacher E overlooked other minor disruptions throughout the lesson.

Summary

The purpose of this qualitative study was to identify classroom management strategies used by teachers with a growth mindset. This study sought to answer the following research question: What classroom management strategies are implemented by teachers with a growth mindset? This chapter presented findings from a survey, participant interviews, and participant observations.

The data collected from the survey, interviews, and observations were analyzed through a coding process detailed in this chapter. The survey, along with recommendations from the principal of the school used in this study, were utilized to choose the participants for this study. Four major themes emerged from the data collected for this study: Teachers displayed positive

relationships with students, teachers overlooked minor behavior disruptions, teachers established, enforced, and taught clear rules and expectations, and teachers used positive reinforcements to reward positive student behaviors and efforts. All teachers who participated in the study believed that their students were capable of learning (growth mindset).

Chapter 5 details conclusions drawn from the study. Findings of the study are related to the theoretical and conceptual frameworks, implications of the study are discussed, and recommendations for future related studies are provided.

Chapter Five: Conclusions, Implications and Recommendations

The purpose of this qualitative study was to identify the classroom management strategies used by teachers with a growth mindset. The data collected for this study included data from a survey, interviews, and observations. The data were analyzed and coded to identify the classroom management strategies that were used by teachers with a growth mindset.

This chapter is organized into the seven primary sections: research question, relevance of theoretical framework, conclusions, implications, recommendations for future research, and summary.

Research Question

One research question was used to identify classroom management strategies implemented by teachers with a growth mindset: What classroom management strategies are implemented by teachers with a growth mindset? The answer to the research question was developed from the analysis of data generated from surveys, interviews, and observations. From the analyzation of data, the following were concluded: teachers with a growth mindset maintained a positive environment by focusing on positivity through positive reinforcements and maintaining a positive relationship with students. Also, teachers established and enforced rules and expectations while ignoring minor disruptions. The participants in the study all possessed a growth mindset and they overlooked minor behavior disruptions, displayed positive relationships with their students, established, enforced, and taught clear rules and expectations, and used positive reinforcements to reward positive behaviors and efforts.

Relevancy of Theoretical Framework

Self-efficacy and social learning theory provided the theoretical frameworks for this study.

Self-efficacy. Self-efficacy is the belief that one can or cannot effectively execute an activity in order to achieve the desired outcome (Yancey, 2018). Through self-efficacy, individuals' beliefs about their abilities affect the amount of effort they place into achieving an outcome (Grusec, 1992). Study participants expressed and demonstrated high levels of self-efficacy toward building positive relationships with students and effectively managing their classrooms. Participants of the study believed they could build positive relationships with their students. A teacher's level of self-efficacy regarding one's ability to manage behaviors in one's classroom determined the effectiveness of how the teacher managed behavior in the classroom. The participants had high levels of self-efficacy towards building positive relationships with students and effectively managing their classrooms.

Social learning theory. The premise of social learning theory is that individuals learn by observing how other individuals behave (Kretchmar, 2019). Individuals learn from the consequences of another individual's behavior. Participants in the study rewarded students for positive behavior and efforts. The rewarding of positive behavior encouraged students to be well-behaved. The students witnessed the rewards that came from positive behaviors; therefore, they mimicked those positive behaviors to gain rewards for themselves. The students witnessed the consequences for students who did not follow the rules, which was a result of the participants enforcement of the rules.

Conclusions

The primary themes that emerged from the study were: teachers displayed positive relationships with students, teachers overlooked minor behavior disruptions, teachers established, enforced and taught clear rules and expectations, and teachers used positive reinforcements to

reward positive behaviors and efforts. It was concluded that teachers maintained a positive environment by focusing on positivity through positive reinforcements and maintaining a positive relationship with students. It was also concluded that teachers established and enforced rules and expectations while ignoring minor disruptions.

Teachers displayed positive relationships. If students have positive relationships with their teachers, they will be more likely to be well-behaved and be motivated to give more effort academically. Students are less disruptive and have a higher rate of academic achievement when they have positive relationships with their teachers (Dustova & Cotton, 2015). Positive student-teacher relationships led to lower student dropout rates, higher student academic achievement, and fewer behavioral issues. In their interviews, the participants voiced the importance of having positive relationships with students. They believed that students do not learn in environments where positive student-teacher relationships do not exist. The participants of the study respected their students, and it was apparent the participants of the study had positive relationships with their students.

Teachers overlooked minor behavior disruptions. Weak teachers interrupted instruction to correct student behaviors, while strong teachers rarely interrupted instruction to correct student behaviors (Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2015). Teachers with weak classroom management skills interrupted their lessons more than 20 times during their lessons. Minor behavior disruptions consist of students talking when they are not supposed to, students fidgeting with items during instruction time, and students making noises during instruction time. If troubled students believe that they can easily disrupt instruction and the learning process, they will misbehave frequently. The participants did not interrupt their instruction in order to address minor behavior disruptions. When minor behavior disruptions

occurred, the participants gave non-verbal cues/warnings, quietly approached the student who was being disruptive, or ignored the disruptions. As a result, the participants effectively utilized their instruction time.

Teachers established, enforced, and taught clear rules and expectations. Classroom rules are a primary component of classroom management (Ming tak & Wai-shing, 2008). All students should be expected to follow the rules (Colbert, 2014). Teachers gained control of their classrooms when they established procedures (Dustova & Cotton, 2015). Students in classrooms where teachers consistently enforced rules and procedures could predict what was going to happen in the classroom every day, which led to the reduction of student misbehaviors. The participants had rules and expectations posted in their classrooms. Participants voiced the importance of teaching rules and expectations during their interviews. Throughout their lessons, the participants reminded the students of rules and expectations. When a rule was not followed, the students received consequences. Most of the students in the participants' classrooms were well-behaved, and they acted as if they were aware of the rules and expectations.

Teachers used positive reinforcements to reward positive behaviors and efforts. The act of rewarding positive behaviors is an effective classroom management strategy (Sural, 2019). Schools across the country have implemented PBIS (Positive Behavioral Interventions and Supports) to encourage positive student behaviors. The following are benefits of the implementation of the PBIS program: student problem behaviors are reduced, prosocial behavior is improved, student academic achievement is improved, and the organization of the school is improved (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2018). More than 80% of students successfully respond to PBIS. The National Council on Teacher Quality recommended that students should be rewarded for positive behaviors with praise or tangible items (Colbert, 2014).

At the school that served as the setting for this study, a PBIS program had been consistently implemented for the previous five years. Participants of the study used verbal affirmations and tangible rewards to reward students for their behaviors and efforts. Candy and stickers were examples of tangible rewards provided to the students by the participants. Examples of verbal affirmations used by participants were: “You guys did well today.” “Pat yourselves on the back.”

Study Findings Aligned to Literature Review

Alignment between the literature review and study findings were found regarding, best practices in classroom management.

Best practices in classroom management. Teachers were responsible for building trusting relationships with students, which is especially beneficial for students with behavioral issues (Regan, 2009). Students tend to be less disruptive when teachers built positive relationships with them (Dustova & Cotton, 2015). Teachers who established rules and procedures were considered to be effective at establishing environments that were conducive to student learning (Nasaruddin & Singh, 2017).

The participants voiced the importance of positive student-teacher relationships during the interviews and they displayed positive relationships with their students during the observations. They believed that if students did not like their teachers, students would not behave well in the classrooms. They also believed that students who had positive relationships with teachers tended to be well-behaved because the students did not want to lose teachers’ favor. The participants held high expectations for all of their students and did not show favoritism toward individual students.

The participants discussed the importance of establishing and enforcing rules and expectations. They ensured that all students were aware of the rules and expectations, they

enforced classroom rules and expectations, and they expected for all students to follow the rules and expectations. The students, with few exceptions, followed the rules and expectations that were established by their teachers.

Implications

This study analyzed the classroom management strategies implemented by teachers with a growth mindset. Findings from the study showed that participants of the study maintained positive environments by focusing on positivity through positive reinforcements and maintaining positive relationships with students. Teachers established and enforced rules and expectations while ignoring minor disruptions. The participants of this study possessed a growth mindset toward their students, which means they believed all of their students were capable of learning.

Change in teacher mindset. The results from this study suggested that teachers with a growth mindset implemented effective classroom management strategies. Implications from this study can be used to showcase the positive effects of growth mindset on classroom management and can possibly motivate teachers to adopt a growth mindset. The literature review suggested that one's mindset can be changed. However, if a teacher does not fully possess a growth mindset toward students, the classroom management strategies discussed in this study can be implemented in the teacher's classroom.

Training for teachers. Implications from this study can be used by districts to strengthen classroom management training for novice and veteran teachers. In the training sessions, trainers should introduce or re-introduce the teachers to the concept of growth mindset. In the trainings, trainers should discuss the benefits of growth mindset and the classroom management strategies that teachers with a growth mindset implement in their classrooms and the results of those strategies.

The findings from this study can also be used to drive Professional Learning Community meetings in schools across the country. In the PLC meetings, teachers can discuss their mindsets and how their mindsets affect their classroom management strategies. Through this process, teachers can become aware of how their mindsets affect management of their classrooms.

Recommendations for Future Research

This study analyzed the classroom management strategies implemented by teachers with a growth mindset. Participants were elementary school teachers who taught in a rural town, and they participated in a survey, interviews, and observations.

This study was conducted at a small school located in a rural town. Further research is needed to understand the classroom management strategies implemented by teachers with a growth mindset in a larger, urban school setting. The participants of the study were all elementary school teachers, and further research is needed to analyze the classroom management strategies implemented by teachers in middle school and/or high school settings. The participants of this study were female. Analyzing the similarities and differences of classroom management strategies implemented by male teachers with a growth mindset and female teachers with a growth mindset would add vital information to the body of literature on classroom management.

Limitations

Potential weaknesses of this study are acknowledged. This study was conducted at a small, rural school. Therefore, the data collected in this study is limited to the experiences of a few teachers and is not fully representative of all Tennessee teachers. The timeframe of when the study was conducted is also a limitation of this study. Data collection for this study occurred in the 2019-2020 academic year. The participants in this study taught grades 2-6, which is a limitation of this study. Teachers of students in a higher grade level may implement classroom

management strategies that differ from the classroom management strategies implemented by elementary school teachers. The participants in the study were all female, which is another limitation of the study. This study does not offer insight on the classroom management strategies that male teachers use in their classrooms.

Summary

This study analyzed the classroom management strategies that were implemented by teachers with a growth mindset. A survey was conducted, and the principal of the school used for this study recommended teachers who possess a growth mindset for participation in this study. The participants were interviewed and observed. From the data collected for this study, four themes emerged: teachers displayed positive relationships with students, teachers overlooked minor behavior disruptions, teachers set, enforced, and taught clear rules and expectations, and teachers used positive reinforcements to reward positive student behaviors and efforts. It was concluded that teachers maintained positive environments by focusing on positivity through positive reinforcements and maintaining positive relationships with students. Teachers also established and enforced rules and expectations while ignoring minor disruptions.

The findings from this study can be used to strengthen classroom management trainings for teachers and give insight into the positive effects of teachers who possess a growth mindset. There are a plethora of studies that analyze the classroom management strategies of teachers, but there are few studies that solely focus on how teachers' growth mindset affects the type of classroom management strategies that are implemented in their classroom. This study contributed to research regarding the classroom management strategies implemented by teachers with a growth mindset.

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Appendices

Appendix A
Informed Consent Form

Informed Consent Document

PROJECT TITLE- *Influence of Teachers' Growth Mindset on Classroom Management Strategies*

Tiffany Purnell

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731.217.9454

INTRODUCTION

I am a doctoral student at Carson-Newman University. You are invited to join a research study to analyze the classroom management strategies of teachers with growth mindsets. You were invited to participate in the study because you are a teacher who is considered to have a growth mindset. You may discuss your decision of joining the study with family, friends, or anyone else. Your participation in the study is fully voluntary.

WHAT IS INVOLVED IN THE STUDY?

If you decide to participate you will be asked to participate in the following;

- an open-ended interview, which will be recorded using an audio recorder;
- willing to allow the investigator to observe you teaching a lesson that will be audio-recorded

The investigator may stop the study or remove you from the study at any time if it is determined to be in your best interest. You may stop participating at any time. If you stop you will not lose any benefits or services.

RISKS

There are no risks involving this study. The IRB (International Review Board) of Carson-Newman University has given permission for this study. Additionally, the superintendent of this district granted permission for this study to take place.

BENEFITS TO TAKING PART IN THE STUDY

It is reasonable to expect the following benefits from this research: educators may realize the benefit of having growth mindsets and educators may gain knowledge of effective classroom management strategies that can be implemented in their own classrooms. However, there is no guarantee that you will personally benefit from participating in this study. In the future, student teachers and teachers may benefit from the findings of this study.

CONFIDENTIALITY

The following steps will be taken to ensure the confidentiality of your information and to protect it from

from unauthorized disclosure, tampering, or damage:

- Your name will not be used or revealed. Each participant will receive a pseudonym.
- The name of the school will not be revealed. The school will be given a pseudonym.
- There will be no video cameras or video recordings allowed in the classrooms.
- All electronic data will be stored on a personal, password protected computer.
- All hardcopies of notes, transcripts, or other pieces of data will be stored in a personal filing cabinet with key lock.

- Materials will be maintained under this security for a period of seven-years. At the end of that time, the materials will be destroyed.

INCENTIVES

No incentives will be used in this study.

YOUR RIGHTS AS A RESEARCH PARTICIPANT

Participation in this study is voluntary. You have the right not to participate at all or to leave the study at any time. Deciding not to participate or choosing to leave the study will not result in any penalty or loss of benefits or services to which you are entitled, and it will not harm your relationship with the researcher or anyone involved in the study.

CONTACTS FOR QUESTIONS OR PROBLEMS

Call 731.217.9454 or by email at tbpurnell@cn.edu, if you have questions about the study, any problems, unexpected physical or psychological discomforts, any injuries, or think that something unusual or unexpected is happening.

The chair of this study may also be contacted:

Dr. Brenda Dean

Assistant Professor of Education, Carson-Newman University

bdean@cn.edu

Thank you.

CONSENT

YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE IN A RESEARCH STUDY. YOUR SIGNATURE BELOW INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE IN THE STUDY AFTER READING ALL OF THE INFORMATION ABOVE AND YOU UNDERSTAND THE INFORMATION IN THIS FORM, HAVE HAD ANY QUESTIONS ANSWERED AND HAVE RECEIVED A COPY OF THIS FORM FOR YOU TO KEEP.

Signature _____ Date _____ Research
Participant

Signature _____ Date _____ Interviewer

Appendix B
Survey Guide

Survey Guide

Closed-Ended Statements:

1. Your intelligence is something very basic about you that you can't change.
2. You can always substantially change how intelligent you are.
3. The harder you work at something, the better you will be at it.
4. You can learn new things, but you can't really change how intelligent you are.

Open-Ended Question:

What mindset do you believe you possess, a growth mindset or a fixed mindset? If you feel you have a growth mindset, what classroom management strategy that you implement in your classroom do you believe best aligns with your growth mindset?

Appendix C
Interview Guide

Interview Guide

- How many years of classroom experience do you have?
 - What is your highest educational level?
1. How do you establish the rules for your classroom each year? How has this changed over the years?
 2. What do you think are the differences between discipline and classroom management?
 3. How do you decide if you will interrupt your classroom instruction or not when there is off-task behavior in your classroom?
 4. How would you describe your classroom management style?
 5. How has your classroom management style changed since you were a first-year teacher? Why did you change?
 6. What is the relationship between quality instruction and classroom management?
 7. In your own experiences, what are the greatest mistakes that teachers make in managing behavior or off-task behavior in their classroom?
 8. Think for a second about what you believe about the students in your classroom through the years. How does the way that you manage your class demonstrate what you believe about students?
 9. Many teachers avoid group work because of concern about behavior. What do you do to establish expectations for behavior in group work?
 10. If you walk into another teacher's classroom, what criteria do you consider in deciding if it is a well-managed classroom?
 11. How do teacher-student relationships affect classroom management?
 12. What three tips would you give to new teachers about effectively managing their classroom?

Appendix D
Observation Guide

Classroom Management Observation Form

Educator Observed:

Observer:

Class (Grade and Content):

Lesson Standard Focus:

Date:

Number of Students:

Classroom Arrangement:

Observation Notes:

Evidence of establishment of clear rules of behavior.

Evidence of inconsequential disruptions overlooked.

Evidence of individual behavior corrections rather than group corrections

Evidence of positive student-teacher interactions.

Evidence of on-task student compliance.