



**Doctor of Education: Higher Education**

Classroom Organization and Behavior Management Training in New England General  
Elementary Education Teacher Preparation Programs

A Replication Study

Jennifer L. Blake, Plymouth State University

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**Introduction:** The purpose of this study was to examine general education teacher preparation programs and to explore specifically how colleges and universities approach classroom organization and behavior management in their syllabi. This research replicated the 2007 initial study by Oliver & Reschly by using their Classroom Organization and Behavior Management Innovation Configuration rubric (COBMIC).

**Problem of Practice:** The need for general education teachers to have the training, knowledge, and understanding of classroom organization and behavior management is essential to the growth and development of all students in the classroom, however, curriculum programs in higher education offer inconsistent levels of classroom organization, behavior management learning, and training to preservice elementary education teachers

**Research Method:** This was a quantitative content analysis study that identifying gaps in critical essential components and levels of implementation in their curriculum using Oliver and Reschly's *Classroom Organization and Behavior Management Innovation Configuration Rubric (COBMIC)* The purpose of the rubric was to measure the degree to which essential components of classroom organization and behavior management are represented in teacher preparation coursework for certification.

**Summary of Findings:** The data received from New England college and university syllabi did not cover or align to the seven essential components on the rubrics instead five themes emerged which were Diversity, Professional Skills, Curriculum, Family and Community, and Social Justice. New England colleges and universities had a greater emphasis upon these five themes in their teacher preparation programs by the words identified in each of the syllabi. These themes describe what topics preservice teachers are receiving from teacher preparation programs to be prepared for the classroom, where the concentration of the discussed themes is taking place and in what academic year preservice teachers are being exposed to each theme.

**Limitation(s) of the Study:** The study focused on colleges and universities in New England. Therefore, implications of the study may not be generally applied to other regions in the country or outside of the United States.

**Implications/Significance of the Study:** The researcher recommends that future research should be based on the five themes that emerged from this data and research about colleges and universities syllabi using the Educator Preparation Key Concept Areas Assessment Rubric designed by the researcher. This future research would be very important as it would: inform if other regions focus on these five themes throughout the United States, help high school seniors decide where they may want to go to college and eventually live based on what types of education they would receive or how much more training or education they would need to successfully teach in different regions of the United States, and this data would inform institutions of higher education or perhaps change the general education curriculum in order to have consistent teacher preparation programs across the United States.