

Structuring Success: A J-1 Teacher's Use of the CHAMP Model for Effective Classroom Management in an Underserved U.S. Public School

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Abstract — This study looks at how a Filipino J-1 cultural exchange teacher used the CHAMP (Conversation, Help, Activity, Movement, Participation) model in a Florida Title I primary school's third-grade classroom. Over the course of 12 weeks, CHAMP enhanced on-task conduct by 22%, decreased classroom interruptions by 37%, and set consistent behavioral standards. Little research has examined how these two viewpoints intersect in practice, despite studies conducted in the United States that highlight the efficacy of CHAMP and other PBIS-aligned frameworks in underprivileged schools and studies conducted in the Philippines that highlight the flexibility of foreign teachers in adjusting to structured routines overseas. Through the documentation of a Filipino educator's implementation of CHAMP in the American educational system, this study illustrates how organized frameworks can improve teacher efficacy, bridge cultural gaps in classroom management, and promote student achievement in high-poverty environments.

Keywords — *Classroom management, the CHAMP model, J-1 teachers, culturally responsive instruction, Title I, underprivileged schools, behavioral expectations, Filipino educators, and the American educational system*

I. Introduction

Classroom management is still a major issue in the district where this study was carried out, especially in Title I schools that serve neighborhoods with significant levels of poverty. Disengaged students, inconsistent disciplining methods, and off-task behavior are common problems that teachers deal with; these problems directly impair education and student progress. As student behavioral demands became more complicated and demanding during post-pandemic transitions, the necessity of addressing these issues increased. The necessity for proactive and organized frameworks that may offer consistency and clarity in handling student conduct was highlighted by this environment.

A classroom management strategy that aims to convey behavioral standards in a clear and consistent manner is the CHAMP (Conversation, Help, Activity, Movement, Participation) model

(Sprick, Garrison, & Howard, 2009). According to research conducted in American schools, CHAMP and other PBIS-aligned tactics enhance student involvement, minimize interruptions, and make the most of instructional time (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Emmer & Evertson, 2016). However, research conducted in other countries shows that Filipino educators, in particular, are strong at maintaining order, routine, and respectful interactions—all of which are frequently in line with organized systems like CHAMP (Dela Cruz, 2020; Santos, 2019). Nevertheless, despite these encouraging findings, not much study has looked at how foreign educators, particularly Filipino J-1 teachers, implement CHAMP in underprivileged American classrooms, where management is made more difficult by cultural differences, a lack of preparation, and high levels of poverty.

By investigating how a Filipino J-1 teacher used the CHAMP model in a third-grade classroom at a Title I elementary school, this study fills that knowledge vacuum. In particular, it looks on how CHAMP affected student conduct and involvement and shaped the teacher's self-assurance in classroom management. The study helps to bridge two research streams: international studies on teacher adaptability in culturally diverse situations and U.S.-based literature on organized behavior frameworks. By tying these viewpoints together, the study provides insightful information about how organized classroom management models might enhance student learning and international teacher achievement in high-need educational settings for school administrators, legislators, and teacher preparation programs.

Literature Review

One of the most important elements affecting student progress and the efficacy of instruction is still classroom management, especially in underprivileged educational settings. The literature analyzed for this study combines empirical research and conceptual underpinnings on culturally responsive teaching, structured behavior frameworks, and the experiences of foreign instructors adjusting to American classrooms. The CHAMP (Conversation, Help, Activity, Movement, Participation) model is a proactive strategy that is essential to this review because it establishes clear behavioral expectations and cultivates pleasant learning settings. Understanding how CHAMP can function as a management tool and an adaptation strategy for teachers working in high-need, culturally diverse classrooms is made possible by the review's emphasis on the intersections between classroom management practices, cultural responsiveness, and international teacher adjustment.

Conceptual Literature

The study's conceptual underpinnings—classroom management, proactive behavior systems (CHAMP and PBIS), and culturally sensitive pedagogy—are described in this section. A key factor in determining student accomplishment and the caliber of education is effective classroom management, which is defined as the collection of procedures, standards, and teaching methods that foster learning (Marzano & Marzano, 2003; Emmer & Evertson, 2016). According

to this perspective, proactive and preventive methods are prioritized. Teachers create predictable environments that minimize disruption and optimize time on task, instead of reacting after misbehavior happens (Wang, Haertel, & Walberg, 1993; Gregory & Weinstein, 2008).

Constructed as a defined set of expectations and procedures, the CHAMP model (Conversation, Help, Activity, Movement, Participation) operationalizes proactive classroom management (Sprick, Garrison, & Howard, 2009). CHAMP is consistent with the larger Positive Behavior Interventions and Supports (PBIS) framework, which holds that equitable outcomes and positive student conduct are supported by data-informed decision making, consistent reinforcement, and behavioral expectations that are explicitly taught (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). From a systems viewpoint, CHAMP provides the micro-level procedures instructors employ to put policy into practice, acting as a classroom-level intervention nested within school-wide PBIS principles.

Structured behavior systems require the conceptual addition of culturally responsive pedagogy. To encourage participation and lessen misinterpretations of behavior, academics contend that classroom protocols and behavioral expectations ought to be culturally sensitive to students' origins (Gay, 2010; Ladson-Billings, 2009). Therefore, conceptualizations of classroom management in urban or high-poverty settings must incorporate cultural responsiveness with structure—balancing practices that respect students' identities and community norms with clear, consistent expectations (Milner, 2012). Therefore, conceptually, the best classroom management approaches combine proactive structure (like CHAMP/PBIS) with culturally responsive execution that takes into account the cultural frameworks and lived experiences of the kids.

When combined, these conceptual threads place this research in: The framework for system-level consistency and data utilization is provided by PBIS, the structured mechanisms for behavior control are provided by CHAMP, and culturally responsive pedagogy guarantees that practices are fair and suitable for the given environment. The study examines how an international (Filipino) teacher applies CHAMP in a Title I U.S. setting using this triadic conceptual lens.

Research Literature

This section summarizes empirical data about (a) the efficacy of structured management frameworks (CHAMP/PBIS) in American schools, particularly in underprivileged settings, and (b) the adaptation of foreign instructors, with a focus on Filipino educators, in American classrooms. Numerous studies conducted in the United States show that regulated behavior systems improve student engagement, lengthen instructional time, and decrease disruptions in the classroom. Clear expectations and proactive routines are linked to better classroom atmosphere and academic opportunity in meta-analytic and programmatic research (Simonsen et al., 2008; Marzano & Marzano, 2003). When fidelity of implementation is maintained, studies assessing CHAMP in particular and PBIS-aligned practices have revealed quantifiable reductions in disruptive behavior and increases in on-task behavior (Sprick, Garrison, & Howard, 2009; Simonsen et al., 2008).

When combined with consistent implementation and administrative support, these frameworks can lessen disciplinary disparities in urban and high-poverty schools, according to studies (Gregory & Fergus, 2017; Emmer & Evertson, 2016).

In support of this, empirical research on culturally responsive management demonstrates that merely putting processes into place is not enough; in order to get the intended results, interventions must be tailored to local cultural contexts. In minority schools, culturally sensitive teaching and disciplinary methods increase student involvement, lessen alienation, and promote equitable results, according to research by Gay (2010), Ladson-Billings (2009), and Milner (2012). Better student buy-in and fewer unequal disciplinary actions are highlighted by empirical studies that combine PBIS with culturally sensitive approaches (Gregory & Fergus, 2017).

The experiences of foreign teachers in American classrooms are the subject of a similar body of empirical research. According to studies, foreign educators frequently encounter particular difficulties acclimating to demands for student autonomy and self-regulation, especially those from teacher-centered educational systems (Lopez, 2020). According to Cross (2017), J-1 instructors assigned to high-need schools without proper orientation and mentorship experience "adjustment fatigue." However, research on Filipino instructors indicates that structured classroom systems and Filipino cultural practices—such as order, hierarchy, and routine—have a potential alignment. According to case studies and small-scale research, Filipino educators often adjust well to PBIS-aligned strategies when given explicit training and visual aids. They also bring dispositions (such as a focus on routine and respect) that can help CHAMP-style implementation (Dela Cruz, 2020; Santos, 2019).

Despite these empirical findings, little study has been done to directly examine how foreign instructors, particularly Filipino J-1 teachers, apply CHAMP in underprivileged U.S. classrooms and how cultural background influences both adaptation and faithfulness. Fewer empirical research examine the relationship between cross-cultural teacher identification and classroom-level structured treatments; the majority regard CHAMP/PBIS deployment as a domestic phenomena or concentrate on teacher training in general. This gap raises significant issues regarding the best ways to assist foreign instructors in putting organized management frameworks into practice in situations that are complicated in terms of culture and socioeconomics.

This study adds empirical evidence to this understudied intersection by describing a Filipino J-1 teacher's 12-week implementation of CHAMP in a Title I classroom. It looks at both the adaptation strategies and culturally sensitive practices that allow an international teacher to integrate U.S.-based models into regular classroom routines, in addition to outcome indicators (such as redirections and on-task behavior) (Sprick et al., 2009; Simonsen et al., 2008; Dela Cruz, 2020; Santos, 2019).

II. Methodology

Research Design

The purpose of this qualitative case study was to investigate the CHAMP model's implementation by a Filipino J-1 teacher in a third-grade classroom at a Florida Title I public elementary school. Because it enables a thorough investigation of intricate, context-dependent phenomena, such the meeting point of structured behavior frameworks and cross-cultural teaching methods, a case study design was used (Yin, 2018; Stake, 1995). The study offers deep, comprehensive insights into the experiences of both teachers and students by concentrating on a single classroom over a predetermined amount of time, something that may not be possible with just quantitative methods (Merriam & Tisdell, 2016).

There were 21 pupils in the class, representing a range of socioeconomic and cultural backgrounds. Over the course of 12 weeks, the J-1 teacher—a certified professional from the Philippines—implemented the CHAMP framework (Sprick, Garrison, & Howard, 2009). Multiple sources of data were gathered in order to improve reliability and guarantee triangulation. These included behavior tracking sheets that measured on-task behavior and instances of redirection (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008), teacher reflection journals that documented daily challenges and adjustments (Emmer & Evertson, 2016), administrator observations that offered contextual insights on implementation fidelity (Gregory & Fergus, 2017), and student interviews that recorded perceptions of classroom expectations and engagement (Gay, 2010).

Strict adherence to ethical principles was maintained. Parents or guardians, the teacher, and the pupils all gave their informed consent. Pseudonyms were employed to safeguard identities, and confidentiality was guaranteed to all participants (Creswell & Poth, 2018). Only the research team had access to the safely stored data.

Several tactics were used to increase the findings' dependability and believability. Peer debriefing with seasoned educators offered an external evaluation of interpretations, and triangulation of data sources enabled cross-validation of the evidence (Patton, 2015) (Lincoln & Guba, 1985). In order to guarantee that reflections and observed results appropriately reflected the classroom experience, members checked in with the J-1 teacher.

Both deductive and inductive coding were used in the thematic data analysis process (Braun & Clarke, 2006). While inductive coding allowed for the emergence of themes pertaining to teacher confidence, student involvement, and cross-cultural adaptation, deductive codes were derived from the CHAMP framework and the study's research questions. To supplement the qualitative observations, quantitative data from behavior tracking sheets was descriptively examined to find changes in classroom disturbances and on-task conduct over time (Creswell & Creswell, 2018).

This approach made it possible to fully comprehend how the CHAMP model affected classroom conduct, bolstered teacher effectiveness, and was modified for use in many cultural situations. The study offers evidence-based insights that help guide the training and support of foreign teachers in high-need U.S. schools by combining several data sources and keeping an eye on contextual nuance.

Study Locale

Broward County Public Schools, the sixth biggest school system in the US, is home to Colbert Museum Magnet Elementary School, a Title I public school in Hollywood, Florida, where this study was carried out (Broward County Public Schools, 2024). In order to improve student learning via inquiry, investigation, and hands-on experiences, Colbert Museum, a magnet school, incorporates a museum-based instructional strategy into its curriculum (Florida Department of Education, 2023). Over 70% of students are eligible for free or reduced-price lunches, and the majority of the student body is minority (Hispanic and African American), reflecting the school's extremely diverse student body, which includes students from a wide range of racial, cultural, and socioeconomic backgrounds (Colbert Museum Report Card, 2023).

In order to close achievement disparities and provide equal educational opportunities, Colbert Museum Magnet Elementary, a Title I school, receives federal funding to assist programs for kids from low-income households (U.S. Department of Education, 2023). It is the perfect setting for analyzing the application of structured classroom management models like CHAMP since, like many Title I schools, it has issues with student conduct, engagement, and academic achievement (Sprick, Garrison, & Howard, 2009; Simonsen et al., 2008).

Twenty-one pupils from a variety of academic levels and ethnic backgrounds made up the third-grade classroom chosen for this study. A Filipino J-1 teacher's presence offered a distinct viewpoint on how foreign teachers adjust to the American educational system while meeting the behavioral and academic demands of pupils in a multicultural, high-poverty environment (Lopez, 2020; Dela Cruz, 2020).

Population and Sampling

The study's participants were elementary school pupils enrolled at Hollywood, Florida's Colbert Museum Magnet Elementary School, a Title I public institution run by Broward County Public Schools. The study specifically examined a single third-grade class that was instructed by a Filipino J-1 teacher during the school year.

Twenty-one students in all took part in the study. Students in the class came from a variety of socioeconomic, racial, and cultural backgrounds. The sample represented the demographic variety of the student body at Colbert Museum Magnet Elementary, which is primarily composed of minority students (Broward County Public Schools, 2024; Florida Department of Education,

2023). Both male and female pupils participated, and their academic performance levels varied according to instructor comments and previous tests.

Purposive sampling was used to choose the sample because the selected class offered an environment in which the foreign instructor could fully apply CHAMP. Researchers might concentrate on particular participants who can offer the most pertinent and detailed information for the study by using purposeful sampling (Creswell, 2014; Patton, 2015). Because it guaranteed that the study looked at the real-life experiences of kids who were directly exposed to CHAMP in the setting of an underprivileged school, this strategy was judged appropriate.

Table 1. Population and Sample Distributions

Category	Number of Students	Percentage (%)
Total Grade 3 Population	21	100
Male	11	52.4
Female	10	47.6
Hispanic	9	42.9
African American	7	33.3
White	3	14.3
Other (Mixed/Asian/Other)	2	9.5
Eligible for Free/Reduced Lunch	16	76.2

Data Collection Instrument

Several tools were used to assure data triangulation and trustworthiness in order to obtain thorough insights into the CHAMP model's implementation (Creswell, 2014; Yin, 2018). Among these tools were:

1. Teacher Reflection Journals

The J-1 teacher kept weekly reflection notebooks in which she recorded her experiences with CHAMP, including the accomplishments, difficulties, and modifications she made while implementing it in the classroom. In qualitative research, reflection diaries are frequently used to record teachers' viewpoints and self-evaluations (Schön, 1983; Dela Cruz, 2020).

2. Behavior Tracking Sheets

To record the behaviors of the students, a structured observation tool was created. This includes counts of occurrences of rule-following during classes, verbal redirections, and on-task behaviors. It has been demonstrated that these tracking techniques offer trustworthy markers of behavioral patterns and classroom involvement (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Sprick, Garrison, & Howard, 2009).

3. Administrator's Observation Forms

Using an observation checklist in line with CHAMP objectives, school administrators conducted walkthroughs on a regular basis. The teacher's faithfulness in applying the paradigm was externally validated by these observations (Sprick, Garrison, & Howard, 2009; Gregory & Fergus, 2017).

4. Student Interviews

A subset of students participated in semi-structured interviews to learn more about how they felt about the learning environment under CHAMP, classroom procedures, and behavioral expectations. In classroom research, student interviews yield useful information, particularly when examining participation and perceptions of fairness (Gregory & Weinstein, 2008; Gay, 2010).

5. Document Analysis

Lesson plans and behavior reports, among other school papers, were examined to support the findings and give context. Analyzing documents enhances comprehension of instructional procedures and facilitates triangulation (Bowen, 2009; Lopez, 2020).

All things considered, these tools were specifically chosen to offer a comprehensive viewpoint on CHAMP deployment. Student interviews contributed learner-centered viewpoints, behavior sheets and administrative walkthroughs offered tangible proof, and teacher reflections provided insider knowledge. By gathering information from several sources and perspectives, these tools together improved the study's validity (Patton, 2015; Creswell, 2014).

Data Processing and Analysis

To guarantee validity and rigor, the data gathered from various instruments was methodically processed and examined. A qualitative case study methodology was used in the study, while behavior tracking sheets provided some quantitative data (Creswell, 2014; Yin, 2018).

Data Processing

First, the administrator observation forms, student interviews, and teacher reflection journals were transcribed and arranged. Thematic analysis was used to code written notes and transcripts in order to find recurrent themes, difficulties, and modifications associated with the deployment of CHAMP (Braun & Clarke, 2006). Frequencies and percentages of vocal redirections, on-task behavior, and other observable classroom behaviors were calculated using behavior tracking sheets. Triangulation across data sources was made possible by this dual method, which increased the findings' trustworthiness (Patton, 2015; Simonsen et al., 2008).

Data Analysis

To find connections between topics, especially with reference to student engagement, teacher effectiveness, and culturally sensitive CHAMP adjustments, open coding and axial coding were used to examine qualitative data from interviews and reflections (Strauss & Corbin, 1998; Dela Cruz, 2020). To evaluate changes in classroom behavior throughout the course of the 12-week implementation period, quantitative data from behavior tracking sheets were compiled using descriptive statistics, such as frequencies, percentages, and trend analyses (Sprick, Garrison, & Howard, 2009).

A mixed-methods evaluation of the impact of CHAMP on classroom management outcomes was made possible by the combination of qualitative and quantitative data. Verifying whether reported increases in involvement and decreases in disruptive conduct were supported by teacher and student perspectives was made easier by comparing qualitative insights with behavioral data (Gregory & Fergus, 2017; Santos, 2019).

Lastly, all of the results were grouped into themes that reflected the goals of the study: (1) how well CHAMP worked to improve student behavior; (2) how well teachers adapted; and (3) how structured management and cultural responsiveness intersected in a high-need school setting. According to Creswell (2014) and Patton (2015), this methodical methodology made sure that both numerical trends and narrative experiences had a significant contribution to the study's findings.

Ethical Considerations

Strict ethical guidelines were followed in this study to safeguard each participant's rights, privacy, and welfare. The research conformed with applicable U.S. federal guidelines and Broward County Public Schools laws, and was approved by the relevant school authorities, including the principal of Colbert Museum Magnet Elementary School (U.S. Department of Education, 2017).

Informed Consent

Informed consent was acquired from the participating students' parents or guardians and the teacher prior to data collection. Clear information on the study's objectives, the methods, the voluntary nature of involvement, and the freedom to discontinue participation at any moment without incurring penalties was given to participants (Creswell, 2014; Patton, 2015). Additionally, students gave consent that was suitable for their age and comprehension level.

Confidentiality and Anonymity

Every piece of information gathered was handled with confidentiality. To maintain anonymity, codes were used in place of sensitive demographic data and student names, among other personal identifiers. Only the researcher had access to the password-protected files containing the data. To avoid identifying specific individuals, findings were presented in aggregate form or under pseudonyms (Bowen, 2009; Yin, 2018).

Minimization of Harm

Every attempt was taken to guarantee that involvement would not interfere with class time or result in negative effects on students' academic, social, or psychological well-being. In order to encourage candid responses without worrying about unfavorable outcomes, the research tools were made to be non-intrusive, and student interviews were held in a supportive setting (Gregory & Fergus, 2017; Gay, 2010).

Research Integrity

The investigation was carried out with a dedication to truthfulness, openness, and faithfulness in the reporting of findings and data. To guarantee the reliability and credibility of the study, the researcher adhered to accepted qualitative and quantitative research standards and refrained from manipulating or selectively reporting findings (Creswell, 2014; Patton, 2015).

The study protected participants' rights while offering accurate and trustworthy insights into the use of the CHAMP model in a high-need, ethnically diverse classroom by abiding by these ethical guidelines.

III. Results and Discussion

Student behavior, engagement, and teacher efficacy all improved noticeably when the CHAMP approach was applied in a third-grade classroom at Colbert Museum Magnet Elementary School. A thorough understanding of the dynamics in the classroom was obtained by triangulating data from several sources, such as behavior tracking sheets, teacher reflection journals, administrator observations, and student interviews.

Student Behavior and Engagement

During the 12-week deployment period, verbal redirections decreased by 37% and on-task behavior increased by 22%, according to an analysis of behavior tracking sheets. These results are consistent with earlier studies showing that structured behavior frameworks such as CHAMP lengthen instructional time and decrease disruptions in the classroom (Sprick, Garrison, & Howard, 2009; Simonsen et al., 2008). Because students were able to express behavioral expectations during various class activities, observations also showed that classroom transitions went more smoothly. Student interviews supported these results; participants said that the rules were more explicit, that they understood the expectations better, and that they felt more comfortable asking for assistance or taking part in activities (Gay, 2010; Gregory & Fergus, 2017).

Table 2. Changes in Student Behavior During CHAMP Implementation

Behavior Indicator	Week 1	Week 6	Week 12	% Change (Week 1 → 12)
Verbal Redirections	45	32	28	-37%
Off-task Behavior (minutes)	68	52	48	-29%
Rule Violations	12	9	8	-33%

Note: Data collected from behavior tracking sheets and administrative walkthroughs (Simonsen et al., 2008; Sprick, Garrison, & Howard, 2009).

Table 3. Student Engagement and Participation Over 12 Weeks

Engagement Indicator	Week 1	Week 6	Week 12	% Change (Week 1 → 12)
On-task Behavior (%)	64%	72%	78%	+22%
Voluntary Participation (#)	11	15	18	+64%
Requests for Help (#)	8	11	13	+63%

Note: Engagement indicators derived from teacher observations, student interviews, and behavior logs (Gay, 2010; Gregory & Fergus, 2017).

Teacher Efficacy and Classroom Management

Improvements in stress reduction and instructional control were noted in teacher reflection journals. Because of the CHAMP model's clarity and consistency, the instructor said she felt more comfortable dealing with off-task conduct. This is in line with research showing that proactive, organized frameworks improve instructional effectiveness and teacher self-efficacy, especially in high-need school settings (Emmer & Evertson, 2016; Dela Cruz, 2020).

Cultural Adaptation and Student-Centered Practices

The study also showed how the Filipino J-1 teacher modified CHAMP to take into account the cultural diversity of the classroom. Students responded well to visual signals, routines, and interactions based on respect, which strengthened adherence to behavioral standards. These results corroborate earlier study that found Filipino educators successfully incorporate culturally responsive practices while also organically aligning with PBIS principles because of their emphasis on regularity, hierarchy, and order (Santos, 2019; Lopez, 2020).

Challenges and Adjustments

Notwithstanding the favorable results, certain difficulties were noted. A few kids' initial reluctance necessitated constant modeling of expectations and reinforcement. To make sure every student understood the CHAMP framework, the instructor also needed to modify the pace and add more scaffolding. These modifications support earlier research showing that in schools with varying socioeconomic backgrounds and cultural backgrounds, accuracy of implementation might necessitate contextual adjustment (Gregory & Fergus, 2017; Milner, 2012).

Synthesis of Findings

Overall, the findings show that CHAMP is a useful tool for classroom management that raises teacher confidence and enhances student behavior and participation. Furthermore, the study bridges the gap between international teaching practices and U.S.-based management strategies by demonstrating how foreign teachers may successfully apply organized behavior frameworks in culturally varied classrooms. The results shed light on the relationship between culturally responsive instruction and structured classroom management, emphasizing how CHAMP can help international teachers and students in high-need educational environments (Sprick et al., 2009; Dela Cruz, 2020; Santos, 2019).

IV. Conclusion

In a high-need, Title I elementary school setting, this study shows that the CHAMP model is a useful framework for enhancing teacher effectiveness, student engagement, and classroom management (Sprick, Garrison, & Howard, 2009; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). In addition to reducing stress and boosting instructional confidence, the Filipino J-1 teacher effectively implemented established behavioral expectations, which led to quantifiable decreases in disruptions and increases in on-task behavior (Emmer & Evertson, 2016; Gregory & Fergus, 2017). Crucially, the study emphasizes how the CHAMP framework was enhanced by the teacher's cultural competences, which included a dependence on routine, order, and interactions based on respect, so promoting cross-cultural adaptation in the American classroom (Dela Cruz, 2020; Santos, 2019).

This research offers practical insights for administrators, teacher preparation programs, and exchange program sponsors by connecting studies on foreign teacher adaptation with U.S.-based research on structured behavior frameworks (Lopez, 2020; Cross, 2017). The results highlight how important organized, culturally sensitive classroom management methods are for promoting student achievement and the efficacy of foreign teachers (Gay, 2010; Ladson-Billings, 2009). By examining long-term academic outcomes, scalability across grade levels, and comparative assessments of international teachers from various cultural backgrounds, future research can expand on these findings (Marzano & Marzano, 2003; Emmer & Evertson, 2016; Simonsen et al., 2008). In the end, this research advances our knowledge of how proactive, structured classroom management techniques can promote peaceful, concentrated, and fair learning environments in a range of socioeconomic and cultural circumstances.

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