

LIST OF TABLES

TABLE	Page
1	Constitutive and Operational Definition of Terms 12
2	Length of Teaching Experience in Terms of Years 25
3	Validity and Reliability of Survey Items 27
4	Data Collection Procedures 31
5	Middle School Teachers Preservice Education (Trained, Untrained) by Length of Teaching Experience 34
6	Summary of Analysis of Variance of Preservice Education (Trained, Untrained) and Learning-Inhibiting Problems (chronic talking, refusing request, tardiness, inattentiveness, and talking back to teacher) in the Classroom 35
7	Summary of Analysis of Variance of Most Recent Classroom Management Inservice and Learning-Inhibiting Problems (chronic talking, refusing request, tardiness, inattentiveness, and talking back to teacher) 38
8	Summary of Analysis of Variance by 0-5 Years of Teaching Experience and Learning-Inhibiting Problems (chronic talking, refusing request, tardiness, inattentiveness, and talking back to teacher) 40
9	Summary of Analysis of Variance by 6-12 Years of Teaching Experience and Learning-Inhibiting Problems (chronic talking, refusing request, tardiness, inattentiveness, and talking back to teacher) 41
10	Summary of Analysis of Variance by 13-20 Years of Teaching Experience and Learning- Inhibiting Problems (chronic talking, refusing request, tardiness, inattentiveness, and talking back to teacher) 42
11	Summary of Analysis of Variance by 21+Years of Teaching Experience and Learning-Inhibiting Problems (chronic talking, refusing request, tardiness, inattentiveness, and talking back to teacher) 44

12	Summary of Analysis of Variance by Years of Teaching Experience (0-5, 6-12) and the Ability to Manage a Classroom as Perceived by the Building Administrator	45
13	Summary of Analysis of Variance by Classroom Observations of Ability to Manage a Classroom (student behavior, teacher behavior) by Years of teaching Experience (0-5, 13-20) as Perceived by the Researcher	47
14	Frequency of Occurrence of Disruptions in the Classroom by Years of Teaching Experience (0-5, 6-12, 13-20, 21+)	48
15	Summary of Analysis of Variance by 0-5 Years of Teaching Experience and the Frequency of Non-instructional Strategies Used to Prevent Disruptive Behaviors in the Classroom (ignore the problem, conference with student, after school detention, and consultation with administrator)	50
16	Summary of Analysis of Variance by 6-12 Years of Teaching Experience and the Frequency of Non-Instructional Strategies Used to Prevent Disruptive Behaviors in the Classroom (ignore the problem, conference with student, after school detention, and consultation with administrator)	52
17	Summary of Analysis of Variance by 13-20 Years of Teaching Experience and the Frequency of Non-Instructional Strategies Used to Prevent Disruptive Behaviors in the Classroom (ignore the problem, conference with student, after school detention, and consultation with administrator)	53
18	Summary of Analysis of Variance by 21+ Years of Teaching Experience and the Frequency of Non-Instructional Strategies Used to Prevent Disruptive Behaviors in the Classroom (ignore the problem, conference with student, after school detention, and consultation with administrator)	54
19	Frequency of Non-Instructional Strategies (ignore the problem, conference with student, after-school detention, and consultation with administrator) Used to Prevent Learning-Inhibiting Problems in the Classroom by Years of Teaching Experience (0-5, 6-12, 13-20, 21+)	55

20 Summary of Analysis of Variance by Years of Teaching Experience (0-5, 6-12) and the Ability to Deliver Instruction as Perceived by the Building Administrator on the Summative Teacher Appraisal Instrument 56

21 Summary of Analysis of Variance by Years of Teaching Experience (0-5, 6-12) and the Ability to Plan Instruction as Perceived by the Building Administrator on the Summative Teacher Appraisal Instrument 57

22 Instructional Strategies (rules established at beginning of the year, instruction planned to avoid disruption, behavior unavoidable) To Prevent Disruptive Behavior by Years of Teaching (0-5, 6-12, 13-20, 21+) Experience 58

23 Suggested Staff Development Topics 60