

TABLE OF CONTENTS

	Page
TITLE PAGE	i
ABSTRACT	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
CHAPTER I THE PROBLEM	1
CHAPTER II REVIEW OF RELATED LITERATURE	14
CHAPTER III METHODOLOGY	23
CHAPTER IV DATA ANALYSIS AND INTERPRETATION	33
CHAPTER V SUMMARY, CONCLUSION, RECOMMENDATION	62
REFERENCES	80
APPENDICES	
Appendix A - Summary of Teacher Preparation by Years of Experience	86
Appendix B - Training Script - Survey Administration	87
Appendix C - Survey Instrument	88
Appendix D - Survey Item Analysis - Learning-Inhibiting Problems in the Participating School District	93
Appendix E - Survey Item Analysis - Strategies for Dealing with Learning-Inhibiting Problems in Middle School Classrooms in the Participating School District	94
Appendix F - Content Validity for Survey Development	95
Appendix G - Summative Teacher Appraisal Instrument	100
Appendix H - Behavior Matrix	106

	Page
Appendix I - Research Proposal Request	107
Appendix J - Frequency of Survey Responses by Years of Experience	108
Appendix K - Frequency of Responses for Classroom Observations of Student Behavior and Teacher Behavior by Years of Teaching Experience	119
VITA	120
 TABLES	
1 Constitutive and Operational Definition of Terms	17
2 Length of Teaching Experience in Terms of Years	35
3 Validity and Reliability of Survey Items	38
4 Data Collection Procedures	43
5 Middle School Teachers Preservice Education (Trained, Untrained) by Length of Teaching Experience	46
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	48
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)	51
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)	53
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)	54

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)	55
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)	57
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	59
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	61
14	Frequency of Occurrence of Disruptions in the Classroom by Years of Teaching Experience (0-5, 6-12, 13-20, 21+)	62
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)	64
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)	66
17	Summary of Analysis of Variance by13-20 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)	67

	Page
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) 68
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+) 69
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 71
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 72
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 73
23	Suggested Staff Development Topics 75

FIGURES

1	Conceptual Model 8
2	Most Recent Classroom Management Inservice 50
3	0-5 Years of Teaching Experience (Frequency of Teacher Behavior) 81
4	0-5 Years of Teaching Experience (Frequency of Student Behavior) 81
5	6-12 Years of Teaching Experience (Frequency of Teacher Behavior) 82
6	6-12 Years of Teaching Experience (Frequency of Student Behavior) 82

	Page
7 13-20 Years of Teaching Experience (Frequency of Teacher Behavior)	83
8 13-20 Years of Teaching Experience (Frequency of Student Behavior)	83
9 21+ Years of Teaching Experience (Frequency of Teacher Behavior)	84
10 21+ Years of Teaching Experience (Frequency of Student Behavior)	84