

Introduction

“Despite the size and importance of the task, classroom management is perhaps the most underdeveloped area of teacher education. Rarely do new teachers feel that their classroom management skills are a match for their students” (Jones, et al., 2014, p. 19).

Research Questions

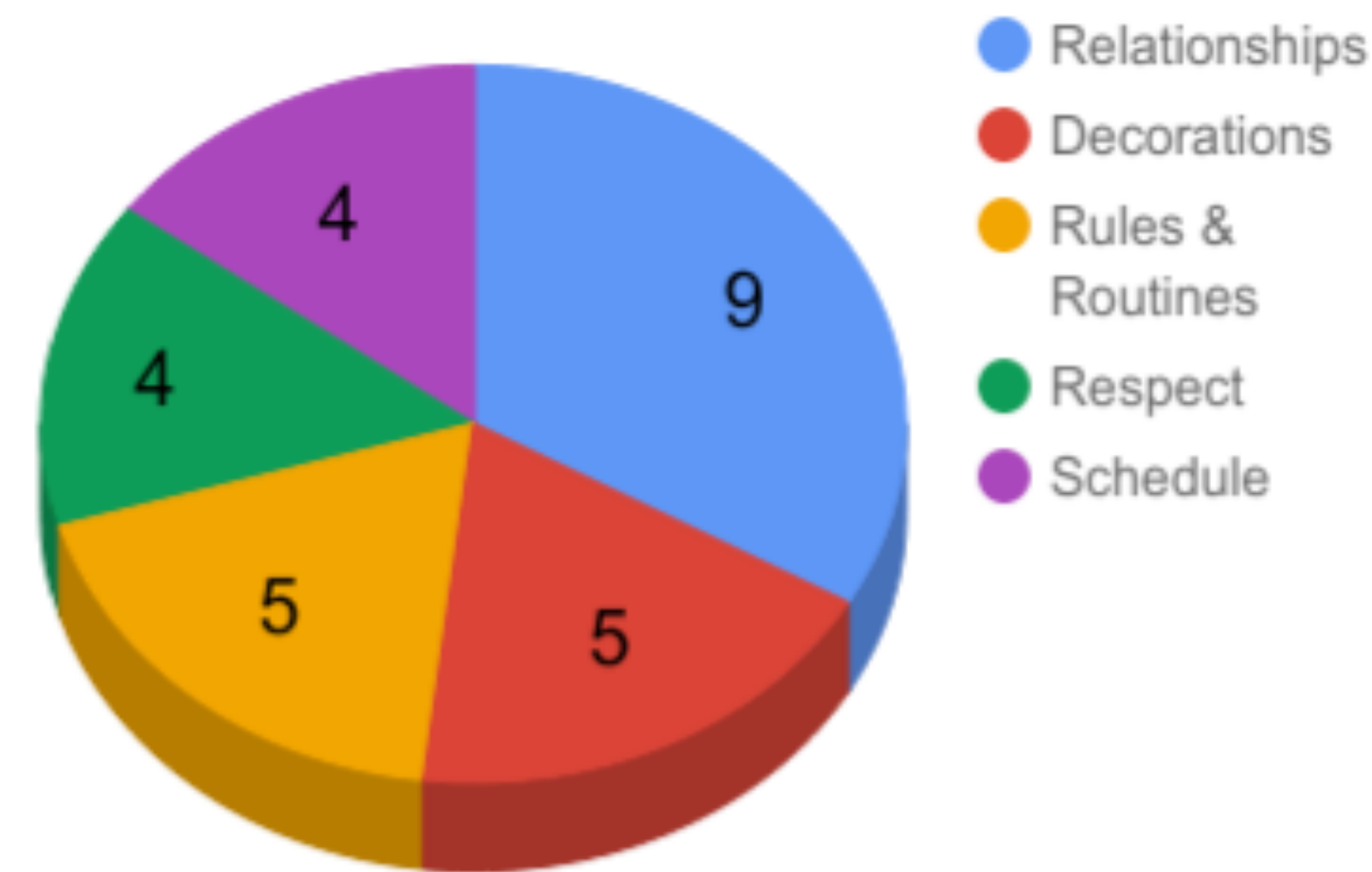
1. What do pre-service teachers think is most critical in regards to effective classroom management?
2. What demographic factors (e.g., age; gender; year in undergraduate program; knowledge of classroom management) seem to impact pre-service teachers' beliefs about classroom management?

Data Collection

Pre-service teachers from Indiana University Purdue University of Columbus ($n=43$) responded to a REDCap survey about classroom management.

Results

1 Most Critical Aspects



2 Demographic Factors (72.1% have fears)

	Male	Female
	Limited experience	Students not paying attention, listening, or taking me seriously
	Showing favoritism	Losing control
	Not having enough to do	Being unsure about my responses and skills

Categories	Poor	Fair	Average	Good	Excellent
Comfort Level	1, 2.3%	6, 14.0%	14, 32.6%	21, 48.8%	1, 2.3%
Knowledge	2, 4.7%	4, 9.3%	20, 46.5%	16, 37.2%	1, 2.3%

Regardless of comfort level or knowledge, only 69.8% of students had experiences implementing classroom management skills up to this point.

Conclusions

- Provide more tips, tricks, or a guide with plans on what to do (13)
- Provide more strategies, scenarios, and situational examples (10)
- Provide more courses and move them closer to student teaching (8)
- Provide more training about developing positive relationships and discipline (4)