Georgia State University
Digital Archive @ GSU

Art and Design Theses | Ernest G. Welch School of Art and Design

7-14-2008

Classroom Strategies and Techniques from the Experiences of Veteran Art Educators

John Paul Wood
jwood@henry.k12.ga.us

Follow this and additional works at: http://digitalarchive.gsu.edu/art_design_theses

Recommended Citation
Wood, John Paul, "Classroom Strategies and Techniques from the Experiences of Veteran Art Educators" (2008). *Art and Design Theses.* Paper 29.

This Thesis is brought to you for free and open access by the Ernest G. Welch School of Art and Design at Digital Archive @ GSU. It has been accepted for inclusion in Art and Design Theses by an authorized administrator of Digital Archive @ GSU. For more information, please contact digitalarchive@gsu.edu.

CLASSROOM STRATEGIES AND TECHNIQUES

FROM THE EXPERIENCES OF VETERAN ART EDUCATORS

by

JOHN PAUL WOOD JR.

Under the Direction of Dr. Melody Milbrandt

ABSTRACT

This educational case study on classroom management was conducted through questionnaire format by way of email and mail correspondence with art teachers working in a south metro Atlanta area school system in February of 2008. It was conducted to gain data on classroom management techniques and strategies from veteran art educators. The data I analyzed provided commonalities in methods, strengths and weaknesses, and techniques used that could potentially assist novice art teachers in areas of managing student behavior, materials and supplies in an art classroom.

The findings of this study reveal although art educators of different grade levels teach different art lessons, they share similar approaches to behavior management and have overcome similar problems as novice teachers.

INDEX WORDS: Art Teacher, Classroom Management,
Behavior Management, Advice For Novice Teachers

CLASSROOM STRATEGIES AND TECHNIQUES
FROM THE EXPERIENCES OF VETERAN ART EDUCATORS

by

JOHN PAUL WOOD JR.

A Thesis Presented in Partial Fulfillment of Requirements for the Degree of

Master of Art Education

In the College of Arts and Sciences

Georgia State University

2008

Copyright by
John Paul Wood Jr.
2008

CLASSROOM STRATEGIES AND TECHNIQUES

FROM THE EXPERIENCES OF VETERAN ART EDUCATORS

by

JOHN PAUL WOOD JR.

Committee Chair: Dr. Melody Milbrindt

Committee: Dr. Melanie Davenport
Dr. Kevin Hsieh

Electronic Version Approved:

Office of Graduate Studies
College of Arts and Sciences
Georgia State University
June, 2008

DEDICATION

I would like to dedicate this thesis to my mother Virginia J. Wood, who pushed for and supported my education, to Melissa Allison Waldrop Wood, my wife who has put up with me over the past 5 years while I struggled to complete my graduate course work, and lastly to my son of 2 years, Logan Michael Wood, who I look forward spending my newly found free time watching grow up.

ACKNOWLEDGEMENTS

I would like to take the time to thank professor Dr. Melody Milbrandt for her assistance in preparing me for the classroom and with all of the time she has put in working with this thesis document. I would like to also thank my committee members for their assistance in reviewing this document and their input that lead to the completion of this report. I would like to thank Dr. Lanny Milbrandt for his assistance in the classroom environment and ideas that assisted in the setting up of my classroom, which includes demonstration and construction of two concrete potters wheels. I would also like to thank him for speaking at the National Art Honor Society inaugural induction ceremony for the high school I currently reside and clay demonstrations for my students.

Lastly, I would like to give a special thank you to the hard working teachers who took time out of their day to answer the questions to my survey and participate in this research study. Without them none of this could be possible.

DISCLAIMER

By no means is this thesis an attempt to show predominate views of all art educators. The goal of this study is to gather knowledge based on personal experiences of a select group of art educators in hope to construct a document that could be of possible assistance to novice educators in the field of art education. This thesis is to provide a window into, and an initial investigation of, select teachers views on classroom management, who generously volunteered to share their knowledge of classroom management in the art education field during the spring of February of 2008.

TABLE OF CONTENTS

DEDICATION…… iv

ACKNOWLEDGEMENTS……. v

DISCLAIMER…… vi

LIST OF TABLES……. ix

CHAPTER

1. INTRODUCTION…….. 1

Alternative Certification and Background…… 1

Purpose of The Study…… 3

Research Questions…… 4

2. METHODOLOGY OF THE STUDY…….. 5

The Subjects…….. 5

The Timeline…….. 6

Research Method…… 6

Questionnaire……. 7

Limitations…….. 7

3. REVIEW OF LITERATURE…….. 9

Introduction…….. 9

Classroom Management…….. 9

Keeping a Classroom Under Control…… 11

Improving Classroom Management and The Learning Environment….. 13

Preparation for Teaching……. 16

Student Behavior…….. 17

Causes of Student Behavior and Dealing With It…… 19

Responsibilities of The Teacher…….. 25

Rules and Regulations……. 30

Classroom Monitoring……. 33

Further Research is Needed……. 35

4. IMPLEMENTATION OF THE STUDY AND REFLECTION OF FINDINGS…….. 36

The Study……. 36

Profiles of Survey Participants……. 37

Data Report and Reflections of Findings……. 39

Free Input From Each of The Participants…… 94

5. DISCUSSION OF RESULTS……... 101

6. CONCLUSIONS AND RECOMMENDATIONS…… 111

Conclusions for The Study…… 111

Recommendations For Future Art Educators…… 123

REFERENCES…….. 128

APPENDICES…….. 130

Appendix A: Consent Form for Interviews…….. 131

Appendix B: Research Survey Questionnaire…….. 134

LIST OF TABLES

Table 2-1: Potential Schools Participating in The Study…….. 5

Table 4-1: Teacher Participant Demographics and Experience ...……..... 38

Table 4-2: Teaching Strengths and Weaknesses……..…… 48

Table 4-3: Teacher Preparation Coursework …….……. 58

Table 4-4: Teacher Directed Structure……. 71

Table 4-5: Improving The Classroom Environment…… 75

Table 4-6: Teacher Preparation…… 88

CH 1: INTRODUCTION

Alternative Certification and Background

Many teachers have been certified to teach in the classroom through non-traditional means. I, the researcher of this study, am such a teacher. I graduated with a bachelor in fine arts degree (B.F.A.) from Georgia Southern University with a dream to be an artist or at least function in a career that was art related.

I graduated the year the Twin Towers fell and due to this finding a job without work experience was difficult. Not wanting to be a starving artist, I looked into the educational field. Although very proficient in many areas of art, due to having a strong studio background and degree, I was not certified in art education. However, at the time teachers were needed to fill vacancies in special education and provisional teaching status was granted to individuals with degrees. For two years I taught in collaborative and resource classroom settings, covering almost every subject and at times multiple subjects at once.

Although my first two years of teaching were not in the art field, it gave me hands-on learning experience working with children. During these two years I learned about multitasking, working with difficult children and how to get advice from peers/coworkers; these were skills that later helped me to survive in the art classroom.

I learned through this experience that I enjoyed working with children; however, my passion was still in art. Many days I would spend my planning speaking with the art

teachers in the building. These teachers helped me to pass the Praxis II certification test and later became friends and mentors.

I applied to the graduate program at Georgia State University in 2003 and gained certification in art education during the fall of 2005. This was one year after receiving a provisional certification in art and a position at one of the local high schools where I still teach today.

My first couple of classes at Georgia State University helped me be prepared and confident in my interview for my current position, for I developed in these classes a teaching portfolio filled with art lessons, examples of projects, and teaching ideas; all of which were impressive to the school's administration.

However, the one thing I was not prepared for was going from teaching seven students in a special education classroom to 37 students of differing ages and abilities in an art classroom. Managing classroom art materials, time, and monitoring of student behavior in such large settings was a new challenge.

By this time, I was in my last few classes of certification at GSU. I had to choose between quitting my job to student teach or an alternative internship process through my current teaching position. Having to support a family, I took the later of the two options. I am thankful Georgia State offered an alternative teaching experience route; however, I did miss out on the student teaching experience.

Luckily, I work in a county that is rapidly growing. At the time I began teaching, my county had close to 30 art teachers whom I could observe and learn from. Six of the teachers in the county taught in high school settings similar to mine. Without their help

and the lesson planning assistance given to me by key personal at Georgia State University, I would not have become the disciplined teacher I am today.

Purpose of The Study

Many art educators, especially those like my self who were certified through nontraditional means, begin their first days in the art classroom with the knowledge of developing lessons, skills in the visual arts, and a love for the subject. However, many lack the knowledge of how to handle situations that arise in relation to managing their classrooms. Some art teachers also lack resources to assist with student motivation and related behaviors. Literature is available on the subject of classroom management strategies, however much of the literature lacks first hand accounts of the tricks of the trade from veteran teachers who have experienced the trials and tribulations faced in the classroom. On top of this, much of the literature I have reviewed written on the topic is often written in a language that is not conducive reading to the layperson.

I believe that there is a need for this study because I was a knowledgeable beginning teacher who quickly found that he knew nothing of controlling the classroom environment. When I looked for answers in the literature, I found nothing that assisted me in motivating uninspired students, monitoring an extremely large classroom environment, staying organized, managing my time, covering the curriculum and managing supplies and equipment.

Overwhelmed and drowning in both student behavior problems and paperwork, I found solutions to my struggles by talking with veteran teachers within my school system

of employment. They had overcome similar problems and were able to offer sound advice that made me into the teacher I am today—running a smooth race.

As a high school teacher in such a large and growing school district as the one I currently reside, I was able to pull needed information and guidance from six different veteran high school teachers. I believe that the knowledge that assisted me in my development as an art teacher may be useful to all teachers in the field whether they be in their first year or even if they have some experience in the classroom. I wish to use this study to help others who find themselves in similar teaching situations as mine.

Research Questions

The thesis questions that will be investigated in this study are:

1. What valuable knowledge can veteran art educators offer to beginning teachers in the field that could be of assistance in managing student behavior, materials and supplies in an art classroom?

2. Looking back on their years of teaching experience, what do art educators deem as the most prevalent problems with classroom management faced in the art classroom environment that new teachers should know when entering the classroom?

CHAPTER 2: METHODOLOGY

The Subjects

The participants of the study were visual art teachers in all levels of art instruction from elementary, middle and high school. Teachers were asked to complete a questionnaire on the classroom environment and management issues. The following chart breaks down the number of schools that were included in the study. The participants were sampled from a single county in Georgia with diverse settings.

Table 2-1

School Types	Elementary	Middle Schools	High Schools
Potential schools art teachers participating in the study were selected from	26	9	8

Data collected on the county web page indicates that the system is growing at an alarming more than 8% per year with 44 schools in the system and 17+ additional schools to be completed with in the next 7 years.

On Wednesday October 17th, 2007, I sent out an e-mail to the 44 schools in this school system to see if I could gain interest in the topic of the study and to validate my desire in conducting research on this topic. In 3 hours, I received 18 e-mails of interest in the subject. Some of the interest was from teachers who have struggled with similar issues posed and over came them. They wished to help in the study so that others will have assistance. Although not necessary in this study, some of the teachers stated that they would be willing to have me observe their classrooms. All of the teachers agreed to be interviewed.

One of the teachers is new and is seeking help herself. Her interest in the study was to gain answers to the current issues she is having in her classroom. At that point I felt confident that this is a needed area of study and that my research may help others.

Timeline:

This study took place during the 2007-2008 school year. I began the study around the beginning of January through February 16, 2008. The timeline of the study was approximately 6-12 weeks. Analysis of the study was completed by April of 2008.

Research Method

The purpose of this study is to investigate both the literature and gather data from art educators that may assist future art educators in the area of classroom management. Data was collected through a survey questionnaire sent via secure county e-mail and inter office mail to protect participants' personal contact information. I also reviewed the literature found in books on education, peer reviewed journals, and articles on education and classroom management. I analyzed the data by grouping/categorizing answers to the research questions, looking at similarities and discrepancies between the subjects, clustering findings and relating the findings to the literature on the subject of classroom management.

The first part of my research was to develop a questionnaire designed with questions geared toward seeking advice in relation to classroom management from veteran teachers in the field of art. This questionnaire consisted of seven experience based questions to establish data about each subject's years of experience and experience working with differing populations in both past and present teaching positions, 10

questions to establish data on what obstacles and issues art educators face in the classroom in relation to classroom management, and 11 questions asking for advice on issues of classroom management and how to control or prevent these issues that arise. This questionnaire was sent to each teacher via e-mail and may be returned either through school secure e-mail or secure school inter-office county mail. This was done for convenience to each participant in the study. I then collected and analyzed the data from the questionnaire to see what is deemed by the subjects as the most important issues regarding classroom management.

I reviewed literature based on the answers provided by the teacher participants to further validate their answers and beliefs in relation to the management of an art classroom. I noted the literature that related to my research questions regarding classroom management. All data was grouped, charted, and documented.

Questionnaire

The questionnaire used in this study can be found in Appendix B of this report. Answers to the questionnaire are provided in Chapter Four of this report and analyzed in Chapter Five. For more information, please refer to the Table of Contents and Appendix B.

Limitations

This study is limited to one county in the Georgia Public School System. Further limitations are the number of art teachers willing to participate in the study, the amount of completed data gathered from the participants, and the amount of time given to the response of the questions by the participants. Other limitations to the study are the

experience of the participating art teachers and the classroom management issues they have faced over the years. The experience of the art educators in this study ranged from two years to over 20+ years of experience. These educator participants have worked in different school settings and grade levels, which have provided a multitude of differing personal teaching experiences.

CH: 3 REVIEW OF THE LITERATURE

Introduction

Many art teachers find themselves in the classroom for the first time feeling confident in their own content knowledge and artistic abilities and yet lacking confidence in their use of knowledge of classroom management. The first days in the classroom, or years for that matter, can be rocky at times. New teachers need guidance and practical resource information when management issues arise. Unlike most teaching fields, art teachers are usually loners in most school settings being the only teacher in their field. Some teachers are lucky to be in systems where they may ask for assistance from other art teachers in the field, however many are not.

The literature that is under review provides information on classroom management that will be useful in this study. The literature shows classroom management is an important issue and that it provides some helpful guidelines that assist in preventing unwanted student misbehaviors. However, Burton (2001) notes "only a few…studies have been done that investigate instructional practices in art education" and "most pertain to small scale studies done with self-contained groups at specific sites…few are replicated" (p. 131).

Classroom Management

Classroom management is an area that many teachers struggle with both in a regular classroom setting and especially in an art studio setting where there are many tools, materials, and avenues for distraction, destruction and potential harm to the

students. It is important to have a good classroom management strategy in order to teach and maintain a safe and productive environment.

Dinsmore quoted Fenwick (1998) in stating "classroom management is one of the most perplexing and difficult aspects of teaching and it is an important task teachers must learn if they are to be successful in the classroom" (Dinsmore, 2003, p. 3). She goes on to say, in a study by the National Center for Education Statistics, that beginning teachers often indicate that managing their classroom is their number one concern (Dinsmore, 2003).

Teachers must have a management strategy; however, how can one develop a strong classroom management strategy with little experience in the field? Pre-service teachers are taught the basics of classroom management through coursework, yet opportunities for applying this knowledge may be limited. How does a novice teacher adapt these basics learned through coursework to differing classrooms without personal hands-on experience?

According to Dinsmore (2003), a large percent of undergraduates declared, that their university did not offer an undergraduate course dealing exclusively with the issue of classroom management. She discusses alternate ways of getting information including spending time to research the topic. Teachers may also seek advice from other professionals in the field and observe those who have a mastery of their subject areas.

When researching the topic of classroom management, teachers may not always find all of the answers they are looking for, however they may find advice that can get them on to the right track toward solving their problem. To back up the previous

information provided by Dinsmore (2003), Schmidt (2006), in a study preformed on pre-service educators, explains that all of her subjects claimed that they did not remember having exclusively learned about management in their practicum courses. It may have been embedded within a course but was not the main focus any course in a program. According to Burton (2001), teachers need to keep in mind that although they may have the tendency to settle into teaching strategies they are comfortable with and find effective, teachers need to realize that using a variety of teaching strategies in one's teaching keeps the teaching lively for both teachers and students alike; this in turn helps in fostering a good management system.

Keeping a Classroom Under Control

The first year in the art classroom can be tough. Teachers often struggle to keep students engaged in learning. They may also find that they are teaching classes that are filled beyond capacity and may even go without a break or planning period in their daily schedule. Cohen (1989) discusses the issue of keeping classrooms under control. He explains that although teachers want to have total control of the classroom, they need to understand that in an art classroom he or she is not able to keep direct supervision over all of one's students' behaviors at once.

Bahous (2006) explains that sometimes it takes years for one to improve, and to become a better, more experienced teacher. Teachers need to understand that through experience they will gather a command of their subject. The first year(s) are always going to be tough, but one needs to gain a full command of their subject, methodology, and classroom management system along with an understanding of assessment to survive

in the classroom and become a good teacher (Bohous, 2006). A good teacher learns patience, has a good character and is charismatic about the subject they teach. In devoting one's self to improving one's teaching skills, he or she can gain the interest of the student body and motivate their pupils (Bohous, 2006).

It is probably more fact than fiction to state that many of the characteristics identified by Bohous are found in young teachers, however it takes time to nurture these traits and learn what works and what does not in regard to managing an art classroom. Sometimes a novice teacher just has to get in the murky water to find out if they can sink or swim. If one has ever swum in muddy or murky water, they know that many times it requires help getting back on to dry land.

Lotan (1985) discusses the sociology of having a good classroom management system. In relation to managing groups of students it is implied in his writings that teachers will be more successful in delegating authority by using less direct supervision of their students. Teachers will have the ability to do so by understanding the sociology of classroom management and applying it to their classroom (Cohen, 1989).

Why should an experienced teacher give more freedom to his/her students? This is at times done to build responsibility and trust in the student. Evertson and Neal (2006), point out that a teacher's approach to classroom management influences their student's development. Thus, having a good management system in place allows the teacher to give the students the necessary freedom to not only be creative, but to have some control in their own learning. New teachers may feel uncomfortable with this, however as they

gain in their own management abilities, and allow students more autonomy, they will also see increases in student achievement.

There is no one correct way to run a classroom and manage one's time because every classroom is going to be different. In the next section, Evertson and Neal (2006) discuss ways to improve the learning environment and how having a good classroom management system can improve student achievement.

Improving Classroom Management and The Learning Environment

How does a teacher put a management system in place? The most important period to begin working on a classroom management system is prior to the school year. Evertson and Neal suggest it takes a considerable amount of planning prior to the first two weeks of school to make a management system work (Evertson & Neal, 2006). This planning allows the teacher to reflect back on past experiences and modify lessons to improve student learning. This is the time where teachers make goals, modify rules and procedures to show what they expect from their classes, and design pacing guides that will assist in managing the curriculum.

The first couple of weeks of the school year, the teacher must set the tone for the remainder of the school year. The teacher not only needs to provide the students with rules and regulations for their classroom, he or she needs to give the students several opportunities to practice routines and procedures (Evertson & Neal, 2006).

In an article written for The National Education Association, Emerson and Neal (2006) explain that managing one's classroom is not only about physical space and materials but also includes "organizing and using social, temporal, and information

resources" (p. 2). This includes having flexible classroom arrangements, varied social forums, multiple information resources for the students and using time both fluidly an effectively (Evertson & Neal, 2006).

Teachers know that in order to provide adequate learning in the classroom environment they need to create a classroom management system that works in their setting; however, to do so, they may also need to seek advice and prepare to address issues other teachers have dealt with in similar settings. First of all, the management system may need to be modified to suit the environment's setting. Starting at the beginning of the school year, teachers need to arrange and organize the classroom setting so that it supports the instructional goals of the teacher, school and curriculum. Additionally, teachers also need to establish procedures for conducting routine activities, and create rules to assist in governing student behavior. For these rules to work efficiently, one will need to teach the rules and procedures at the beginning of the school year and continue to reinforce them as the year progresses. While doing so, a teacher should always actively monitor his/her students and consistently apply appropriate consequences. In any setting, consistency is the key to controlling groups of students and insuring that a management system not only works, but also continues to work the entire year (AFT, 2003).

Usually through trial and error, experienced teachers have learned how the classroom's physical environment can either enhance or hinder student learning. By having an understanding of appropriate classroom preparation and how to arrange materials to conserve class time for learning, a teacher will have a classroom that runs

more smoothly and efficiently. It should also be noted that inadequate planning will interfere with instruction and allow for interruptions and delays during class lessons and activities (AFT, 2003).

The classroom arrangement is an important aspect of being able to carry out a good classroom management system. This is especially true in art classrooms where a lot is going on. When arranging the classroom, one should keep in mind the classroom environment's distractions like windows, doors, small work areas, and of course most importantly the teacher's desk. For mobility in the classroom it is important to leave enough room around the students' tables so that students can be reached when needed. This will help with monitoring students' progress and allow the teacher to adequately help each student (AFT, 2003). Keeping bags and personal items out of the way by having a place for the students to store them, keeps down distractions while teachers assist students and frees up table space. Teachers should set up their rooms to ensure easy flow of traffic throughout the room and keep high traffic areas, such as those near the teacher's desk, pencil sharpener, and wastebasket, free from congestion. By doing so, a teacher can reduce things being messed with on his/her desk, reduce free-throws toward the trash can, and reduce disruptions due to lines at the pencil sharpeners (AFT, 2003).

It is also good advice for teachers to seat students who will need extra attention close to the area where they spend most of their time. The teacher should also have a clear view of all students at all times and should insure that students can easily see instructional displays and/or presentations/demonstrations. Furthermore, it is also advised

to make storage areas and materials readily accessible to insure that the teacher can easily obtain materials without hindering ones ability to monitor his/her students. (AFT, 2003).

Preparation for Teaching

Preparing for teaching is something many teachers may dread, however it is the most important aspect of teaching. According to Bruton (2001), "art teachers need to 'prime the pump' with evocative images and provocative ideas to whet the student's appetites for a new endeavor" (p. 136). He further states the students' interest in a subject often grows from the teacher's enthusiasm and connection to the subject (Burton, 2001). This is why experienced teachers seem to have the students' interest in the subject and why they have better behavior management.

Sometimes management becomes difficult when students see that a teacher is not prepared. Students can read a teacher like a book, and when the teacher does not have a grasp on the material, they often find themselves losing control of the classroom as well. Unfortunately, art teachers may find themselves with a number of classes to prepare for and novice art teachers may frequently fail to prepare their lessons adequately due to the amount of time it takes to prepare for each class (Bahous, 2006). New teachers often fall into this category because they have not had the time to develop good lessons and to test the lessons on their students. In turn, the first group of students, new teachers face may not fully grasp the main concept behind many of the different lessons taught (Bahous, 2006). In an art program it is possible that those first students may be with the same teacher for the next 4 years. Those first years may be difficult, however if the teacher

continues to learn from his/her mistakes along the way, they will become better in their profession and struggle less in the classroom.

Novice teachers need to access references and/or advice from experienced teachers to become aware of their strengths and weaknesses and for guidance on how to modify their methodology to suit both their personality and classroom (Bahous, 2006). They should be regularly provided with a helping hand from a mentor within the school building that can help them with issues that arise and help them develop solutions to problems they face. Novice teachers should also be provided with resources and in-house training on classroom management. This will produce a better-prepared teacher who not only gains a grasp on his or her lessons, but also quickly gains control of the management on his or her classroom (Bahous, 2006).

Student Behavior

In an art classroom teachers may have 35 or more students of different backgrounds, cultural differences, and home-life situations. Not to mention in an art room multiple activities are often going on at one time. As a novice art teacher preparation for this condition is difficult.

Susi (2002) states "for years, an assortment of commissions, task forces, and the public in general have been telling teachers that managing student behavior is among the biggest problems faced by schools" (Susi, 2002, p. 40). Due to this, there is a large amount of literature based on ideas and suggestions for organizing classrooms and keeping the learning environment orderly (Susi, 2002); however, in

my opinion, much of this literature is written for ideal teaching situations and/or written without the novice teacher in mind.

The success or failure of an art program is essentially dependent on the content and atmosphere of the classroom setting (Sonntag, 1969). It has been discussed previously in this report that many veteran teachers have learned how to succeed in their teaching through much trial and error. Thus, successful teachers have learned how to create a proper learning atmosphere with meaningful content for their students. As a result, the question remains, how do they do this and what knowledge could they pass on to others that could assist novice teachers?

Teachers, by example, play a positive and important role for positive interaction with and between the students in their classrooms. Their influence is based on their own pre-disposition about education and teaching, understanding of the subject matter, and manner of approach to both what is being taught in the classroom and how one interacts with his/her students (Koutsoulis, 2003). A teacher should be seen as both an instructor as well as a helpful guide to the students. This includes being fair in all aspects of the classroom environment and keeping oneself non-judgmental in all situations.

How does this relate to the atmosphere and management of behavior in the classroom? If one has the full trust of the students and the students know that they all receive the same rewards and punishments, they are more likely to trust the teacher and conform to his or her rules and policies. Koutsoulis's study indicates that in order to have a good classroom management system, one needs to realize that students need love along with structure and work, they need someone who is understanding to give them guidance,

and they need affective communication from teachers and administration so that they feel comfortable working in the learning environment and trust that the teacher has their best interest at heart (Koutsoulis, 2003).

Causes of Student Behavior and Dealing With It

If student behavior is among one of the most discussed issues teachers face and many commissions and taskforces have assigned to the issue, where then does one begin to understand the problem? For one needs to understand the problem in order to seek solutions to it. Yes, it is true we as teachers need to reflect on ourselves, methods of teaching, life experiences and our teaching approach, however, we also need to look at where the students are coming from themselves. What is the students' home-life and upbringing, how does their culture view education today, what are their learning abilities and disabilities, and what is the main role school plays in their lives? Susi (1996) writes

> A variety of conditions and circumstances affect how students act in school. In some cases, the behaviors teachers see result from neurological factors associated with developmental disabilities, psychological problems, or injuries. In others, the interactions of social conditions such as abuse, poverty, gang involvement and discrimination complicate the behavior issue….teachers are expected to maintain an orderly and supportive environment so that all have opportunities to learn and experience success (p. 62).

This is also backed up in a more recent article by Gilford, Kher & Besant (2003) in which they also note that factors contributing to underachievement in schools include

emotional issues, peer pressure, a lack of suitable and appropriate curriculum, and learning disabilities that are under-diagnosed. They also claim that, students often misbehave in the classroom environment to receive any type of attention they can get, rather than wait for positive attention they need from a caring teacher who has more than thirty students to monitor. To them any attention is good attention even if it brings undesirable consequences (Gilford, et al, 2003). Other students may choose to fail rather than achieve in order to fit in to what we, as teachers, would consider undesirable peer groups. Some students choose to not achieve in the classroom setting because they are unchallenged in the classroom while others may not admit they are having problems with learning or completing tasks. (Gilford, et al, 2003). Every day teachers have to approach students who have social, mental and home-life issues. Gilford, Kher & Besant (2003) indicate that "Successful teachers use a combination of support, encouragement, and task assistance to help improve the work habits of these students" (p. 3).

In a study by Logan (2003), it is suggested that master teachers have effective discipline procedures, self-discipline, insure the students know the standards of the classroom environment, and have the ability to regulate student behaviors based on the occasion and environment. They understand that the only person they really can control 100% is his or her self. A good teacher models the behaviors they wish for their students to learn, however one needs to realize that in a school setting that every teacher may have different rules, allow different behaviors, and different procedures for many of the same things being taught. A teacher needs to continue to reinforce the behaviors they deem necessary so that the students can adjust period by period and from semester to semester.

Procedures and rules are a major area of importance. The teacher needs to set a limited amount of rules that are simple and easy for the student (and teacher) to remember. The AFT report (2003) states that one should not have more than six rules that remain consistent throughout the year. However, it is noted in this report that one may have up to 60 procedures to insure a classroom that runs smoothly (AFT, 2003).

The report discusses the notion that good teachers continue to go over and reinforce their rules all year. To do this, one first needs to know the differences between rules and procedures. Rules are standards of what one should do or not do in a classroom, where as procedures are steps to follow that insure that the students comply to the rules and/or steps needed to complete each task.

With this in mind, before going over the rules, what can a teacher do to set the stage for a productive year? Just like the business world, one has to appeal to the customer. From day one, teachers should greet each student at the door and direct him or her to his or her seats as if they are entering a fine dining establishment. Additionally, the teacher should not only introduce themselves to their students, they should quickly learn the students' names in each class. This shows the students that the teacher cares enough about them to distinguish them from their peers, thus building on respect and a good relationship with the learner. The teacher should introduce the course and behavior expectations to the class like the specials on a menu are given when you go out to eat, so that they are easily understood.

Novice teachers should remember that creating a good classroom management system does not happen in one day. Studies have found that good classroom

management takes weeks to establish and the whole year to sustain. Furthermore, this only works if the rules and procedures are reinforced and reviewed every day in the classroom until they become automatic to the student. Even then, the rules and procedures must continue to be reinforced as a reminder (AFT, 2003).

In order to maintain and reinforce the classroom rules and procedures the novice teacher needs to make sure they actively monitor the classroom environment while observing and assessing the students' needs. As the teacher, it is important to provide feedback to the students about their performance both on assignments and in relation to their ability to follow rules and procedures. Experienced teachers reward their students through praise and/or special privileges when their behavior is appropriate (AFT, 2003).

In the event behavior is inappropriate the teacher must stop it immediately by enforcing a consequence that is appropriate for the misbehavior. Making sure that rules are fair and that procedures work within the classroom environment are important for successful classroom management. If a procedure is not working well or if a rule is consistently broken by the students, teachers must assess it to see if it can be modified or replaced to work better and/or breed better compliance. However, after doing so, they must be sure to explain the new procedure or rule and give students several opportunities to practice it. Furthermore, teachers should make sure to re-teach the rules and procedures as necessary, especially before and after the holidays (AFT, 2003).

Logan (2003) suggests that teachers who seem to have more discipline problems in their classrooms are usually those who cannot control themselves. Because they have a difficult time controlling their anger or staying non-judgmental when situations arise,

some teachers tend to make situations worse for themselves, the problem student, and for the rest of the class (Logan, 2003). Sometimes teachers tend to forget that they can control and channel most classroom situations in a positive manner without losing their cool and/or disrupting the learning environment (Logan, 2003).

When challenged by problem students or situations, Logan (2003) suggests that a teacher look at him/herself first. This includes taking the time to fully understand what they are teaching. Teachers need to spend time reflecting on the lesson and attempt to anticipate problems they may face. Teachers need to connect to the lives of their students through the lessons they teach. Students look for structure in their lives and many do not get it at home. Teachers must present themselves in a firm and caring manner to build trust. Students need to know that teachers care about their futures and may work for a teacher to whom they feel will help them achieve in life (Logan, 2003).

A teacher may need to check his/her mannerisms to see if they indicate insecurities. A teacher that is insecure in their abilities to teach will find difficulty rallying the student's interest. Students may feel that the teacher is incompetent and teaching false information, thus breading distrust and noncompliance. Novice teachers should have a colleague observe their teaching and provide advice so they may gain advice on how to develop new approaches to presenting information. When teaching new material, ample time should be allowed to explain the new material. If there is not adequate time allotted to the explanation of the material, the student may not understand it, thus they will be discouraged in completing the task assigned (Logan, 2003).

The greatest power a teacher has over a student is having the parents on their side. Teachers need to not only communicate to parents about bad behavior and poor grades, they also need to contact the parent to communicate good things about their children; this lets the parents know they care about their child's well being. In turn, this will build parental support (Logan, 2003).

In the classroom, teachers should not make promises or threats that they cannot implement. Students lose respect for teachers who lack integrity and that make situations worse. It is okay to raise one's voice on occasion however a teacher should never engage in shouting matches with their students. Teachers should never appear to lose their tempers. Even if a teacher gets the last word in, he/she will lose the respect of the student and the class. Some students want teachers to lose their cool in class because this disrupts the learning environment thus reduces the amount of work they have to do for the day. If they can waste the teacher's time, they win. When the teacher is angry with one or more disrespectful students one approach remaining to keep classroom control is the silent treatment. Teachers should always remember, students are often just seeking attention and any attention is good attention in their eyes. Lastly, Logan (2003) suggests that a teacher should be a good listener and take interest in the students. Sometimes misbehaving students just need a teacher's ear and in return a teacher may have a better understanding on how to help or assist them in the learning environment.

Logan (2003) wants his readers to know that "Structure and fairness, combined with clear expectations and a clear lesson, in a caring non-threatening environment are the major elements of good teaching" (p. 6). He gives further advice to young teachers in

stating, "Teaching is very challenging, but it does get better. There will always be good days and bad days, even after many years of teaching…continue to learn from each situation" (Logan, 2003, p. 6).

Responsibilities of the Teacher

In an article on behavior management, Susi (2002) references Hoover and Kindsvatter (1997) for constructing a list of ways to create a positive atmosphere conductive to teaching and learning while laying out the responsibilities of the teacher. According to Susi (2002) Hoover and Kindsvatter suggest that procedures provided by the teacher should guide behavior while emphasizing to the pupils a sense of self-control and allowing the students to take personal responsibility for his or her actions. The teacher should make every attempt to provide opportunities for all individuals in the class to achieve success, regardless of their individual skills and abilities. Teachers will need to mix up the lessons so that they reach each learning style. In turn students will more likely cooperate on unappealing assignments (Susi, 2002).

When a student misbehaves in class, Susi (2002) states Hoover and Kindsvatter suggest "treating the students much like a physician deals with a sick patient—wanting to help while not making situations worse" (p. 40). Teachers should make sure that their policies are both reasonable and fair. It is also noted that in order for a teacher to gain respect from the students, one must also be respectful to them as well. As in Susi's 2002 article, according to Hoover and Kindsvatter many gestures of disrespect can function on both verbal and nonverbal levels. Teachers need to make themselves aware of both obvious and subtle ways statements and actions can be interpreted by students. Educators

may mean to say or do one thing and it be taken another way, especially with a generation of children who seem to continue to change the meanings of words. Here in the United States students from a variety of cultures and backgrounds are taught; all of whom interpret words and actions differently. In turn, although it may be difficult at times, "we must show tolerance for the values and interests of students by discriminating between what is personally offensive and what is truly disruptive" (Susi, 2002, p. 40).

Much research has gone how to provide an atmosphere conductive to positive learning. According to Dinsmore (2003) the following are three aspects of classroom management all teachers must consider: The physical environment of the classroom, the amount of teacher preparation spent of lessons, and the ways teachers present the lessons to their students.

1. Physical environment of the classroom

A teacher needs to create a classroom climate that is an inviting learning environment. The classroom environment needs to reflect what is being taught and what is expected from the student to learn. On top of this, the teacher needs to develop student-student and student-teacher relationships that are positive in nature. With this in mind, teachers must make sure to provide an environment that ensures the absence of potential threats to the student. The environment needs to be a supportive physical environment that allows for meaningful curriculum content to be taught while minimizing distractions (Dinsmore, 2003).

2. The amount of teacher preparation

Many may agree that lessons that are well-planned may be key to making a good classroom management system work.

> According to Dinsmore, "veteran teachers plan their lessons by asking themselves the following questions in relation to the learner, content and context: Who are my learners? What information, ideas and concepts do I want my students to grasp? [And] Under what conditions will instruction occur?" (Dinsmore, 2003, p. 7).

Veteran teachers may have used the same lesson year after year improving it along the way. A novice teacher should not to be discouraged if a lesson does not run as smoothly as they would like. Lessons can be modified and improved for the next group of students.

Teachers should make sure they design lessons that involve all students while providing instruction at an appropriate level of difficulty to capture the students' interests and allow them to see the progress they make (AFT, 2003). Teachers need to make sure to always deliver instruction efficiently and at an appropriate pace for the majority of the class (AFT, 2003). Sometimes this is hard when students are working at different paces and skill levels. A good teacher has alternative assignments for those who finish early and for those, like students with special needs, who are unable to adequately complete assignments.

3. The ways teachers present information

Teachers need to take into account the different learning styles in the classroom. Not every student is going to learn the information in the same manner. Some students are more hands on while others need to read and review the material to grasp it fully. Some students are good listeners and grasp all that is spoken and others may need something visual to look at. As a teacher, make sure to vary lessons, demonstration and presentations, making sure to address all the learning styles of the students in the classroom. This will in turn help students stay interested and focused on the material at hand (Dinsmore, 2003).

A reflective approach to classroom management should be utilized as much as possible. This enables a teacher to take a proactive stance in the classroom and it will in-turn help alleviate many discipline problems teachers face (Dinsmore, 2003). Good teachers continue to search for way to improve their teaching. By doing so, they become more perceptive, more creative in their teaching. They also become better at setting a good example for their students to follow, not only in the present, but also later in life (Dinsmore, 2003).

Although lesson planning is an important aspect of having a good classroom management system, behavior management in the classroom is becoming an equally prominent issue with teachers. With today's students, teachers need to divert more focus into behavior management then in the past. If one does not have a grasp of behavior management, nothing can be taught in the classroom adequately. According to Martin, Yin & Mayall (2006), because the focus of educating teachers relies so heavily on the

quality of lesson planning than the control of management, teachers struggle with controlling the classroom environment, which later causes them to "consider their pupils as the enemy" (p.3). In turn, teachers shift lessons from "activities designed to encourage learning to those likely to discourage disruption" (Martin, et al, 2006, p. 3). Furthermore, it is discussed that teachers focus on pupils and student learning only subsequent to having developed a personal image of themselves as teachers. In the first years of teaching, inexperienced teachers may at times resort to practices that may cause the learning environment to suffer in order to survive from day to day in the classroom (Martin, et al, 2003). Thus, it may take years of trial and error to develop a good system of classroom management if one does not have assistance.

According to Martin, Yin & Mayall (2006), "the facets of classroom management may also vary as a function of the teacher's gender" (p. 3). Research from their 2006 study indicates that men are more controlling then females in the classroom. Male teachers are more likely to take control of an unruly class. Although it is interesting that the study indicates that male teachers may have less difficulty with classroom management, at least early in their teaching career due to having traits that dominate the classroom environment, it must be noted that with experience the playing field equals out amongst male and female teachers.

When a teacher is dealing with students, he or she needs to also take into account that males attempt to control conversation by choosing the topic, interrupting more and speaking for longer durations, often causing classroom to get off task. Girls are more likely to resort to the use of helplessness to manipulate the environment and influence

others; they may ask for help more often then boys. Females tend to be more polite and tend to be less competitive, thus causing less distraction and disruption to the classroom environment. Boys tend to be more "assertive, aggressive, and dominate than girls" (Martin, et al, 2003, p. 4) which may contribute to attention seeking behavior.

Rules and Procedures

As stated previously, teachers need to make sure they create rules that work with their classroom setting and make sure they give the students plenty of time to practice them. They also need to make sure students separate rules from procedures and make sure their students understand the difference. Susi (2002) indicates that students need to be informed about the importance of responsibility and cooperation. Furthermore, students need to be taught the purpose of the classroom rules, how they are to be interpreted, and how violations will be dealt with (Susi, 2002). They need to understand the difference between the rules that govern behavior and the rules that prevent injury (Susi, 2002).

Susi goes on to discuss that the most effective rules are simple and easy to understand, they are clear and to the point, they are reasonable for the classroom environment and the age of the students, and that they make sense to the students (Susi, 2002). Having too many rules in the classroom may take away from instruction time and force the teacher to spend more time monitoring compliance (Susi, 2002). It is also hard for a teacher to remember numerous rules, much less expect students to remember them. Teachers must know the rules if they are going to stay consistent with the associated consequences. Logan (2003) explains that when teachers go over rules with their

students, especially small children in early grades, he or she needs to state them in the positive "I will…" (Logan, 2003). This helps the students with not only remembering the rules but also reflecting on themselves while following them.

To insure that rules are followed, teachers should set up routines that provide order and structure to the students. Teachers should minimize student's movement in the classroom during these first two weeks because it may create an atmosphere for misbehavior that may carry on for the rest of the school year (Logan, 2003). Based on the reading, experienced teachers seem to be more firm in their speech, actions, have an air of business about them, develop mutual respect with their students, chart and display their rules, go over the rules every day, ask if the student is following the rule rather than scold them, and deliver praise when it is due. A master teacher also inspires the students to strive for praise and a good feeling when accomplishing the task. However, most of all, the experienced teacher is always fair, consistent, and follows through (Logan, 2003).

Schmidt (2006) indicates that a large portion of teachers hope to become or have become emulations of their past favorite teachers, carrying in their teaching many of the same traits and qualities. Teachers often hope that the students they teach will be similar to how they saw themselves as students in this teacher's classroom. Consequently, novice teachers are not prepared for the realities of today's students. This is because students are much different then they were even six to ten years ago when these novice teachers were in grade school. The study also indicates "personal histories,

school contexts, or cooperating teacher models may be more powerful influences on beginning teachers' management practices than the teacher education program" (Schmidt, 2006, p. 3).

In Logan's (2003) article, those experienced teachers we all revere from our past made sure to do the following:

As reported by novice teachers, their favorite teachers from the past seemed to always be able to explain to the students their expectations every day and at the beginning of each activity. These teachers almost always had a warm-up assignment or activity on the board ready for the class to begin working on as they entered the class. They made sure to condition the students to behave appropriately by constantly giving positive feed back to the class. Any time they spoke to a student, they always made sure to give eye-to-eye contact and many times nonverbal re-enforcements (Logan, 2003). When a student was off task or causing a disruption, these highly revered teachers made sure to address problems quickly, redirect the student(s), and get the class back on track as quickly as possible. They were able to monitor the entire room while being firm, consistent and always follow through with rewards and consequences (Logan, 2003). As remembered by the subjects of the study, the experienced teacher was able to adjust to each classrooms personality while modifying teaching techniques to suit the majority of the class. Lastly, the master teacher discussed in the study took the time to get to know his or her students in order to understand how to teach them (Logan, 2003).

Classroom Monitoring

Monitoring a classroom is something else that takes a lot of time to learn. A teacher needs to take into account his or her classroom environment, looking for blind spots, adjusting the classroom arrangement to improve traffic flow as stated earlier, and making sure he or she can reach every child, while observing the entire classroom. According to Cohen (1989), as an art teacher one should train their eye to be able to monitor the students in the classroom as they are talking and moving about, detecting when students are disengaged. A teacher cannot be everywhere at once. Research indicates that teachers who give more freedom to their students with set boundaries and supervise their students without direct supervision or what is called hovering may have a greater percentage of students who have the ability to work well together; this in-turn indicates an increase in the average gains in learning for the class as a whole. (Cohen, Lotan & Leechor,1989). As Cohen (1989) suggest, students need to know how to accomplish tasks through figuring some of the steps out for themselves. They need to have a "clear sense of authority" (p. 77), however, make their own decisions and learn from their own mistakes.

The teacher's ability to move about the classroom is of key importance. Instructional methods and/or methods of supervision are also very important. The methods one chooses will determine how well the students respond to the lesson and different methods work better with different types of students.

Bless's (1979) observational study suggests that highly differentiated task structures are often associated with a reduction in direct supervision. In situations where students

work in large groups, the opportunities for student misbehavior may increase. As the necessity for the student's attention in recitation increases, the teacher's classroom control is of prime importance (Bless, 1979).

In Rosenholt's (1981) study, he found that when teachers used direct supervision, he saw that it positively related to engagement mostly in situations and under conditions of fewer groups and materials. When he observed the same teachers in situations where they used multiple materials and groups, direct supervision was not related to the level of engagement. In these situations, small group work or peer tutoring was a more powerful predictor of engagement between the students during the activity (Cohen, 1989).

Another study suggests "during teacher centered tasks, acts of open defiance are more observable, accentuated, and inappropriate, thereby incurring more severe sanctions from the teacher" (McFarland, 2001, p. 618). In contrast, student-centered tasks allow the students to speak more freely and openly, which reduces open defiance (McFarland, 2001).

In an art classroom, developing interactions among students can be valuable tool supporting creativity. Group dialogue is also needed in classrooms with diverse populations. When used in diverse classrooms, peer instruction or interaction may help those who have difficulty in understanding the teacher's instructions whether they be written or oral (Cohen, 1989). Students may listen more to other students so that both the peer seeking help and the peer acting as a tutor gain in both comprehension of the subject and ability to complete the task. By allowing students to use each other as resources, it is

easier for the teacher to introduce tasks and activities that require higher order thinking skills (Cohen, 1989).

It is also important for teachers to reduce the amount of time they spend hovering over groups and if at all possible stop doing it all together (Cohen, 1989). While "helping students and telling them how to get through the tasks is typical behavior for teachers," (p.84) it impairs the students' ability to think for themselves and learn from their own mistakes (Cohen, 1989). It should be noted that students must be systemically trained to work in small groups to do so effectively; this is a skill that must be taught. Teachers cannot assume that students naturally know how to cooperate (Cohen, 1989). Lastly, as noted by McFarland (2001) "Teacher centered tasks dampen involvement and diminish student interest" (McFarland, 2001, p. 666). Students need to be trained and empowered to become independent thinkers and to work at higher cognitive levels.

Further Research is Needed

Further research in classroom management is needed to produce literature that does more than tell teachers what they should be doing in the classroom. I have yet to find much literature that gives examples of situations or topics art teachers deal with on a daily basis and explains how they solve the problems in the classroom environment. I hope that from this study I can gain more insight into the problem situations novice teachers need to resolve, so that I can not only assist them in their first days, but also provide them with a reference that can be of continual help.

CH 4: IMPLEMENTATION OF THE STUDY & REFLECTION OF FINDINGS

This study was implemented on Wednesday February 6, 2008 through Monday February 18, 2008. A questionnaire was developed and sent out to approximately 40 art educators in a south metro Atlanta school district of which remains anonymous out of respect for the teachers, school administrators and school system personal that approved this study. The questionnaires were sent to the individual teachers through two means; first they were sent by e-mail for ease of travel and limited time for the study. A second copy of the study was then mailed to each recipient through the secure inter-office mail within the school system to provide each teacher with a hard copy and a copy of the informed consent letter. All volunteer participants were asked to reflect on their years of teaching and respond to questions related to classroom management strategies and techniques.

The Study

In this study, a survey asking questions related to classroom management was sent out to approximately 40 art educators working in a single rapidly growing metro Atlanta school system in all levels of art instruction from elementary school, middle school and high school. Out of the surveys sent out, 15 were returned by the cut off date of February 16, 2008, which resulted in the data used for this report. Data was gathered from eight elementary teachers, three middle school teachers, and four high school teachers. The survey used to collect data is located in Appendix B. The survey consists of 28 questions broken into seven questions related to teaching experience, four questions on classroom management experience taught by colleges and universities, six questions

relating to daily classroom management issues, six questions on improving the classroom environment, four questions on teacher preparation, and one open ended question allowing teachers to input their own thoughts and provide advice on classroom management.

Profiles of Survey Participants

The following chart displays the participants of the study. The teachers' names were changed but al other information was factual. The grade level taught was coded as: E-1= Elementary-1. MS-1 = Middle School-1, and HS-1 = High School-1). All participants provided permission to use their data in this thesis. Profiles of the participants' demographics and experiences are listed in Table 4-1. In Table 4-1 the following questions were asked:

The following questions ask about teaching experience:

Years of Teaching Experience

1. How long have you been teaching? 0-5 6-10 11-15 16+ years

Teaching Grade Levels

2. What grade level of students do you teach? Elementary k-5 MS 6-8 HS 9-10
If teaching grade levels HS 9-10 please answer question 3; if not go on to question 4.

3. If you are a high school teacher, what are the subjects that you teach?
_____

4. Have you ever taught in a different grade level then the one you currently teach? If so, what grade level have you taught in the past? _____

5. What is the gender, racial and socio-economic demographics of your current classroom?
Gender_____
Racial_____
Socio-economic_____

TABLE 4-1: Teacher Participant Demographics and Experience

Group#	*Educator listed by level currently teaching*	*Yrs. of Teaching Experience*	*Art Related Subjects Taught*	*Other Grade Levels or Subjects Taught in Past Teaching Positions*	*Socio-Economic Level of Students Taught*
Group One: High School	**HS-1: Lynn**	16+	Visual Arts	Elementary, Middle School	Lower Socio-economic to upper middle
	HS-2:Dianne	16+	Comp. Art, Drawing, Painting, Ceramics, Sculpture, Selected Studio, and AP Studio Art	Middle School	Mixed
	HS-3: Reba	0-5	Comp. Art, Drawing, Painting, Ceramics, Sculpture, AP	NA	60% free and reduced lunch income school district.
	HS-4: Nancy	16+	Comp. art, Drawing, Painting, Ceramics, Sculpture, Selected Studio, AP Studio, AP 2D, AP Art History, Printmaking, Crafts	Elementary School Middle School	Decline to answer
Group Two: Middle School	**MS-1: Lacy**	6-10	Visual Arts for Middle Grades	Elementary K-5	Middle to Lower Middle
	MS-2: Jess	6-10	Visual Arts for Middle grades	High School	Mixed
	MS-3: Lisa	6-10	Visual Arts for Middle Grades	Middle School Special Education	Low
Group Three: Elementary	**E-1: Mandy**	0-5	K-5	NA	NA
	E-2: Kay	16+	K-5	Alternative School	Low to Middle
	E-3: Dixie	16+	K-5	Middle School 6-8	NA
	E-4: Lee	16+	K-5	High School 8-12	NA
	E-5: Mike	6-10	K-5	NA	Middle Class
	E-6: Karen	0-5	K-5	NA	NA
	E-7: Sue	0-5	K-5	Professional Learning for Adults	Mid to Low
	E-8: Jan	11-15	K-5	One Year of High School	Largely Middle to Lower Middle Class

Data Report and Reflections of Findings

In order to organize the survey data, the findings related to classroom management are presented in six categories. The categories presented in this data analysis are broken into questions on A) teaching experience, B) teacher education on classroom management, C) daily classroom management issues, D) related information for the improvement of the classroom environment, E) teacher preparation. I asked the participants to rate themselves from 1-weak to 5-strong in each category. I provided section F) to the participants for free input or comments.

To have a clear picture for how classroom management in each setting takes place, I asked the participants to provide me with the grade levels, courses taught and also to provide information on their educational background in art education. The data provided by the participants in this study are categorized by the grade level taught and listed in the order in which surveys were received. The listing of participants are located in Table 4-1.

A) Teaching Experience

The following data reported is derived from Questions One through Seven of the research questionnaire. The answers to the questions are listed here in Chapter 4 and the questions are found below as well as in Appendix B of this report. The findings relate to the subject's teaching experiences.

6. As a beginning teacher, what do you recall as your classroom management strengths and weaknesses?

Please rank your performance on a scale of 1 (weak) to 5 (strong) for the following:

Behavior Management	1__2__3__4__5___
Classroom Material Management	1__2__3__4__5___
Time Management	1__2__3__4__5___
Working with Special Needs Students	1__2__3__4__5___
Curriculum/Planning Lessons	1__2__3__4__5___
Classroom Arrangement	1__2__3__4__5___
Working with gender/ethnic cliques/gangs	1__2__3__4__5___

Other

_____

_____

7. Do you believe that your strengths and weaknesses changed as you gained experience? If so, please explain in what ways:

_____

_____

Group 1:

(High School)—Includes grades 9-12 (ages 14-18)

Participant One (HS-1): Lynn has been teaching 16+ years and although she currently teaches high school art, she has experienced teaching at both the elementary and middle school levels. The school she currently teaches at is mixed racially with students whose family incomes range in the lower to upper middle socio-economic level. She teaches all levels of visual arts taught at her high school; Comprehensive Art, Drawing Painting, Ceramics, Sculpture, Selected Studio, and AP Studio Art. When asked about her strengths and weaknesses as a beginning teacher, Lynn rated her weaknesses as a 2 out of 5 in areas of behavior management and classroom material management. She reported that her strengths as a beginning teacher resided in areas of time management, working

with special needs children, curriculum/planning lessons, classroom arrangement and working with gender/ethnic cliques/gangs. All categories listed as strengths were rated 4. In the other category for this question, she wrote the following response: "I was itinerant; I had trouble protecting the art supplies from raids by the classroom teachers on days when I was at other schools." This was in regard to being a beginning teacher and traveling between schools. In relation to question seven about how her classroom management improved, Lynn said: "Yes, I found solutions by trial and error; no one helped me."

Participant Two (HS-2): Dianne has been teaching for 16+ years and although she currently teaches at the high school level, she taught middle school art in the past. She reported teaching the following classes: Art One, Drawing, Painting, Ceramics, Sculpture, Selected Studio, and AP Studio Art/AP 2D Design. She teaches in a school setting of mixed socio-economic classes. Regarding question six, Dianne ranked working with gender/ethnic cliques/gangs as her weakness (2) while she ranked herself a (3) in the areas of behavior management, time management, and working with special needs students. She ranked herself a 4 in areas of classroom material management, curriculum/planning lessons, and classroom arrangement. Dianne's response to question 7 was: "Yes, experience is a good teacher—you learn what works and what does not."

Participant Three (HS-3): Reba has less than 5 years of teaching experience and has only taught in the high school setting. She teaches in a school where it is 37% white, 3% other, and 60% black. The Socio-economic status of her school is low and 60% of the students are on free or reduced lunch. It is recognized by the state as being a Title One

School. Reba stated that her strengths as a novice educator were in the management of classroom materials, time management and arranging her classroom. In contrast, she feels she needed help in the areas of behavior management and planning lessons. She was confident working with special needs children and working with gender/ethnic cliques/gangs. Responding to questions 7, Reba felt that through experience she has learned to be more organized which gives her more time for curriculum and planning lessons.

Participant Four (HS-4): Nancy is a teacher of over 16+ years with experience at all levels of art instruction. Nancy indicated that her strengths as a novice educator were in the management of time, working with special needs students, arranging her classroom to suit each lesson, and working with gender/ethnic cliques/gangs. Nancy indicated that her weaknesses were in behavior management, management of materials, and creating lessons. With regard to question 7, she noted that through experience she "I have learned to be more consistent and more personal in my classroom management."

Group 2:

(Middle School)-includes grades 6-8 (ages 11-13)

Participant Five (MS-1): Lacy has 6-10 years of experience, has taught at the elementary level before teaching middle school, and currently is employed at a middle school that is predominantly African American (49%) and a middle to lower middle socio-economic status. For question six on the questionnaire, she rated her weakest areas as a beginning teacher in the areas of working with special needs students and curriculum/planning lessons with a 3. She rated her strengths in the classroom as a 4 in the areas of time

management, and working with gender/ethnic cliques/gangs. In the areas of behavior management, classroom material management, and classroom arrangement she rated herself a 5. She answered question 7 with the following: "Yes, through experience most of the areas have strengthened."

Participant Six (MS-2): Jess has 6-10 years of experience, currently teaches at the middle school level, however she has taught in the high school setting. She teaches in a mixed socio-economic setting that is also racially mixed. She ranked her weaknesses as a beginning educator in the areas of behavior management and classroom arrangement with a 2. She ranked herself as adequate or 3 in the area of time management and stronger 4 in areas of classroom material management, curriculum/planning lessons, and working with gender/ethnic cliques/gangs. She goes on to rank herself in the area of working with special needs students as a 5. In relation to her change in strengths and weaknesses with experience in question 7, she provided the following statement "Yes, behavior management has most definitely changed, and changes every year. So much depends on the personality of each individual class. As I gain more experience, I can 'read' a class much better than in early years. I also know which arrangements do not work and which ones to try with different groups."

Participant Seven (MS-3): Lisa is a middle school art teacher with 6-10 years of experience teaching in a low socio-economic Title One School that is 78% African American. She stated that she was weak in the following areas: behavior management, classroom material management and time management. In these areas she rated herself a 2. In the areas of curriculum/lesson planning and working with gender/ethnic

cliques/gangs she felt she was adequate and rated herself a 3. She rated her strengths as 5 in the areas of working with special needs students and classroom arrangement. She stated on the questionnaire in relation to Question 7 on improving weaknesses "yes, I have learned with experience how to respond to negative comments made by students by remaining calm and unmoved by their comments or actions."

Group 3:

(Elementary School)—includes grades K-5 (ages 4-10)

Participant Eight (E-1): Mandy is a teacher with only 2 years of experience in the art classroom, however she taught elementary special education before coming into the art education field. She stated, "I am a positive person who truly loves being with children. I had taught art in a private setting for several years and that gave me some current experience since it was 28 years ago that I did student teaching and training in the field of art. My weaknesses were that I had never taught kids that weren't retarded. I was unaccustomed to strategies and organization of an art classroom of 33 students." She believes that "discipline and organization" of the classroom environment are the most vital aspects of the classroom.

Participant Nine (E-2): Kay is an experienced teacher with over 16 years of experience. She indicated that she has taught all levels of art education from K-12 and has in the past taught in an alternative setting. The school she currently teaches at is of low to middle socio-economic status and is predominantly African American. She rated her weaknesses a 2 as a beginning teacher in the area of working with special needs students. She felt she was adequate and rated herself a 3 in the areas of behavior management and time

management. She lists her strengths in the areas of classroom material management and curriculum/planning lessons a 4 while she scores herself a 5 in the area classroom arrangement. Kay stated in relation Question 7 about improvement over the years: "Yes, obviously, the more you deal with problems, the better you get at handling them. I also talked to others to see what strategies they used to handle problems."

Participant Ten (E-3): Dixie is an elementary teacher who has over 16 years of experience in the field of art. She has in the past worked with middle school children. She rated herself weak with a 1 as a beginning teacher in the areas of classroom management and working with special needs children where as she listed a 2 in the area of working with gender/ethnic/cliques/groups. She rated herself adequate with a 3 in the areas of time management and curriculum/lesson planning. She rated her strengths with a 4 in areas of behavior management and classroom arrangement. In response to question 7, she stated: "Yes, I have taught from inter-city to the suburb. The experience in meeting so many students has helped me grow as well as being at so many different schools; 9 in 21 years" of teaching.

Participant Eleven (E-4): Lee is an elementary teacher with experience both at the high school level and middle school level during Lee's 16+ years teaching art. Lee rated time management and working with gender/ethnic cliques /gangs the lowest rating of 1 while rating her areas of behavior management and classroom material management a 2. Lee gave herself a 3 in working with special needs students and classroom arrangement. Lee listed her strengths as a 4 in curriculum/lesson planning. When asked Question 7, "Do you believe that your strengths and weaknesses changed as you gained experience?," Lee

response was as follows: "Absolutely! My confidence grew with each year of experience and therefore my ability to communicate with colleagues, students, and parents improves and enabled me to get more students trying new things and doing them better. My colleagues were also more willing to help me out once they realized how much I worked and cared for their students as well. After teaching high school for 2 years, I realized that the students needed to leave elementary school with better skills in specific areas that they were not previously getting. After substitute teaching while in grad school, I became much more aware of what lesson planning was suppose to accomplish and learned how to write them more effectively."

Participant Twelve (E-5): Mike is a teacher with 6-10 years experience in the art classroom teaching grades K-5. Mike currently works in a middle socio-economic school setting. All weakness (rated 2) were listed in the areas behavior management, working with special needs students, curriculum/planning lesions, and working with gender/ethnic cliques/gangs. Mike rated his strengths a 4 in the areas of classroom material management, time management, and classroom arrangement. When posed with Question 7, I was given this response: "Our school has changed so it is hard to compare it with my beginning few years."

Participant Thirteen (E-6): Karen is an art teacher with less than 5 years of experience in the field. She rated her weaknesses as a beginning teacher as a 3 in areas of behavior management, time management, and working with special needs. She rated her strengths as a beginning teacher a 4 in the areas of classroom material management, and curriculum/lesson planning and 5 in the area of classroom arrangement. Karen believes

that she gained experience to improve his weaknesses through "tips from colleagues and techniques used by grade level."

Participant Fourteen (E-7): Sue is a teacher with two years in the art classroom and 19 years teaching professional learning to adults. The elementary school she teaches at is a mid to low socio-economic setting with a mixture of differing ethnic groups. In relation to question 6, as a beginning teacher Sue rated herself as adequate with a 3 in the areas of behavior management, working with special needs students, and working with gender/ethnic cliques/gangs, while rating herself a 5 for the areas of classroom material management, time management, curriculum/planning lessons, and classroom arrangement. Sue stated in reference to Question 7, "Yes, Trial by fire! Being a 'veteran' educator and having two elementary age children helped me be more flexible, patient, and able to ask for help."

Participant Fifteen (E-8): Jan is an elementary teacher who has taught one year of high school in her 11-15 years of teaching. She teaches at a largely middle to lower middle socio-economic setting that is approximately 89% white, 10% black, and 1% other. As a beginning teacher in the field of art, Jan rated herself a 2 as having weaknesses in the areas of working with special needs students and adequate with a 3 in the areas of behavior management, material management, curriculum/lesson planning, and working with gender/ethnic cliques/gangs. Jan rated her strengths with a 4 in the areas of time management and classroom arrangement. She answered Question 7 by stating the following: "Yes, I got better at all of the above areas. Experience, willingness to change what doesn't work, and being able to get advice from more experienced teachers helped."

Table 4-2 is a summary of the findings.

Table 4-2: Teaching strengths and weaknesses				Total group Averages
Performance area as beginning teacher	Group One (HS)	Group Two (MS)	Group Three Elementary K-5	Approx. Average Performance totals (rounded)
Behavior Management	2,3,1,3 (2.25)	2,5,2 (3.3)	3,3,3,2,2,4,3, (2.9)	2.7 Lowest
Classroom Management	4,2,3,5 (3.5)	4,5,2 (3.7)	3,5,4,4,2,1,4, (3.3)	3.4 Same
Time Management	3,4,5,5 (4.25)	3,4,2 (3)	4,5,3,4,1,3,3, (3.3)	3.5 Slightly Higher
Working with Special needs Students	3,4,5,4 (4)	5,3,5 (4.3)	2,3,3,2,3,1,2, (2.3)	3.2 Slightly Lower
Curriculum/Planning Lessons	4,4,3,3 (3.5)	4,3,3 (3.3)	2,5,4,2,4,3,4, (3.4)	3.4 Same
Classroom Arrangement	4,4,5,5 (4.5)	2,5,5 (4)	4,5,5,4,3,4,5, (4.3)	4.3 Very High
Working with gender/ethnic cliques/gangs	2,4,5,4 (3.75)	4,4,3 (3.7)	3,3,4,2,1,2,NA, (2.5)	3.4 Same
WEAKEST Areas of teaching strengths per group.	Behavior Management 2.25%	Time Management 3%	Working with gender/ethnic cliques/gangs 2.5%	Mixed responses from each group.

Note: E-1 did not participate in this section.

Summary of Data from Chart 4-2

It can be concluded from the responses that the participating teachers scored the themselves as beginning teachers lowest in the area of behavior management (2.7%) and highest in arranging their classroom environment (4.3%). On average, the participants in this study scored themselves (collectively) the same (3.4%) in the areas of Classroom management, Curriculum/Planning lessons, and working with gender/ ethnic clicks/gangs. Based on the data for each group, the high school teachers in this study struggled the most in the area of behavior management (2.25%) as novice teachers and felt they were the most comfortable with both the areas of curriculum/planning lessons (3.5%) and classroom arrangement (4.5%). The middle school teachers in this study seemed to have more issues with the management of their time as new teachers (3%). They indicated that working with special needs students was their strongest area during

their first years (4.3%). Group three, the elementary teachers, indicated they were initially weakest in the area of working with gender/ethnic cliques/gangs (2.5%) while scoring themselves the highest in the area of classroom arrangement (4/3%).

Reflections

As a beginning teacher, I like the participants in this study struggled in many areas. I currently have been teaching for 6 years, all of which was at the high school level. Other than art, I spent my first two years working with special needs students in the areas of English, Math, Science, World History, and Government. I have taught at two schools in the district this study was conducted. My current setting begin as a middle to upper middle socio-economic range of student body of which is slowly changing and becoming lower year by year. Currently my school is a middle to lower middle socio-economic income setting.

As a beginning teacher (in art) I struggled with behavior management, material management, time management, lesson planning, and working with gender/ethnic cliques/gangs. My strengths were and are still now in the studio arts. These strengths coupled with the assistance from other art educators in this district and Georgia State faculty helped me through the first couple of years. As I have gained experience, I have become better at classroom management. I learned to avoid down time for the students and learned to be more consistent and fair to all of the students. I developed pacing guides for each class and became more organized in the classroom.

B) Teacher Education on Classroom Management

According to Dinsmore (2003), a large percentage of undergraduates declared that they attended a university that did not offer a course that exclusively dealt with classroom management.

The following responses given by the participants relate to teacher education in the area of classroom management. The questions to these responses are listed below and can be found in the questionnaire located in Appendix B.

The following will relate to Classroom Management Classes, Information and Material.

According to Dinsmore (2003), a large percentage of undergraduates declared that they attended a university that did not offer a course that exclusively dealt with classroom management.

1. Did the collage/university you attended offer such a course?

_____YES. In what ways was your teacher preparation in classroom management useful and/or how might it have been improved?

_____

_____

_____NO

2. Did the collage/university you attended offer classroom management information or experiences embedded within the coursework?

___YES. In what ways was your teacher preparation in classroom management useful and/or how might it have been improved?

_____

_____

___NO

3. What do you know now that would have helped you during your first years of teaching?

_____

_____

4. As a beginning teacher, what questions or problems did you have that were difficult to resolve?

_____

Group One:

(High School)—Includes grades 9-12 (ages 14-18)

Participant One (HS-1): Lynn indicated that she attended a collage/university that did not offer a course that exclusively in with classroom management and indicated that although it was embedded in other coursework, "College professors were too far removed from realities of daily school life." When asked about information that would have helped during the first years of teaching, she had this to offer, "I know that the custodian can be your best friend or worst enemy; that you should cultivate friends among the faculty. You should not loan the scissors to other teachers. You should try to be kind to the counselors, but never trust them." She stated the biggest two problems she faced as a novice teacher were "Protecting and procuring supplies" and "Asserting myself with the mean bookkeeper."

Participant Two (HS-2): Dianne indicated that the college/university she attended did offer a course in classroom management. She explained that "Practical experience in practicums helped and led to discussion among peers about how to handle situations or how they were handled." She also indicated that classroom management was embedded into the other coursework, "Again, direct participation was a plus of the program for a discussion tool when we would meet." During the first years of teaching she had the following reply in relation to needed help "Students have so many personalities and it is difficult to deal with all of them. Time must be given to develop a rapport with the students but they must know that you are the one in charge. Teacher first!" Dianne found difficulty "managing the diverse number of students and their learning styles." She

reflected that: "It is necessary to have several plans developed both for the slower child as well as the child who needs enrichment activities so that everyone remains on task."

Participant Three (HS-3): Reba indicated that her college did offer classroom management in the teacher preparation classes, however she stated "It was online and was horrible." During the first years of teaching Reba indicates "having a bank of lesson plans or projects that were successful in other teacher's classrooms" would have been of great help. Also as a beginning teacher it was difficult for her to control the behavior of 32 students in one class. She states that "materials were stolen" and she needed an office or locking closet. She also had problems getting the students to bring in their materials "mainly due to low incomes."

Participant Four (HS-4): Nancy had classroom management embedded in her coursework however she stated "You can not teach classroom management, it has to be modeled." When asked what she knows now as a veteran teacher that would have helped her in the beginning years she elaborated "You learn what works for you. The problem with classroom management is what works for you may not work for someone else and each class and student are different." Nancy also stated, "Teachers need to know the rules of the county first, then they need to know the rules that apply to their school; lastly, teachers and students should develop a set of rules that can be followed by all."

Group Two:

Participant Five (MS-1): Lacy indicated on the questionnaire that her college/university did not offer a course in classroom management, however it was embedded with in the coursework. In these classes "starter ideas, and discussions on classroom management"

were provided. Lacy indicated that, "more lesson plan ideas would have helped during the first years of teaching."

Participant Six (MS-2): Jess indicated that she was not provided with a class exclusively in classroom management, however it was embedded within her coursework. She indicated that the best preparation in classroom management was during her student teaching experience. "The mentor teacher turned her classes completely over to me very early. There is nothing like first hand experience." Jess also indicated that during the first years of teaching the following would have been of assistance: "Number one rule for first year teachers: You can not even think about being their friend! Set the ground rules immediately and do not deviate, no matter what. Establishing control is absolutely imperative." She found difficulty "being the only art teacher in the building." Other areas of difficulty were "the other fine art teachers were on the other side of the building and I never really saw them. I remember feeling isolated."

Participant Seven (MS-3): Lisa indicated she did not attend a classroom management course. She explains that the following would have been of assistance during the first years in the art classroom: "do not over react to students profanity; understand the culture and lingo that comes with the cultures; have more tricks up you sleeve—positive rewards and consequences; tell a parent…call and explain how great their child is, even if it is a lie—to build rapport." She stated that there were some problems she faced that were difficult to resolve. Among these problems are "How to teach to different levels of learning and ability; how to talk to difficult parents and build rapport; how to teach with limited materials." In relation to the statement above on students use of profanity and

disrespect toward the teacher, she had this to say "My second year of teaching, I had a student call me a 'God damn bitch.' I thought I was going to lose my mind. I proceeded to yell at him and make just as big of a scene. Little did I know that it was entertainment for the students. If I had simply shrugged it off and wrote him up, the students then would know they won't get a reaction from me, but just a consequence for their actions. The students will only talk about the student and not what a huge scene I made."

Group Three

Participant Eight (E-1): Mandy indicated that as a beginning teacher the largest problem she faced was "kids talking out. They come to class so excited; they don't try to control themselves." She solved the issue by placing two circles (one red and one green) on the back of each table as a stop and go light system for talking. "I tell them which color to turn the circle to. Red is for them to stop talking and green is the go ahead for them to have conversations. This has not worked so well with older students." For them to quiet down, she has to give citations. She indicated that starting out she had a hard time learning names. She explains "I should have gotten a year book to keep as a reference. I did make a picture seating chart…which was time consuming but well worth it. I used Xeroxed pictures from the yearbook. The students respect me more and feel better when I can call them by name." Mandy also provided the following statement in response to managing a classroom: "Don't wait until the end of the school year for everybody to do clay; start with an organized classroom before school starts; keep a running shopping list of materials that need to be purchased; have some sub plans ready in the waiting; have plenty of empty space for projects in the making; keep collections of junk out of the class

to free up space…;ask jiffy marts for plastic coke crates. Line them with newspaper and they are ready for wet projects; stack and staple news paper pages ¼ inch thick for table coverings. When the top sheet is dirty, it rips right off and leaves a clean surface."

Participant Nine (E-2): Kay did not take coursework that offered classroom management due to having a degree in graphic design. When posed with the question "What do you know now that would have helped you during your first years of teaching?" she had the following to say on the questionnaire: "Volumes! Mostly to watch others, take what works for them and make it work for you. Lots of organizational stuff that I generated through the years to make things easier, but I guess everyone has to develop those things for themselves." As a beginning teacher Kay found problems in the following areas: "Behavior Management; I didn't understand why they would misbehave since I thought what we were doing was the greatest stuff ever. Also, expectations, it takes a while to realize that all of the students won't reach your expectations and no matter how complete the instructions and how carefully thought out the lesson, someone is going to do it entirely wrong!"

Participant Ten (E-3): Dixie indicated that behavior management was not taught as a course and that it was not embedded in any course work taken. When asked Question 3, "What do you know now that would have helped during your first years of teaching?" Dixie replied: "We are really just planning time for teachers and as long as we work closely trying to more integrative projects, as I do now, the support and respect I need for my program has drastically improved along with the children understanding it is not time to play." She goes on to say "Material and budget, where to purchase items to make what

small budget money go further" was among the largest problems faced in the early years. Also, "time management, staying on the tight schedule since the next class will be here in 40 minutes. No planning and being asked to do so many special projects; learning to say no." were among big issues for Dixie.

Participant Eleven (E-4): Lee states that there was no classroom management course taken, however indicates that thee material was embedded in the course work. "I can only say that it was embedded in the quarter I spent student teaching and if I had not had an awesome teacher to work under, I would have given up years ago. I realize it is hard to 'teach,' but surely we could have been shown some video or had 'real' public school educators come into our college classes and share some first hand experiences with us. I never had a course in writing lesson plans and why I would want to which also would have helped me tremendously in classroom management. They really go hand and hand. (Of course back when me and the dinosaurs roamed the earth we didn't have any classroom management problems, right?)" Lee, during the first years she wished "I had developed better rapport with parents of my students."

Participant Twelve (E-5): Mike had classroom management embedded in the coursework as an educator, however there was not a course provided that was exclusively dealing with classroom management. It is stated that having "a mentor teacher" would have helped during the first years of teaching. The one problem that Mike found difficulty resolving was "How do you get it all done and still have time for family?"

Participant Thirteen (E-6): Karen did have a class on classroom management and had this to say about it: "Testimony of experienced teachers from challenging schools and

watching videos" would have improved the course. It provided "minimal training—reading a book (Wong's) and student teaching experiences—provided an introduction to students, community, and teaching environments" this helped Karen become "exposed to management techniques." She goes on to further say "preparing responses and scenarios w/discussion may have helped" better the course. During the first years of teaching Karen survived by "finding out tips from other teachers." However, Karen had problems in the following areas: "Administration's handling of student's behaviors" were "weak and ineffective;" Office referrals were of no importance; and "children who challenged authority verbally--a problem."

Participant Fourteen (E-7): Sue did not have a course in classroom management; however, it was covered by being embedded in the coursework. Sue had this to say: given "a little reference information and material." She goes further to state that it could be improved by providing "Several field experiences and practicum's at inner-city elementary schools—the more experiences the better." When asked to answer the question "What do you know now that would have helped you during your first years of teaching?" she had this to reply "what the school-wide discipline plan was—what the administration expected of me to handle on my own; mentor, Even if not in my own subject area.

Participant Fifteen (E-8): Jan stated that classroom management was embedded in the coursework and had the following to say about it "There was a course where we taught in a classroom two days a week and met in the school building the other three days to share and talk about what worked and what did not. The classroom teacher was in the room

while we taught, so she had already established the ground rules…so we had some of the behavior done for us. The materials management was practiced though." When posed with question 3 she had the following advice "It is very important to know each student's first name at least, even if there are 900 of them; Taking time to teach students to do as much of the clean up and preparation for the next class is worth the time no matter how long; Never be too stubborn to call a project quits if it seems over their heads. It will only lead to their frustration and that leads to behavior problems. It is not a sign of being a poor teacher; contact parents when behaviors continue on a regular basis." As a beginning teacher Jan had the following issues "I only had one sink in my art room and it leaked. There was very little storage space for supplies and for drying work and very little money.

4-3 is a summary of the findings regarding Teacher Preparation Coursework

Table 4-3: Teacher Preparation Coursework				Done by Averages
Questions	Group One (HS)	Group Two (MS)	Group Three Elementary K-5	Approx. Average (rounded)
1) Class on Classroom Management Taught in College/University	No,Yes, No, Yes	No,No,No	NA,No,No,No, No,Yes,No,No	11/14 say no (78.6%)
2) Classroom Management Embedded	Yes,Yes,Yes, Yes	No,Yes,Yes	NA,Yes,No,Yes, Yes,Yes,Yes,Yes	12/14 say yes (85.7)
Based on question 1) & 2), have the educators received some classroom management course work?	Yes	Some	To the most part	Some

Summary of Chart 4-3

It can be gathered from the data in the chart above that 11 out of the 15 teachers (79%) participating in this survey attended colleges/universities that did not offer a course in classroom management however, 12 out of the 15 (86%) participants did have some classroom management information and material provided to them within their teacher preparation coursework.

Summary of Data Collected

Although many of the art educators in this study completed coursework that included some information on classroom management, the data indicates that the participants would suggest more focus on this area. They expressed that practical experience gained from practicums helped, but it was limited. As Jan explained that it was limited due to having the ground rules of the classroom already set by the observing teacher (the classroom teacher).

One educator stated that classroom management was something that she felt could not be taught. She indicated that it was something that had to be modeled. Another participant indicated that it was not exclusively taught because college professors are removed from the classroom setting and may not understand the current classroom and it's management issues.

The teachers suggested watching others (peer observation) to learn strategies that may work in your classroom. It also can be concluded that having a mentor teacher during ones first years would be helpful. Karen, stated that she would have liked a class that included testimony from experienced teachers who taught in challenging schools and

videos on classroom management issues. She explained that reading material on the subject doe helps, but it does not have the same impact. Sue indicated that she would have liked to have had more field experiences and for the experiences to have been in more challenging settings.

Reflections

Like most of the participants in this study, I too had classroom management information supplied to me during coursework, however I do personally wish that I had taken a class that was centered around this topic and geared toward the art classroom. There are so many areas of discussion for this topic in relation to the art classroom environment. This study only tackles a small portion. During my first years, I did not know how to set up my room to prevent students from sneaking in and/or out. I did not know how to organize my supplies, materials, and lessons. I struggled with consistently maintaining rules and procedures and taking attendance. Time management was not my friend nor did I have a planning period to plan out my time. I surely was not going to take work home after each busy day; I needed a break each day from reality (like becoming a vegetable in front of the TV). So instead of taking work home, I would stay late at school to get caught up each day. My family suffered because I did not have quality time at home. The days I got off of work on time, I had to attend graduate classes. The first years were tough! I took time off from work each month to observe other teachers in the county, many of which are in this report. With their guidance and suggestions I was able to get my act together by the second year, but I still struggled when it came to behavior management. What I was taught about behavior management

in school through the readings did not apply to all of my issues. I needed the assistance provided by art educators who had dealt with some of the same problems.

C) Daily classroom management issues

The participant's responses in this category relate to classroom management issues. The questions to the following responses are listed below and also can be found in Appendix B of this report.

The following questions relate to Daily Classroom Management

1. Are there any physical classroom features that impede your management of student behavior?
   If so, please explain:

_____

2. Are there any scheduling or student class load assignments that impede your management of student behavior?
   If so, please explain:

_____

3. Are there any other contextual situations that impede your management of student behavior?
   If so, please explain:

_____

4. What do you see as the main causes of student misbehavior in the classroom?

_____

5. On the scale of 1 (low) to 5 (high), please rate the level of teacher directed structure that you prefer in your classroom.
1__2__3__4__5___

6. Are there any times you expect your students to function independently in the art classroom?

a. Getting out materials and supplies	Yes	No
b. Passing out materials to classmates	Yes	No
c. Putting away work and materials	Yes	No
d. Making up missed assignments	Yes	No
e. Assisting other students in class/group work	Yes	No
f. Other		

Group One:

(High School)—Includes grades 9-12 (ages 14-18)

Participant One (HS-1): Lynn indicated she works in a new school, however it is of "poor design." "It has two areas in which I cannot see the students, has a terrible echo which makes it impossible to speak to the class, and no storage so I can teach students responsibility and clean up." She also discussed the notions that art is used as a "dumping ground; placing known problems in art such as students who are known to huff aerosols or cut themselves." She indicated that the main causes of student misbehavior she sees is "students placed in art who don't have an interest in art. Most students who fail art do it deliberately to punish their parents." When asked to list on a scale of 1-5 with 5 being high in relation to how much teacher related structure she prefers, Lynn rated herself in a mid range of 3. Lynn expects students to work independently in her classroom while getting out materials and supplies, passing out materials to classmates, putting away work and materials, making up missed assignments, assisting other students in class/group work activities and "generating ideas for their own work using the materials provided."

Participant Two (HS-2): Dianne also is a teacher in a fairly new classroom environment. She also indicated the "physical structure of the room has many areas that the students like to gravitate to but they know they are off limits. Monitoring the space could be difficult for a novice teacher." Areas that impede her classroom teaching abilities are overloading of classes, which she states "presents problems for time management" and makes it "difficult to help students effectively in the time restraints given. More students

means less quality time with students." Other contextual situation that make teaching difficult for Dianne include "testing schedules at the high school level can be a nightmare in trying to keep groups of students together on a pacing schedule and loss of time is always a problem." Dianne indicated that the she sees the problems faced in classrooms stems from "lack of structure and rules, the over-crowing of the classroom, time constraints, multiple personalities with in classes and immaturity of the students." When she was asked to rate her level of structure in her classroom, and she gave herself a 4 out of 5. Dianne expects her students to function independently in the classroom when getting out materials and supplies, passing out materials to classmates, putting away work and materials, making up missed assignments, and assisting other students in class/group work activities.

Participant Three (HS-3) Reba stated that "I have 3 classrooms that are small with blind spots everywhere (there are places for students to leave the immediate class environment), there could be a larger room where I could have more desks so they did not have to share." When asked if any scheduling problems impede the classroom environment, she said "No, 32-33 students with ¼ special education and no para-pro at the start of the year was a struggle" Reba stated that a contextual situation that impeded the learning environment was that "The noise level is high because of the classroom design. Every time someone moves the metal stools, raps on a desk, etc…the echo magnifies the sound." She sees the main causes of student behavior as "overly social attitudes and low academic focus, gang influence at the school overall, and a history of low teacher expectations in the classroom through middle and high schools." She has a

fair amount of teacher directed structure (4) and expects her students to be able to work independently with supplies, group work, and making up missed assignments.

Participant Four (HS-4): Nancy Indicated that physical classrooms tend to impede one's management of student behavior and that rooms should be designed to allow the teacher "to be able to see all students at all times" while designed to "keep low noise levels" She also indicates that art rooms "should be large enough to accommodate students." Sometimes class load assignments impede student learning and classroom management. "Special education being assigned to art classes without para-pros" can at times make things difficult. She indicated that at times students are "warehoused in art classes" making teaching to those who wish to be in class difficult. She also has problems with "students and parents thinking art is an easy 'A.'" and "that all students do is color pictures." She sees that the main causes of student behavior as "'children are inherently evil—Just Joking,' the main causes are children who take art without knowing what the class involves" She rates her level of teacher directed structure in the middle with a 3 and expects her students to function independently with supplies, materials, missing assignment, and group work. Nancy indicated that "we have to be the people who enforce discipline; it takes a whole class, just like it takes a village to raise a child."

Group Two:

Participant Five (MS-1): Lacy stated that "higher student counts in some classes due to drop in the number of connection classes available for rotation, impede classroom management and management of student behavior." She stated that the main causes of student behavioral problems stems from lack of administrative support, "discipline, and

lack of parental reinforcement." Other possible causes are "home training and hormones!" When asked about her amount of teacher structure used in the classroom she rated herself a 4 out of 5. Lacy expects her students to function independently in the classroom when getting out materials and supplies, passing out materials to classmates, putting away work and materials, making up missed assignments, and assisting other students in class/group work activities.

Participant Six (MS-2): With regard to the classroom design, Jess stated that "there should be no hidden areas, such as around corners or behind cabinets. A teacher can't be in two places at once. The entire room should be open." When asked about issues that impede the management of student behavior she replied on the questionnaire "The entire time I've been an art teacher, and every level I've taught, art classes can be used as a 'dumping ground' for students who just don't have anywhere else to go. It seems the general idea that the size limitations do not apply to art." Other contextual situations or problems that face art teachers that impede the management of student behavior relate to "non-consistent follow-through by administration. Commenting on the causes of student behavior, Jess said, "Students should never have time to just sit or just socialize. I have learned to make sure there is enough overlap in assignments that they never have free time." However, she stated that she keeps a mid range (3) of teacher directed structure. She expects her students to function independently in areas of passing out materials, putting up work and materials and making up assignments, however she keeps control of getting the materials and limits the amount of group work.

Participant Seven (MS-3): Lisa explained that physical features that impede her classroom management are "I have odd shaped tables that make it difficult to arrange the classroom for different activities." School issues that impede student behavior include "we have block scheduling Monday-Thursday for 90 minutes of class time and 3 classes a day. On Fridays they are split with 6 classes for 45 minutes. Students have to be escorted on Fridays to and from classes and class time is lost." Another issue includes contacting the parent before giving detention or referrals, but "many of my students do not have working numbers." Lisa feels that the main causes of student behavior relate to "not enough materials so they have to wait and take turns (Down time). She stated that personally "I give too many warnings. I don't call home enough and document behavior because I have 185 students. When rating her level of structure she gave her self a 3 out of 5. Lisa expects her students to function independently in the classroom when getting out materials and supplies, passing out materials to classmates, putting away work and materials, making up missed assignments, assisting other students in class/group work activities, and "if they don't listen during instruction, I expect them to ask a classmate for instruction so I don't have to repeat myself."

Group Three

Participant Eight (E-1): Did not comment

Participant Nine (E-2): Kay listed the main causes of student misbehavior as "acting out for attention of peers, frustration for not being able to do the work, and attention." Kay felt that she earned a 5 out of 5 in the area of teacher structure in the classroom. She expects the students to work independently in the areas of getting out materials and

supplies, passing out materials to classmates, putting away work and materials, making up missed assignments, and assisting other students in class/group work activities.

Participant Ten (E-3): The physical features that impede learning for Dixie were "a long narrow room that has students too far from the front and tables that are large for younger students to reach supplies, causing them to be out of their seats more and off task more often." Class load for Dixie "is better this year than in the past. Now I have 40 minutes instead of 30, but many classes are loaded with special students coming from special education into already full classes." Dixie rated teacher directed structure in her classroom as a 5 out of 5 however, she indicates that she provides some freedom to function independently in the areas of passing out materials to classmates and putting away work and materials.

Participant Eleven (E-4): Lee discussed physical classroom features that impede management of student behavior "…When I traveled from school to school and classroom to classroom, the set up of the room I taught in would hinder my management due to the fact that I had to set my stuff up before I could begin teaching. If I didn't keep the lesson going as I set up I would lose the students and they would begin acting out with their friends and regaining their attention would be difficult. Having a room of my own has allowed me to set up long before the students get to my room and I can start the lesson as soon as they sit down." Regarding the scheduling issues she had faced in the past include "Last year I taught 10 classes a day with NO time in between; so as one group left, the other one was already lined up to come in. I could never teach different mediums which meant sometimes I was either teaching over the heads of one class or too

low for another class because there are certain things you do not do with kindergarten students before December… (i.e., cutting with scissors or painting) This year I have a class and a third of the 3rd graders in a group. These students are only together for art, music and PE. They do not act like a regular class as they have "strangers" in their group, so they don't care if they get in trouble, as they don't know which teacher will accept the blame???? We have 3 groups like this and all of the specials teachers struggle with the same issue. It has made many frustrating afternoons this year." Lee states that the main causes for student behavior include "Their need for attention which they do almost anything to get. Sometimes the misbehavior truly comes from self-protection when they feel the art is too hard for them or someone teases them about it. If they misbehave then they don't have to do it and feel embarrassed in the first place. I try as hard as I can to help individuals but then someone else will act up because I am spending time with someone else so they mess up just so I will help them. It all seems to relate to a real need for attention from an adult.

Lee rated her level of classroom teacher directed structure as a 2 out of 5. She gives freedom to the students to work independently in the areas of getting out materials and supplies, making up missed assignments, assisting other students in class/group work and "working at the computer station…in the back of the room."

Participant Twelve (E-5): Mike stated "some of the special needs students do not blend in with the students in their art class." which impedes the management of student behavior. "Most of the special education students take up most of my time redirecting them." He goes on to discuss student misbehavior as being "a lack of pride in their work.

If it isn't easy and fast they don't want to do it." He rated himself with a 2 out of 5 in teacher directed structure in the classroom with giving freedom to get out materials and supplies, passing out work to classmates, and assisting other students in class/group work.

Participant Thirteen (E-6): Karen discussed the contextual situations that impede the management of student behavior in her setting as a Title One School due to "students being born into poverty as being socially motivated and not adapt easily to middle class values, standards, rules, and practices." Also, Karen described causes of student misbehavior as "boredom, opportunity to be outside strict classroom practices, …and desire to stir up classmates to conflict." Karen rated herself in the area of having teacher directed structure as a 3 out of 5 since she allows her students to work independently in the areas of getting out materials and supplies, passing them out, putting up work and materials, making up missed assignments, assisting other students in class/group work assignments, "use of free time when projects are complete, and solving problems, cleaning spills and accidents."

Participant Fourteen (E-7): Sue discussed class load assignments, "sometimes there are no breaks in between art classes. There are usually 10 classes scheduled back to back with time for planning every other day." Sue discusses causes of some behaviors as "too many students in a class or too many special needs students included…" Sue rates herself as a 3 in relation to having teacher directed structure in the art classroom while encouraging her students to function independently in the areas of getting out materials and supplies, passing out materials to classmates, putting up work and materials, and

assisting others in group work—"all of which is prefaced with teacher directions and expectations."

Participant Fifteen (E-8): Jan described the environmental features that impede the management of student behaviors as "The older the students get, the larger the numbers are in the classroom. It makes it impossible to separate troublemakers from the group since the classroom is crowded with bigger bodies." In relation to the causes of student behavior, she noted that "Students who struggle with student behavior issues in other environments will struggle if the assignment is too difficult, or perceived as too difficult for that student to have success in his or her eyes. They may just decide to shut down on the art and misbehave to fill the time. Some students may be enticed to misbehave in next to certain others." She rated herself in relation to teacher directed structure in the classroom as "3-4 depending on the grade level and time of year." She states, "One student per group performs tasks…that require getting up and walking around. I call them table captains. It cuts down on the mayhem of too many people up at once and it also cuts spillage and accidents quite a bit." These students "captains" are expected to work independently with materials. She also allows her students to participate in group work activities.

Table 4-4 is a summary of the findings.

Table 4-4: Teacher Directed Structure				Done by Averages
Question	HS	MS	Elementary	Approx. Average (rounded) and based on a 1) low to 5) high scale
Level of Teacher Directed Structure	4, 3, 4, 3	3, 3,4	3.5, 3, 3, 2, 2, 5, 5,	3.4
Average rating	High Middle	Middle	Middle	Middle
Group Totals	3.5	3.3	3.35	3.4

Summary of Table 4-4

The results from the above Table 4-4 indicate that the participating teachers in this study score themselves in the middle to upper middle range of having teacher directed structure in the classroom with high school teachers on average requiring more structure. Looking at the chart, one can see a deviation between teacher directed structure levels being as low as two (little structure) and as high as five (a lot of structure); nevertheless, there is much greater of a deviation within group Three at the elementary level. However, over all the groups on average have an adequate amount of structure being rated with a 3.4. This rating of adequate range of 3.4 is also consistent with each group's average with the high school group being rated with a 3.5, the middle school group a 3.3 and the elementary group a 3.35. For the most part the teachers in this study have a mid range of structure in their classrooms for each grade level. Based on the data one can conclude that teachers in art need to have some level of structure for class control and safety, but they also allow some freedom perhaps to promote creativity.

Summary of data collected

From the data provided in this section, it appears that time management and classroom management are possible issues that impede teacher management of a classroom environment. Teachers collectively found problems with poor classroom design, unmotivated students, over crowded classrooms, issues with special needs students, inconsistent administration, and failure of parents to support school discipline. According to the data, storage was a major issue among high school teachers. They felt that their classrooms were of poor design, which enhanced the difficulty in monitoring students. Another major issue for high school teachers was that at times art is used as a "dumping ground;" that is the practice of placing known problem students in a course regardless of the student's interests or abilities. This is truly difficult for high school teachers who have materials that could be potentially dangerous.

Middle school teachers find that support from parents and administration to be among some of the most challenging issues in this section. When these are lacking, it makes dealing with pubescent teens extremely difficult. They, like the high school teachers, also do feel that art can be a "dumping ground." In the county used in this study, middle school students are on rotation and chosen by the computer to attend art classes. The art teacher does not get to choose his/her students, nor does the student get to choose art, thus creating an atmosphere that could be potentially disruptive and more difficult to teach.

The elementary art educators participating in the study indicate that time frames given to the students can be difficult and one teacher indicates that they have to travel

between two schools. Issues that they reported that hinder teaching include keeping the attention of the young students and class load assignments.

Reflections

I have a classroom similar to the high school participants in the study. It is large, has a lot of blind spots, does not have an office for my personal things, is loud and lacks storage. Like the other educators in the study, I receive large class assignments and in the past have taught three subjects at the same time, in the same classroom, with 37 students. None of the course material I was teaching related to any of the other subjects. I also teach a large number of students with special needs, who tend to be less motivated and lack the skills needed to complete assignments and tasks. The main student misbehavior Occurs among my lower socio-economic population, who view my class as a place to hang out with their friends. The lower socio-economic students also tend to be special education students; most of these students do not have a contact number for their parents, which makes it difficult to solve some of the behavioral issues that could be resolved without discipline referrals. I like to have a low amount of teacher directed structure in my classroom in the upper levels and more structure for beginning students. I expect my advanced students to be able to function on their own without me when it comes to bell work, getting out and cleaning up supplies and working in groups. I keep a closer eye on my beginning students and usually hand out what they need.

D) Related information for the improvement of the classroom environment

Table 4-5 presents responses to Questions listed below and found also in the questionnaire located in Appendix B.

The following questions are related to Improving the Classroom Environment

3. Which of the following aspects of the art classroom are the most important to you?

Please rate the following with (5) being of highest importance and (1) being of low importance.

__Having a seating chart
1__2__3__4__5___
__Having storage for student work and storage for classroom materials (organization)
1__2__3__4__5___
__Having space to provide your students with an interesting still life arrangement.
1__2__3__4__5___
__Being able to visually monitor your students at all times.
1__2__3__4__5___
__Classroom Safety
1__2__3__4__5___
__Being able to keep the environment clean.
1__2__3__4__5___
__Having room to display students works
1__2__3__4__5___
__Having proper/adequate studio equipment
1__2__3__4__5___
__Having enough books for all of your students
1__2__3__4__5___
__Having a demonstration area
1__2__3__4__5___
Other_____

4. How many classroom rules do you have for your classroom? (please circle one)

0 1-6 7-12 13+

TABLE 4-5: Improving the classroom environment				
Questions (refer to survey for complete questions)	***HS (group 1)***	***MS (group 2)***	***Elementary (group 3)***	***Totals (rounded)***
3) Which of the following aspects of the art classroom are the most important to you? **Please rate the following with 5) being of highest importance and 1) being of low importance.**				
Seating Chart	5,4,5,3 = 4.25	4,2,5 = 3.6	4,4,5,5,5,4,5 = 4.6	4.2
Storage	5,5,5,5 = 5	5,5,5 = 5	5,5,5,5,5,5,5 = 5	5
Space for still life	3,5,4, 2= 3.5	2,4,5 = 3.6	4,2,1,3,4,4,2 = 2.8	3.3
Able to visually monitor students	5,4,5,5 = 4.75	5,5,5 = 5	5,5,5,5,5,5,5 = 5	4.9
Classroom safety	5,5,5,5 = 5	5,5,5 = 5	5,5,5,5,5,5,5 = 5	5
Clean Environment	5,4,5,5 = 4.75	5,3,4 = 4	3,2,4,4,5,4,4 = 3.7	4.15
Area to display student work	5,5,5,5 = 5	4,5,2 = 3.6	5,2,5,5,5,4,5 = 4.4	4.3
Proper/adequate equipment	5,5,5,5= 5	5,4,5 = 4.6	5,2,4,5,5,4,5 = 4.3	4.6
Having enough books	4,5,5,5= 4.75	3,3,5 = 3.6	1,1,1,3,3,2,2 = 1.8	3.4
Having a demonstration area	5,5,5,5= 5	2,3,5 =3.3	3,4,5,4,5,3,5 = 4.1	4.1
4) How many rules do you have in the classroom?				
1-6, 7-12, 13+	1-6	1-6	1-6	Unanimous 1-6 Rules

Summary of Table 4-5

It can be gathered from the above chart that participants in all groups and grade levels agreed that having enough storage and maintaining safety in the classroom is of the two most important aspects of the classroom environment. All participants rated the ability to visually monitor the classroom environment and proper working equipment as their highest priorities. It is interesting to see that based on the data provided, having

enough books for the students in the classroom was of greater concern to high school teachers, who relied more on the text than elementary teachers. The data also provides evidence that all of the participating teachers in each grade level require less then six rules to maintain order.

Reflections on Chart Data

Personally, I can agree with the data in relation to both lack of storage and maintaining safety. In my classroom I had to build my own shelving, ask for a storage trailer, and find other areas to store supplies and student works (we work large and with wood, metal, etc). It is true that I have a very large room, however the engineers were out to lunch when designing storage for my classroom. When it comes to safety, I am very concerned with the issue. We do use power tools and potentially dangerous materials. We also make our own clays and glazes, which may contain toxic chemicals in powder form. Following procedures and rules is of the up most concern and takes a lot of planning; not to mention, students must always have proper tools and gear, training, and attire for each class.

E) Essential Rules and Gaining Trust

The following responses are to questions One, Two, Five and Six of this section. The questions can be found below and in Appendix B of this report. The questions relate to teacher's essential rules and gaining trust, respect, and compliance while relating positively to one's students.

The following questions are related to Improving the Classroom Environment

1. How do you hope the students will perceive you as the teacher of the art classroom?

---

2. What do you believe is most important in establishing a good classroom management system?

---

5. Please explain one or two rules that you consider to be the most essential to your successful classroom environment?

---

6. How would you as a teacher gain trust, respect and compliance while relating positively to your students?

Group One:

(High School)—Includes grades 9-12 (ages 14-18)

Participant One (HS-1): Lynn hopes her students perceive her "as a person who starts idea and provides materials and resources for them to express their own thoughts." Lynn believes that the most important thing in establishing a good management system is " having consistent procedures, a good seating chart, and being sure students understand what to do." She states rules she considers essential for a successful environment as "we focus our full attention on art when we are in the studio. We all help clean up." She gains trust, respect and compliance while relating positively to her students by "Show an interest in their interest, get to know them, build relationships."

Participant Two (HS-2): Dianne hopes her students perceive her as "One who instructs but gives them freedom to experiment and explore and see their abilities and capabilities in art." Dianne believes that the most important thing in establishing a good management system is "Structure and routine from the first day. When students know what to expect

on a consistent basis, they work better and they then enjoy changes. When they know the routine, class time is used more effectively" She states rules she considers essential for a successful environment as "Come ready to learn and work; believe in yourself, and what you can accomplish; be respectful (teacher, self, others)." She says she gains trust, respect and compliance while relating positively to her students by "establishing rules and motives but it is also as important for the students to know you are interested in them (as individuals)." Their ideas and their aspirations for future growth and learning helps them believe in themselves."

Participant Three (HS-3) Reba hopes her students perceive her as "kind, relevant, smart, creative, artistic, responsible, yet firm." She believes the most important thing in establishing a good management system as "being very firm and establishing a rapport" also it is important to have "expectations for behavior, seating chart, positive rewards…for students passing and without discipline infractions." Reba's top rules are "treat others as you like to be treated and follow all school expectations." She gains trust from her students along with respect and compliance by "encouraging positive behavior and parent contact upon negative behavior."

Participant Four (HS-4) Nancy wishes her students to see her as "fair, honest and consistent" and believes these three things are needed to establish a good classroom management system. Among the most important factors to success as a teacher is "being supported by counselors, administrators, and parents." Her rules are "stay in your seat and work bell to bell (everyone in the class works together)." As a teacher she gains the

trust, respect and compliance of her students by "knowing the subject, having a passion about the job and caring about every student in the class."

Group Two:

Participant Five (MS-1): Lacy hopes her students perceive her as the "educator, facilitator, motivator of personal talent/interest in art, mentor." Lacy believes that the most important thing in establishing a good management system is "structure and supervision in lessons, materials, behavior, and classroom layout." She states rules she considers essential for a successful environment as "respect for people, materials, and property in the art room." She gains trust, respect and compliance while relating positively to her students. She suggests that teachers "Speak to them [students] with respect as you give instructions and guidance. Let them know your expectations and enforce them in a fair manner."

Participant Six (MS-2): Jess hopes her students perceive her "as someone who is very passionate and knowledgeable about art, and someone who has chosen to try to enrich their lives by sharing that passion and knowledge with them." Jess believes that the most important thing in establishing a good management system is "letting your students know that you are fair and consistent. Consistency is key." She states rules she considers essential for a successful environment as "Come in to class prepared every day. Respect the work and supplies of other students." She gains trust, respect and compliance while relating positively to her students by finding "something in common that I can just talk to my students about. I also try to laugh with them as often as possible."

Participant Seven (MS-3): Lisa hopes her students perceive her as "strict and that they learn and complete many art projects." Lisa believes that the most important thing in establishing a good management system is "Have the rules and procedures posted and implemented daily. Go over the classroom expectations and consequences and have great documentation and parent contacts so the students really believe you." She states rules she considers essential for a successful environment as "Stay seated! In middle school they'll tap, kick, slap, and horseplay if they are not glued to their seats." She believes that to gain respect, "You must be fair! and consistent! in everything that you do. I had a repeating student pay me the biggest complement. He told another student that was angry with me that 'Mrs. Lisa is not mean, she's just real fair." She also provides a "cool down, time out, can't participate area for the students to go to."

Group Three

Participant Eight (E-1): Mandy hopes her students perceive her "as a positive person" Mandy believes that the most important thing in establishing a good management system is knowing "tried and true procedures instead of trying out something and finding it didn't work."

Participant Nine (E-2): Kay states rules she considers essential for a successful environment as "Be respectful of yourself, your classmates, your teacher, and your environment." She gains trust, respect and compliance while relating positively to her students by treating them "with respect and trust unless they show me that I cannot trust them."

Participant Ten (E-3): Dixie hopes her students perceive her "as a positive adult who loves art, teaching and children. Someone who encourages students to express themselves even if ability is not as good as others and teacher who takes on extra responsibilities." Dixie believes that the most important thing in establishing a good management system is "Having set classroom procedures and routines and stick to them." She says the rules she considers essential for a successful environment as "Show respect for others and their work. That rule seems to take care of keeping students on task, taking care of supplies and listening so I do not need a lot of rules to cover things." She gains trust, respect and compliance while relating positively to her students by "modeling respect for students and appreciating their works. I am not trying to be their buddy… Getting into current event discussions only too keeps students from doing their work. I am very organized and students seem to respond well. They know routines and expectations and rarely let me down."

Participant Eleven (E-4): Lee hopes her students "respect me as both as an adult teacher and an artist. As a high school art teacher it was very easy to feel like I had to prove my art to the students, and I don't really know why. All I had to do that was share some of my own art with the students, but until I did, I felt like they weren't quite convinced that I knew anything worth teaching. In elementary school, I could draw or paint anything and they actually applaud me. At this level, I simply want the respect as an adult and teacher from the students and parents should I need to contact them. This only comes from showing the students respect and sticking to my rules and discipline plan from the beginning."

Lee believes that the most important thing in establishing a good management system is "Starting off at the very beginning with a plan for classroom management and a set of rules that you stick to even if the students try to "push" them by demonstrating challenging behaviors. The consequences need to be ones that you will follow through with the first time a student crosses the line. If any of these consequences involve the administration, you need to be sure they are on the same page as you or that might 'undo' your plan before it even gets started. When I student taught, we talked about what worked for our teachers and shared ideas with each other so by the time we were done we each had a 'sampling' of discipline rules and plans which we could refer back to as we got started in our own art rooms."

She states rules she considers essential for a successful environment as "Listen with your eyes and your ears! In my room you won't really know what we're going to do or why we do it if you don't 'see' it because what I teach is VISUAL art. Once my students realize that I am not going to feed them to the wolves and expect them to do something that I have not shown them, they seem much more receptive to the lesson and more willing to try it. Always do your very best! Is my last rule and it is explained with statements like, 'and my very best is not like your very best… Mary's very best is not the same as Jose's very best, etc…' It is another way to say that we all do art differently and have different things we like, about art and ways to experience art. There is really no SINGLE right or wrong way except to no longer TRY!"

She gains trust, respect and compliance while relating positively to her students by making sure her students "felt the respect mutually and witnessed the respect I have

for my peers in the building. I would also do my very best to be as consistent as I could be when it comes to my treatment of my students from things like picking helpers to putting someone in time-out. I try not to yell at anyone, do not insult anyone and certainly do not talk about any individual in any negative way. If I show an example of some art that could use some improving, I never show or refer to the owner's name. I reserve that for showing work off for something positive."

Participant Twelve (E-5): Mike hopes his students perceive him "as an artist as well as a teacher" Mike believes that the most important thing in establishing a good management system is "show your students you care about them as individuals." He states the rule he considers essential for a successful environment as "be respectful to yourself, others, and classroom material." He gains trust, respect and compliance while relating positively to his students by "building on the student's positive attributes."

Participant Thirteen (E-6): Karen hopes her students perceive her "as a teacher, leader, artist, problem solver, encourager" who is "exciting and approachable." Karen believes that the most important thing in establishing a good management system is "Posting standards,/rules; reminding students of expectations; posting and maintaining responsibilities/jobs for each student at each table; teaching materials management and clean up; rewards and praise." She states rules she considers essential for a successful environment as "being responsible and respectful with art materials."

Participant Fourteen (E-7): Sue hopes her students perceive her as "clear and consistent about school rules, classroom expectations, routines, and behavior consequences." Sue believes that the most important thing in establishing a good management system is

"having clear, consistent, routine expectations, communication with other teachers, and asking for help when help or new strategies are needed." She states rules she considers essential for a successful environment as "Be ready, Be responsible, Be respectful; these are our school wide standards for success." She gains trust, respect and compliance while relating positively to her students by "communicating with certain students; the ones who always follow rules, but are not recognized and speaking one-on-one with a student who is consistently having difficulty and recognizing when they do follow a rule or have a good day."

Participant Fifteen (E-8): Jan hopes her students perceive her "As a mentor who is there to push them to another level in their creative processing and experiences. I facilitate assignments, but they have the artistic freedom to add. I provide the jumping of point and they decide what 'tricks' to perform." Jan believes that the most important things in establishing a good management system are: "Knowing the names is a must. Taking the time to explain and classroom procedures, rewards, and consequences is an on going task, but worth it. Staying true to the plan is important. You must do what you say. Being ready with tools, supplies and goals keeps behavior break-outs to a minimum. Start simple; gain the students trust by making sure they all feel successful on the first assignment. They become better listeners and direction followers when they trust that you know what you are talking about."

Jan's rules she considers essential for a successful environment are "represented by three picture signs in front of my classroom. The red sign means that it is not a talking time. It can come down during production. It is up when students enter, are listening to

directions, and line up to leave. The yellow sign means they must raise their hands to ask a question, answer questions and get help; it is always up. The blue sign means they must use tools correctly. It stays up all of the time too."

Summary of Data

It can be concluded by the data provided in this section that the high school teachers in this study believe that having good procedures for projects (Lynn), keeping a seating chart for early art levels (Reba), setting routines and consistency (Dianne/Nancy) are key to establishing a good classroom management system. The rules collected from each teacher are: Be respectful (Reba/Dianne), Clean up after your self (Lynn), Come in ready to work from bell to bell (Dianne/Nancy), and Believe in your self (Dianne). They also indicate they build respect and compliance from their students by showing interest in them, establish rules and stick to them, and by having a passion for the job.

Middle school teachers believe in order to establish a good management system a teacher needs to provide structure and supervision of the students during all activities (Lacy), let them know that you are fair and consistent as a teacher (Jess), and make sure to have all rules and procedures posted in the classroom of which you go over, continue to review and implement every day (Lisa). One teacher indicated that one should document behavior and build a good rapport through parent contact. A combined list of rules deemed of value from the middle school participants are 1) stay seated, 2) clean up your area, 3) come to class prepared, 4) respect the work and supplies of others, and 5) respect the materials and property in the art room. Based on the data provided, to gain

the trust and respect of the students in middle school one needs to be fair and consistent (Lacy/Lisa), and that you take the time to show interest in them as individuals (Jess).

Elementary teachers in this study provided data that indicates in order to have a good management plan in elementary school, one needs to not only set classroom rules and procedures (Mandy), he or she needs to post them in the classroom and stick to them (Dixie); make sure that you and the administration are on the same page in relation to discipline (Lee). They believe you need to show your students you care about them as individuals (Kay/Mike), ask for help from other teachers when needed (Lee/Sue), and be prepared for class every day (Sue/Karen/Lee). The rules they provided are 1) Raise your hand to speak (answer question or ask a question) (Jan), 2) Be respectful and responsible for ones actions, and classroom materials (Kay/Dixie/Mike/Karen/Sue) 3) Be ready for class (Sue), and 4) Listen with your eyes and ears (Lee). The teachers gain the respect and trust of their students by treating them with respect (which means also modeling respect), being consistent and fair (do what your say you will do), and build on the students positive attributes. Consistency that is fair to each student in the class along with treating each student with the respect the teacher also deserves is key to maintaining order and building trust among the student body.

Reflections

Looking back on my years of teaching, I can honestly say being perceived as fair and consistent stand above the rest when being viewed by the student. Some will like you and some will not, a teacher will gain better respect by being consistent and fair. To establish a good classroom environment, one needs to follow the above statement along

with being prepared and well organized. When reflecting on question 3 which relates to the aspects of the classroom I find most important I would have to say being able to monitor the students, providing safety, having a clean environment, having proper/adequate studio equipment and enough books for my classroom would be my ranking. I do not care about seating charts for high school students. My classroom rules are simple. I ask that students to come into class, drop their bags at the door, complete bell work assignments while I take roll and respect the teacher, classroom, all materials and all students. I expect them to listen when I speak just as I give them the same courtesy. Last, I expect them to clean up after themselves and assist others who are having problems with it. I gain trust and compliance by modeling the behaviors I expect while as I stated earlier, being fair and consistent.

E) Teacher preparation

The following chart shows the views of the participants comparing the amount of teacher preparation time needed as a beginning teacher verses a veteran art educator. The responses are to the following two questions that are also listed in Appendix B.

The following questions relate to your Preparation for Teaching.

1. How many hours a week do you spend preparing for teaching your students? _____
2. How many hours do you think a beginning teacher will need to spend each week preparing for instruction? _____

TABLE 4-6: Teacher preparation			
Group #	Educator listed by level currently teaching	Hours per week preparing for teaching	Hours per week a beginner should prepare for teaching
Group One High School **Prep. Av.: 11 hours** **Beginning Prep. Av.:16**	**HS-1**	7-10	7-10
	HS-2	15-20	Depends on the results they want
	HS-3	2-3	5-6
	HS-4	20	40
Group Two Middle School **Prep. Av.: 8.25** **Beginning Prep. Av.:11**	**MS-1**	5	10+
	MS-2	8-10	12-15
	MS-3	10	No less then 10
Group Three Elementary **Prep. Av.: 7.1** **Beginning Prep. Av.:10**	**E-1**	NA-No data	NA
	E-2	NA-Many hours	More than me
	E-3	5+	15
	E-4	3-4	2 hours a day
	E-5	15-18	More than 15-18
	E-6	8-10	8-10
	E-7	1-2	5+
	E-8	5-10 New lesson…. 2-4 normal	5-10
	Averages:	8.8 hours a week	12.3 hours a week

Summary of Data from Table 4-6

The data gathered shows major discrepancies in both teachers' views on hours per week a beginning teacher should spend working to prepare for teaching and the amount of time each teacher spends preparing themselves. On average, the high school teachers spend 11 hours a week, the middle school teachers spend 8.25 hours a week and the elementary teachers spend about 7.1 hours per week preparing for teaching. Approximately 77% of the teachers' responses suggested that they believed student teachers should spend more time (approximately 3 hours longer) preparing lessons than veteran teachers.

Reflections on chart data

In the beginning, I used to spend a great deal of time preparing. The first year in the art setting I spent about 15 hours a week. In years two and three I spent anywhere between 10-12 hours a week. Currently, I spend about 2-4 hours a week getting ready for instruction and most of that is finding my samples and creating demonstrations. Most of my teaching comes from my head and I have become really good at flying by the seat of my pants when needed (schedule changes, re-teaching material, testing days, etc).

The following data continues the teacher preparation section and answers Questions Three and Four of the teacher preparation section, which is listed below and found in the questionnaire in Appendix B.

The following questions relate to Preparation for Teaching.

3. What is the most important aspect of your preparation for teaching each week?

_____

_____

4. What do you find most difficult about preparing lessons for your students?

_____

Group One:

(High School)—Includes grades 9-12 (ages 14-18)

Participant One (HS-1): Lynn reported that the most important aspect of preparation for teaching each week is "making samples and visual aids." For her, it is difficult to find "the time to make samples."

Participant Two (HS-2): Dianne indicated the most important aspect of preparation for teaching each week as making "sure I give the students a purpose and potential outcome

for what they are learning that goes beyond the classroom." She finds it most difficult to prepare lessons "that keep the interest of a diverse group of learners (pacing)."

Participant Three (HS-3): Reba believes that the most important aspects of her teacher preparations are "lesson plans, gathering materials, finding artist examples, and encouraging students to bring needed materials and supplies." The most difficult thing she sees in preparing lessons is " thinking of creative ideas on a moderate budget and not having all of the materials to teach what I would prefer."

Participant Four (HS-4): Nancy keeps a notebook with all of her handouts in it for each class with resources and lesson plans. She says "It helps if you have taught the class several times."

Group Two:

Participant Five (MS-1): Lacy reported the most important aspect of preparation for teaching each week to be making "sure all students have something to work on—even if finished early" She finds "grading, clean up, and having enough materials" as the most difficult part of preparing lessons.

Participant Six (MS-2): Jess finds the most important aspect of preparation for teaching each week to be "making sure there is no down time for students who finish before everyone else" Jess finds most difficult part of preparing lessons to be "coming up with fresh ideas."

Participant Seven (MS-3): Lisa finds the most important aspect of preparation for teaching each week to be "Having every thing set up (your stations and materials); so you

can explain procedures and do a demonstration before hand." She finds not "Having enough materials" as the most difficult part of preparing lessons.

Group Three

Participant Eight (E-1): Did not answer

Participant Nine (E-2): Kay finds the most important aspect of preparation for teaching each week to be "Being sure of the material so you are not reading or having to look at notes." She finds that "finding the time" to prepare lessons as the most difficult part of preparation for instruction.

Participant Ten (E-3): Lisa finds the most important aspect of preparation for teaching each week to be "having supplies ready so that you are not having to use class time doing it; having sponge or filler activities easily ready for those who rush and need to stay busy" She finds it most difficult to prepare lessons for a schedule that has differing grade levels with little time to prepare/clean between classes. Other problems include the issue of being an elementary teacher who has to travel between schools.

Participant Eleven (E-4): Lee finds the most important aspect of preparation for teaching each week to be "Making sure I physically have all the supplies and tools ready to go for all the classes and each student in those classes before the week begins. If I am going to teach something brand new for me I need to not only try it out myself but complete at least on example to show the students what the outcome could look like. Writing out the lesson plans is part of this process as they truly are like the road map you need when taking a trip. The plans help me make sure I do have all that I need before I need it."

When preparing for teaching, Lee finds that "finding the time to write the plans out and actually make the art myself" as being very difficult. "After so many years of teaching I am tired of doing lesson plans and already know I'll end up with at least one example for each class, so to make one ahead of time is very trying for me. I do better if I am helping show a colleague the idea or a friend's child so they can try it and I can see if it'll work. Sometimes it is hard for me to NOT know everything like my students, if that makes any sense."

Participant Twelve (E-5): Mike indicates that the most important aspect of preparation for teaching each week for him is "preparing materials." He also feels that it is very important to take the time to display student artwork. However, Mike finds it difficult to make sure he uses "a variety of media and a large variety of artists" while preparing daily lessons.

Participant Thirteen (E-6): Karen finds the most important aspect of preparation for teaching each week to be "material and supply set up and teaching support (posters, PowerPoints)." However, she finds it difficult to prepare lessons that include the students' "likes and dislikes" so that she can "motivate art making" based on the students' "level of ability."

Participant Fourteen (E-7): Sue finds the most important aspect of preparation for teaching each week to be "thinking through the project, preparing materials and considering adaptations for…special education learners" and finds it most difficult to prepare because she has to teach lessons with "little variety due to budget restraints."

Participant Fifteen (E-8): Jan finds the most important aspect of preparation for teaching each week to be "Making sure I have a hook. They need to be able to relate to the lesson in some way. If I can't get them connected they won't perform as well and they won't behave as well." Jan finds it difficult to prepare lessons because "the time constraints are maddening. I am in a large school and on a rotation schedule. I don't get to see each class as much as I would like. That draws each unit out and we can't cover as much as I would like."

Summary of Data

In this section, the participants in the study described what they considered the most important aspects of a teacher's preparation each week. Among the advice given is to create a hook, make the lessons relate to the students, consider adaptations for multiple learning abilities and styles, have a good visual aid and provide a demonstration, make sure one has all of the supplies needed, understand the material being taught, explain all of the procedures for the project, make sure there is no down time by having extra assignments handy and make sure to give the students a "purpose" and potential outcome of the project.

The participants also shared their difficulties in planning lessons. Among these difficulties are developing a lesson that keeps the interest of the students, finding time to make samples, having enough materials, handling multiple classes and grade levels, and connecting the projects to artists, history and the lives of the students while doing so on a tight budget.

Reflections

Looking at the data and the questions posed, I find that I agree with having a hook, and being prepared with lessons, handouts, and samples. This was taught in many of the courses I took at Georgia State. I do believe that understanding the material is the most important aspect of lesson preparation. However, I find the most difficulty finding ways to present the material from multiple viewpoints. There is also never enough time to adequately prepare for each class. It helps having the experience of teaching the same subjects over and over. For high school I usually teach a lesson only once a year, however for my wife who teaches middle school art, she teaches the same lesson three times a year, getting three times the amount of practice as I do.

F) Free input from each of the participants

(Participants in this category were allowed to give their free input on to any topic in relation to classroom management. Please note that HS-1 uses the term or abbreviation NCLB to refer to No Child Left Behind.) Questions are found below and also in Appendix B.

The following section allows for your free input into teaching and managing a classroom. In this section I would like to ask you to provide information not covered in this questionnaire that you personally feel a new teacher needs to know about teaching and managing one's classroom.

If you have any other advice not covered in this survey, please feel free to add it below:

_____

Group One:

(High School)—Includes grades 9-12 (ages 14-18)

Participant One (HS-1): Lynn writes: "In the era of NCLB, the art studio is a haven for creative ideas. The art teacher needs to build a safe, welcoming culture. To do this, we have to make an orderly structure for creating art, but then show we value people and relationships more than we do rules. We have to keep the studio clean and provide supplies, but also freedom of expression. We have to keep out those students who would ruin the creative atmosphere, but yet accept those who are different. We must show value of our program and gain respect from administrators, yet never become apart of that restricted, factory-like philosophy that drives the academic world. It's like walking a tight rope sometimes."

Participant Two (HS-1): Dianne writes: "It has been a pleasure to teach through the years. Some have definitely been more challenging and more rewarding than others. I have often found that it is the attitude that I bring to the classroom that most influences their behavior. They respond to praise and are easily distracted by criticism. It is more important to build up the student then to worry about a mere product. Be willing to take advice from others and realize even if it worked once, it doesn't mean it will work again—Good Luck"

Participant Three (HS-3) Reba writes: "At the start of the year, I publish a list of classroom expectations and pass them out with my syllabus. It gives specific information on procedures with in the classroom such as:

- Where to turn work in
- When to sharpen pencils
- Where to store work
- When to get an apron
- Radio policy for music
- Tardy procedures
- Expectations of students to remain in assigned seats
- All my expectations on how I expect my students to behave"

Participant Four (HS-4): Nancy writes: "Honestly I think you learn by doing. You need instruction, modeling, and mentoring to become a master teacher. You really do not have comfort in class until you reach the fifth year. Teaching is an art but loving the students and having passion for the arts is something you must have intrinsically. I do not think you learn that"

Group Two:

Participant Five (MS-2): Jess writes: "Administrative support in every school setting is different. It is so important to establish positive relationships with bosses, peers, and support staff. Secretaries do so much for teachers, as do the custodial people. Be their friend. Try to take care of your own discipline in the classroom to the extent that you possibly can. Make your students clean up after themselves.

Be your own advocate. Administrators need to see what your students are doing. Get their work out there, in the school and in the community. Building a sense of pride in their work will go a long way toward establishing great management in your classes."

Participant Six (MS-3): Lisa writes: "The first day of your new job, pre-planning, go into your supplies closet and know from the materials that you have what you will be able to teach…You can't teach painting without paint; you can 't teach clay if your kiln doesn't work; know what you have! And then write your lessons."

Group Three

Participant Ten (E-6): Karen writes: "coordination of lessons within a county, so all students are on the same level."

Participant Eleven (E-7): Sue's advice is to seek "Mentoring from a supportive experienced, successful teacher; does not even have to be in the same subject area. Zero-year/beginning teachers can become overwhelmed easily teaching the high-maintenance, sophisticated children of today."

Participant Twelve (E-8): Jan writes: "Since I work with younger students, I find it is best to have enough tools, supplies, visuals, etc. for each table. The less they have to share, or get up to get things, the better they use time, and the less frustrated they get. One student is appointed 'Captain' of each table and they act as gopher. I rotate them on a monthly basis. Keeping the basic rules very clear and concise is a must. Students can learn as they go about all that falls under each general rule. I like to award the class for good behavior and rule following. They can collect letters on the board for successfully following the basic rules of the class and earn stickers, although stickers can earn them a treat day. I call it "Crazy Art." We do some really crazy things and they love it.

Using statements to enforce rules, such as 'I only talk to students who have their hand raised and wait for me to call on them,' or 'Only students who are standing quietly

and facing front can come into the art room,' are very effective in correcting in a positive way. (Love and Logic) Don't be afraid to communicate with parents about ongoing problems."

Summary of data

The art classroom is a break from the factory like atmosphere that No Child Left Behind has created. It may soon become the last place left for creativity and freethinking. Teaching art can be rewarding however does not go without challenges. The attitude the teacher brings to the classroom may influence the behaviors the students exhibit and have relevance toward what the teacher can teach to his or her students.

Teachers should always be willing to take advice and realize that things planned do not always work with every group of students. Teachers should provide a list of rules and expectations for the students at the beginning of the year and enforce them (if they continue to work). Teachers learn by doing and so do the students. Practice makes perfect. Every teacher at one time in their careers need structure, modeling and mentoring. Based on the responses, it may take four to five years for a novice teacher to feel comfortable in the classroom. A teacher has to have a love for what they teach and also for the students--something that is intrinsic not learned.

A teacher must gain administrative support and establish positive relations ships with faculty and staff—not to mention students and parents. Communication with parents can make the year go so much smoother. Teachers must plan and prepare lessons to match their budget and materials.

Reflections

I made it a point to never go into the classroom with the idea in mind that I know everything. The students soon taught me that I did not. I think it is important to enter the classroom with an open mind. I try to generate several ideas for the same lesson so that if it is not working, I can quickly change gears. I believe that every child and every class is going to be different. I anticipate that something will go wrong every day. When I have a bad day on the job, I try not to take it home with me. The work will be there the next day. When possible, I try to take professional days off and observe other teachers working in the same county, doing the same job. I have done this to gain help solving the problems I encounter and hopefully insight that may help prevent others from occurring. Again, I understand that I do not know everything and take all the advice I can get. Through my learning and gained advice I write this thesis hoping to share it with others. Chances are the advice will be needed.

In the six years I have been teaching, I have been cussed at, had chairs thrown in my room, had a student poop in my room and use my aprons to clean himself (we did not find out about the aprons until the ceramics class—yea, not clay), had supplies cut up and broken, had my books written in, been covered in puke, had condoms placed on my desk, had fights break out in class, had students sneak out of my class due to blind spots, had sword fighting with rulers, had students pass out, and many other things not expected. I have taught classes of 37+ students and at times multiple classes at one given time. In college, you are given the ideal teaching situations, in reality, a teacher must keep their guard up at all times and stay two steps ahead of the students.

Lastly, I think it wise to keep the administration on your side. I try to handle most situations in the classroom, keep them informed of shows and exhibitions, display work in the office and the front of the school, know when to say no and when to complete tasks they ask of me, and give them presents of art when ever possible to let them know my program exist and that I care about my job. When asking for supplies, I at times give the administrators lesson plans to back up my needs or take the time to explain what I am doing; I even structure my lessons toward the end of the year to creating projects for the school. Most importantly, I try hard to do the job they hired me to do. Teach art, bridge gaps between the aesthetic and the academic, and never ever be caught sitting at the desk—art is hands on.

CH. 5 DISCUSSION OF RESULTS

The literature review and responses from the participants in this study provide various perspectives of art educators in regards to classroom management techniques and practices. Although it is indicated in this study they were assisted at times by other mentors and educators, many of the art educator participants gained knowledge and experiences through making mistakes along the way; by learning from these mistakes and assistance gained from fellow teachers, they grew as art educators and instructors of a classroom environment, and they now are considered veterans in the field. Like any veteran of war, one educator indicated that the best way to learn is "Trial by fire!" In most cases the participants seemed to understand that the first years of teaching were important to them developing their own approaches to classroom management.

The participants in this study are from all levels in the art education field from elementary school, middle school and high school. Looking at the data provided, one can conclude that although there are significant differences on how each grade level may conduct the classroom environment and educate their students, there are many areas that they collectively agree as art educators.

Most participants (12 out of 15) indicated that as beginning teachers they felt either weak or average in the area of behavioral management; 10 out of 14 (one did not respond) of these participants indicated that their collage or university did not offer a course that exclusively taught the management of student behavior in the classroom environment. According to Martin, Yin & Mayall (2006) many teachers begin to see pupils as the enemy instead of the student; this may be due to needing more training in

classroom management. The participants of this study indicated they were given information and material on classroom management during practicum classes; however, some felt this was limited. One teacher indicated she felt that professors, being removed from the classroom environment, might not fully understand the current issues faced by teachers; thus, college curriculums cover the topic, but do not concentrate on this area. In my opinion, I think professors understand that literature provides teachers with the tools and knowledge they need to have a grasp of the material being taught; so that when issues do arise, they can be better equipped to find solutions to and/or seek help on classroom management problems.

Student teaching gives the student the ability to practice the skills covered through working with a mentor teacher. Mentor teachers in these situations are veteran teachers that have a handle on the classroom environment. Thus, although the student teachers get classroom experience, many are working in ideal situations where the rules are already in place. Referring back to an earlier statement ("trial by fire") may not refer to student teaching; it refers to learning from ones' own mistakes and experiences in the teaching setting. However, as revealed in the findings, what was gained from these student teaching experiences was advice from veteran teachers on how to handle problems faced and potential solutions to them, and/or ways to prevent them from occurring. In addition, teachers gained experience delivering lessons to large groups of students, which can be scary to do for the first time alone.

One teacher, noted that "experience is a good teacher" and another stated that she found solutions by trial and error on her own. Teachers indicated that it took hard work to

become successful. With guidance teachers may have more successful experiences with fewer errors. If Dianne's observation is true that teachers "learn what works and what does not," then what has worked for veteran art educators should be of assistance to those who are novice in the field of art. Reba believes that her teaching improved as she became more organized. This knowledge may assist the novice teacher in setting up the classroom, planning lessons, and having more time for curriculum. Nancy's knowledge and experience could guide novice teachers toward ways of staying "consistent and more personal in…classroom management" Lisa can guide novice art educators toward "remaining calm and unmoved by [students'] comments or actions" while assessing the situation and making discipline actions that solve the issue without escalating the current problem. As Kay states "obviously, the more you deal with problems, the better you get at handling them." Also talking to others is good advice because it allows one to consider strategies for handling problems before they arise. Jan notes that "being able to gain advice from more experienced teachers helped." Thus, the research data in this report comes from the minds of those who are experienced in the field of art education.

Based on the teachers' responses, classroom management, can be established through having good rules and procedures in place, using them consistently, providing structure and supervision, and building rapport with students and students' parents. The participants of this study also state that teachers should establish rules that are easy to understand and that are fair. To ensure that these rules work, a teacher needs to establish routines that allow the students to practice. One elementary teacher in the study suggests rules be approved by the principal to make sure the teacher and administration are on the

same page, which leads to administrative support in relation to how discipline is carried out. Once established, the rules need to be posted. All teachers in this study and related literature reviewed agree with having six rules or less. This makes it easier for the students to remember and for the teacher to enforce. Using a short list of classroom rules is confirmed as a best teaching practice by Wong (2001) and numerous other educational experts.

The participating teachers in this study suggested that the most important ways to increase the effectiveness of classroom rules and procedures, was for the teacher to let students know that they are always fair and consistent by showing interest in the students as individuals, and by always being prepared. For the early grades seating charts are suggested along with creating easy to follow procedures for each project. Other strategies to improve the daily routine include having bell work activities on the board at the beginning of class, having extra assignments for students who finish early, and setting up procedures for entering class, getting out supplies, and putting up materials. Most of all, teachers need to gain respect and the trust of their students by modeling the attitudes and respectful actions they wish for their students to have for themselves, the classroom, their peers and authority figures. The level of classroom structure that teachers preferred varied, however it was suggested that each teacher must take into account the needs of students, the curriculum, and classroom environment while still maintaining an atmosphere conducive to creativity. Based on the data most art teachers in the study maintained a moderate balance of teacher directed and student centered activities.

Among the top issues discussed in the questionnaire were environmental factors that impede the teacher' s management of the art classroom environment. These art teacher participants discussed problems with poorly planned art room facilities that interfered with visual supervision of the entire room, storage, dealing with uninterested students, overcrowded classrooms, working with special needs students, maintaining properly working safe equipment, non-supportive administration, and the lack of parental support to be issues of main concern. When dealing with issues of safety of the classroom, maintaining a clutter and traffic free environment, having proper tools for projects and putting in place, proper procedures for each project and/or use of each tool, supply and material are all important. Also when discussing having a safe and clean environment, Lynn suggested getting to know your custodian; "…the custodian can be your best friend or worst enemy," they help to maintain order from the accumulation of mess from all of the supplies used in each project. The more appreciative a teacher is toward their custodian the more likely the custodian will provide supplies, keep the room orderly, and help the teacher maintain a safe environment. Another factor in keeping a clean and orderly environment indicated by the data is having enough storage for supplies, materials and artworks.

As indicated in the art teacher responses, teachers must often deal with students who are unmotivated. As discussed by Sonntag (1969), having good lesson content and a positive atmosphere in the classroom will assist in this. Every student is unique with differing backgrounds, cultures and home life. Susi (1996) discusses behaviors that may impede learning. Some behaviors may be due to developmental disabilities,

psychological problems or injuries; while other issues may stem from feelings of discrimination, physical or verbal abuse in the home or from peers, living in poverty, and/or social gender/ethnic cliques/gangs. One teacher, Dianne, found difficulty in her first years of teaching due to "managing the diverse number of students and their learning styles." Koutsoulits (2003) indicates that for the classroom environment with these issues to function, the teacher needs to provide love along with work and most important affective communication that shows the teacher cares and allows the students to feel comfortable working in a learning environment where they can trust and feel safe.

Another area that contributes to unmotivated students and discipline issues is the difficulty of supervision in overcrowded classrooms. It is not uncommon to see 30 to more than 35 students in an art classroom. This puts a strain on supplies, work area, and most of all, the teacher. Adequately working with all students in a subject, such as art, that requires one-on-one attention with classrooms that are overfilled presents many challenges.

In these situations, time management is a key to teacher survival and the proper education of the students. One needs to take the time to plan out each day so that they can make the best use of each moment. Reba indicates "having a bank of lesson plans or projects that were successful in other teacher's classrooms" would have been of great help to free up time to develop one's own lessons and create time to plan for each day. Veteran teachers also indicated that the lack of time is a problem. Not having enough time to create samples for each project can be hard during early years of teaching. Teachers eventually collect project samples from students and accumulate examples

through demonstrations they provide to their classes. Teachers also find it difficult to find time to research material that relates to both artists and the lives of the students. Other issues relating to time include, planning for multiple classes and/or traveling between schools.

The teachers in this study indicate that maintaining consistency and always remaining fair is extremely important in maintaining a good classroom management system and earning the respect of the students. Establishing procedures for the classroom and its daily function as indicated in the report can assist with remaining consistent and make it easier to do so. Lisa indicated that she had a situation where one student told another student that, "Mrs. Lisa is not mean, she's just real fair." By being consistent and fair to all of her students, Lisa earned their respect.

When working in a crowded classroom, teachers will need to plan for special needs students which at times may exceed the maximum special needs student allowance if presented in a resource or special education classroom. On top of this a teacher may also have a large amount of SST students. SST is a tracking program used by public school systems to monitor students that potentially are special needs with out being labeled as such. While students with special needs may contribute to classroom discipline problems or require more time from the teacher, these students deserve the same education as the rest of the class. A good teacher has alternative assignments and/or an enrichment assignment to keep the students actively involved in learning. The middle school teachers in this study indicated that this was an area of strength for them as novice teachers. Although not in this report, let it be noted that there are several different levels

of special education with varying disabilities. It would be wise for a novice teacher to read the special education files on each of his or her students and speak to their special education caseload manager so that the teacher can prepare lessons, tests and projects to accommodate the students with special needs.

Two of the highest ranked concerns listed by these art educators in this study are working with an unsupportive administration and the lack of parental discipline and support. Teachers must work with the administration to build a successful school team. A good way to avoid ongoing unwanted student behaviors is through parental contact. Veteran teachers indicate that by building a good rapport with the students' parents, misbehavior decreases in the classroom. One teacher suggested it is also a good idea to call parents with good news regardless of your personal feelings. This practice helps to make the next time a teacher calls home more meaningful to the parent because they know that teachers care about their child. So the next time, as Lisa puts it, a students calls a teacher a "God dame bitch," a call home may also be more momentous to the parent.

Being prepared and having a good management system in place can only be done if the teacher has properly prepared his or her lessons. The data in this study indicated that the participants felt comfortable in their ability to develop lessons. Their advice in this area to novice teachers was for educators to develop lessons that relate to the students. The lessons need to consider multiple learning abilities and disabilities (learning styles) and that the teacher provide the students with a purpose for doing the project and possible outcomes. Lessons need to have a hook, something to grab the

students' attention and include demonstrations and/or visual aids. Teachers need to make sure that they understand the material, have all of the supplies needed for the lesson, explain all of the procedures thoroughly to the students, and make sure there is no down time which may lead to misbehavior.

Although the veteran participants are comfortable with creating lessons, an issue that they view as potentially important to novice teachers, was lack of funding for art programs. Not having enough supplies and materials may necessitate teachers conducting fundraisers to generate money to support their art programs.

The data gathered shows that on average the high school teachers in this study the spend approximately 11 hours a week planning for instruction; the middle school teachers spend about 8.25 hours a week and the elementary teachers spend about 7.1 hours per week preparing for teaching. Approximately 77% of the teachers' responses suggested that they believed student teachers should spend more time preparing lessons than veteran teachers. Some teachers suggested novice teacher spending 15 or more hours a week with one teacher even stating that a novice art educator spend 40 hours a week.

Based on the free response section of the data report, teachers indicate that novice teachers should "be willing to take advice," allow the studio to "be a haven for creative ideas…that is safe [and] welcoming," "love the students and have passion for the arts, seek administrative support, "establish positive relationships with bosses, peers, and support staff" like custodians, teach students to be responsible for their own actions, be their own advocate and get the students' works out their for all to see, "have a sense of pride in their work," know the budget and supplies before planning lessons, coordinate

what they teach with other art educators in the county (due to transfer students), reward good behavior and discipline bad, and “don’t be afraid to communicate with parents about ongoing problems.”

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Through this study I hoped to gain a better understanding of struggles teachers face in art classrooms and gather advice that can potentially be useful to not only novice teachers, but also all teachers in the art field. This study and investigation of classroom management techniques and strategies provides perspectives of individuals who are veterans working in the art field and address commonalities and differences between issues they have faced during their teaching careers.

The purpose of this study was to examine "What valuable knowledge can veteran art educators offer to beginning teachers in the field that could be of assistance in managing student behavior, materials and supplies in an art classroom?" In doing this, I asked experienced art educators in the Georgia Public School System to "look back on their years of teaching experience and provide information on what they view as the most prevalent art classroom management problems that new art teachers should know."

This study provided the views of 15 art educators teaching in high school, middle school and elementary school. Although the teachers had different experiences in their classrooms, one could gather from the collection of experiences examples of problems art teachers face and recommendations on solving these problems or preventing them.

I hope that through this study novice teachers will realize that many of the struggles they will face in the classroom can be avoided by being prepared to teach the curriculum, wisely managing art supplies, developing good clean-up procedures, providing a safe and productive environment and developing a classroom management

system that not only monitors, but prevents unwanted behaviors that are more prominent in creative settings where students are more free to express themselves. Although it was indicated that many novice art educators felt a lack of extensive training in classroom management during teacher preparation, with the help of veteran teachers working in the field, they learned to manage student behavior, materials and supplies and prevent unwanted student behaviors.

Struggles in First Years

From this report, I have gained further understanding on struggles teachers face during their first years. It has been stated in many different ways in this report that the first years in the classroom can be rough; classes may be overfilled, teachers may not have a planning or break during the day, and an art teacher more than likely will have multiple preps (differing subjects) to teach, even at the same time during the same period. A teacher will need to understand that they will not always have one hundred percent control over all student behaviors at once and that they will not be able to always keep direct supervision of every student especially in large classrooms. The art educators participating in this study offered much information on prevalent classroom management problems art teachers should know and advice on managing the art classroom even with these problems.

The major categories or topics that arose from my analysis of the interview data were conditions affecting student behavior, consistency in behavioral management, planning classroom management strategies, keeping rules simple and fair, seeking advice when needed, and the arrangement of the classroom environment.

Conditions Affecting Student Behavior

Students tend to exhibit unwanted behaviors for a variety of reasons. It was reported in chapter three that there are many conditions and circumstances that affect student behavior. Among these conditions and circumstances that affect behavior are neurological factors associated with developmental disabilities, psychological problems, or injuries, social conditions like abuse (psychological, physical, emotional, and sexual), poverty, gang involvement, and discrimination. Other factors discussed in Chapter Four include those of emotional issues, peer pressure, a lack of suitable and appropriate curriculum, over crowding of classes, learning disabilities that are under-diagnosed, and as noted by the educators in this study, a lack of parental discipline and support. Due to the later, students may not receive needed attention at home. Thus, they exhibit unwelcome behaviors to receive any type of attention they can get even if it brings undesirable consequences.

It is suggested in this report that art teachers should make every attempt to provide opportunities for all individuals in the class to achieve success, regardless of their individual skills and abilities. Teachers will need to mix up their lessons so that they reach each learning style. Another area of concern indicated by the data to cause unwanted student behavior was that of students of a low socioeconomic standing. It was indicated in the data that "students being born into poverty [maybe] socially motivated and not adapt easily to middle class values, standards, rules, and practices," those which are expected in educational settings. Based on the data from the survey, the teachers

suggested relating to the students through lessons that connect to their lives may help interest the student.

It was also discussed in the data that some of the causes of student misbehavior are children who take art without knowing what the class involves. Due to this, it is the teachers responsibility to educate the student body, faculty and staff on what is really taught in the art classroom, how it can assist other academic areas along with standardized test scores and what students should really sign up to take the art courses.

A students' personal interest in a subject may be linked to the teacher's enthusiasm about the subject and the student's personal life connection. When a teacher is not enthusiastic or lacking preparation, classroom management may become difficult due to off task behaviors or a lack of respect for the educator. Art teachers may have preparation for multiple subject areas or grade levels; due to the amount of time it takes to prepare for a class, novice art teachers may frequently fail to prepare their lessons adequately.

The participants shared many problems faced by art educators that impede keeping control of the class during this report; at least in the eyes of many of the participants, art may be used in their opinion as a "dumping ground" at times. Possible solutions to the problem may include having a grasp on the material taught and finding ways to keep the material fun and interesting while connecting to the lives of the students one teaches. It also was suggested, as a teacher one needs to build a good rapport with his/her administrators, coworkers, and councilors. By doing so, a teacher may have a better chance of removing unwanted behavioral problems and/or preventing them from

returning for future classes. If a teacher has special education students in his or her class that may at times cause disruption or may not fully grasp the material taught, teachers may find it helpful to keep close contact with the special education staff at one's school and the parents of these students.

A teacher has many responsibilities and when teaching art, one can find that an art teacher has multitudes more responsibility carried on their shoulders. Not only does an art teacher teach the curriculum, many times he or she has multiple preps, has to manage supplies, has to maintain safety, has to monitor students with materials to reduce mess, and has clean-up factored into each day's lesson.

All of the veteran educators in the study agree that one gets better at their job as time goes on. A teacher needs to understand that there are some things that impede the learning environment they just cannot control. Among these things are the class schedules. A teacher does not necessarily control the subjects they teach from year to year nor can they control the size of their classroom and the type of students they receive. Based on the survey data from this study, good teachers develop flexible and creative problem solving techniques and strategies. It takes time to prepare for teaching and may take years to prefect it; everyone, every case, and every situation is going to be a little different. One teacher in the study stated that one should "know your subject, have a passion about your job and care about every student in your room…you learn by doing. You need instruction, modeling and mentoring to become a master teacher. You really do not have comfort in class until you reach the fifth year. Teaching is an art, but loving

the students and having passion for the arts is something you must have intrinsically…I do not think you learn that."

Be Fair, Consistent and A Good Role Model

It was indicated in this report that for years managing student behavior is a growing problem. For this reason it is important for teachers to play a positive role in the lives of their students so that they will learn to manage themselves properly in society. The teachers in this study agree that educators should always be fair and consistent while displaying the behaviors they wish their students to follow. I have noticed that when I follow this advice, I get better results from my students. Therefore, a teacher needs to develop a classroom management system that is positive, consistent and fair.

The study suggests that through experience teachers learn effective discipline procedures, and develop stronger classroom management systems. The participants in this study and the literature suggests that one needs to model the behaviors they expect from their students and stay non-judgmental when situations arise while controlling one's anger.

Prepare Classroom Management Strategies Early

As stated in Chapter Three, the most important time for planning and working on a classroom management system is before the school year begins. According to Lynn, one should spend a good amount of time making samples and visual aids; however, creating creative ideas on a moderate budget can be difficult. Also, during this time teachers should make goals, rules, procedures, lessons and design pacing guides for the year.

When the school year starts, teachers should set the tone for the year early and only modify a classroom management system when needed. A teacher should also give the students plenty of time and opportunities to practice and learn the rules and procedures for the classroom environment. I also gathered from the data that when teaching new material, one should always explain the procedures for the project or assignment; in an art classroom where projects tend to be the focus of many assignments, a teacher should take the time to do a demonstration so that the students can see what will be expected from them.

Lee stated in Chapter Four that one should make sure to physically have all the supplies and tools ready to go before the school week begins. Not having enough materials for each student may contribute to student misbehavior because it creates downtime, which can lead to off task and disruptive behaviors. Teachers need to make sure that he/she has enough materials before planning a lesson. Teachers also need to have extra assignments for those who finish early. Based on the data, teachers need to do so because it was indicated that "boredom" may lead to opportunities for classroom conflict and disruption. If the material is brand new to the student and/or teacher, a teacher should try it their self first and complete at least one example to show the students what the outcome could look like. However, it should also be explained to the student there may be many outcomes and not to just copy the teacher's example. In addition, Dianne states in Chapter Four, make sure to give the students a purpose and potential outcome for what they are learning that goes beyond the classroom. We, as art educators, need to be the bridge to the gap between art and academics.

Simple and Fair Rules and Procedures

It is suggested from this study's interviews that rules of the classroom should be valid, easy to remember, remain constant and that one give ample time to allow the students to practice them. The teacher should make every attempt to provide opportunities for all individuals in the class to achieve success, regardless of their individual skills and abilities. Teachers will need to mix up the lessons so that they reach each learning style. Rules need to be set to no more than 6 rules, however one may have over 60 procedures.

A good classroom management system does not happen in one day; it may take weeks to establish and a lot of hard work throughout the year to sustain. It is suggested in the data that a teacher provide feedback to his or her students about their ability to follow the rules, which can improve their performance. Teachers should make sure that their policies are both reasonable and fair.

Lastly, it was suggested in the data that the greatest power a teacher has over a student is having parents for allies. The art educator participants suggested that one should call with both good and disappointing news. In my opinion, keep the parents informed and to the most part students will understand that as a teacher you are not playing when it comes to classroom discipline.

I have learned from this study that in order to maintain an art classroom one needs to always be prepared (spend the time to make good lessons with good examples), set up simple rules that are fair and make sense to the students, stay firm and consistent on all

discipline and expectations, lead through example and give examples of all expectations and projects, and to not be afraid of asking for help when it is needed.

Seek Advice

Advice from veteran art educators, the premise to this study, is very important in the world of education where not only is the student the learner, but the teacher as well. I know that in my teaching experience, I have learned more from my peers and from the students as well than the material I have taught. Others have dealt with the issues discussed in this report and still others that have not been discussed. Advice from other teachers or more so master teachers will help prepare novice educators for the situations and issues when they arise, especially those that will impede the learning environment. Based on my experience and the interview comments, novice teachers would fare better by being regularly provided with a helping hand, a mentor within the school building. This way they do not have to feel that they are alone in the building and can seek help with issues that arise when needed. Through this they can gain possible solutions to issues faced and or ways of preventing unwanted situations from arising. However, when seeking advice, one should not discount research related to issues he or she faces. One may find suggestions to solving his or her classroom management problems in textbooks on classroom management and/or related literature.

Classroom Arrangement Is Important

When thinking of the learning environment, an art teacher should always arrange and organize his or her classroom setting to support the instructional goals of the lesson, school and system. A classroom's arrangement is important to carrying out a good

classroom management system. This is especially true in art classrooms where there is a lot going on. The advice from both the literature and the teachers presented in this study indicate that art education teachers need to always take into account the classroom environment's distractions like windows, doors, small work areas, and of course most importantly the teacher's desk when setting up for instruction. Remember, mobility in the art classroom is important and one should leave enough room around the students' tables so that they can be reached when needed and assist in classroom monitoring.

When monitoring an art classroom, one needs to look for blind spots, adjust the classroom arrangement to improve traffic flow, and be sure one can assist every child while not turning their back to the other students in the class. Through practice, one will learn to monitor students as they are talking and moving about. One will also learn detect when student are disengaged. However, an art teacher will also learn that they cannot be everywhere at once. As art teachers, I think we tend to give more freedom to our students. We must learn to set boundaries that allow us to supervise students without directly standing over them or hovering. Also, the nature of teaching art allows students the freedom of expression, thinking outside of the box and allowing them the freedom to accomplish tasks through figuring some of the steps out for themselves.

In reference to materials and supplies, the educators in the study agree that teachers need to find out what works for them. No two teachers are going to do everything the same. Some individuals like myself allow students to access materials and supplies when needed. Other teachers like to keep total control of supplies and still others find a happy medium between the two extremes. The veterans in this study want

all novice teachers to know that they will have to learn through trial and error what works best for them and their classroom environment. The use of advice from veteran art educators and literature should be a guide for a novice art teacher to experiment with and eventually feel comfortable in his or her own abilities.

Suggestions from art educator participants

Most educators in this study would agree that teachers should develop classroom management strategies that are innovative and keep learning fun and interesting for both students and teachers alike. Teachers should also strive to reach multiple learning styles and differing student abilities. Based on my teacher surveys, the veteran teachers participating in this report, had the following advice to give novice teachers:

1. An experienced teacher learns that it is the attitude that one brings to the classroom that most influences student behavior. Students respond to praise and are easily distracted by criticism. Remember that it is more important to build up the student then to worry about a mere product.
2. An experienced teacher finds the time to make samples so that students know what is expected. A good teacher also tries out each project before teaching it.
3. A good teacher knows from the materials they have or can attain what they will be able to teach.
4. A good teacher has every thing set up (stations and materials) ready for each project or lesson and physically has all the supplies and tools ready before the each begins.

5. A good teacher thinks through each project, preparing materials and considering adaptations for all learning styles and special education learners.
6. A good teacher explains procedures and does a demonstration before the students start on any project.
7. A good teacher learns his or her student's likes and dislikes to motivate them during art making. A good teacher makes sure to have a hook to engage student interest. He or she makes sure to give the students a purpose and potential outcome for what they are learning that goes beyond just the classroom usage.
8. A good teacher has several plans developed both for the slower child as well as the child who needs enrichment activities so that everyone remains on task. A good teacher makes sure that during projects all students have something to work on—even if finished early.
9. It is important to have a bank of lesson plans or projects that were successful in other teacher's classrooms.
10. Classroom management strategies that work for one class may not work for another; each class and student are different. A good teacher keeps classroom Management strategies flexible.
11. A prepared teacher is sure of the material being taught and does not read from the book or have to look at notes.
12. A good teacher knows the school rules of the county first, then know the rules and procedures that apply to the school; lastly, teachers and students should develop a set of rules that can be followed by all consistently.

13. A teacher should remember the number one rule for first year teachers: You can be kind and friendly, however not the students' buddy.
14. A good teacher does not over react to students' profanity, understands the culture and lingo that comes with the students' cultures, consistently provide positive rewards and consequences for behavior, and attempts to not ever make a scene in class; the students are looking for entertainment.
15. A good teacher calls home for both positive and not so positive news. They build a good rapport with parents and communicate with parents about ongoing problems as well as achievements of the students.
16. A good teacher observes other teachers and learn what works for them. A good teacher is willing to take advice from others.
17. A good teacher realizes the importance of knowing at least each student's first name regardless of how many students are taught.
18. A successful teacher takes the time to teach students to do as much of the clean up as age level appropriate. A good teacher also teaches his or her students to clean up after themselves and keep the learning environment suitable for instruction.
19. A good teacher never is too stubborn to call a project quits if it seems over their heads. It will only lead to their frustration and that leads to behavior problems.
20. A good teacher attempts to gain administrative support. It is so important to establish positive relationships with bosses, peers, and support staff. Secretaries do so much for teachers, as do the custodial staff. Be their friend. Also, good

teachers attempt to take care their own discipline in the classroom to the extent that one possibly can.

21. It was advised in this report to coordinate lessons within a county, so all students are on the same level and students who transfer are more likely to stay on track.
22. In this report, the participants discussed many issues that impede the learning environment. Among these issues they indicated that many of the art facilities they taught in were of poor design and lacking storage space for art materials. It was advised for one to seek advice from other art educators that have taught in similar situations to have a better grasp of how to set up one's own classroom to optimize learning and instruction. If it is feasible in ones budget to buy or build more storage and/or shelving it may be worth it in the long run and allow for a cleaner and safer work and learning environment.

Recommendations For Future Art Educators

Veteran teachers were surveyed to provide advice about classroom management to future art educators. The literature review and survey responses indicated that there are areas of classroom management that may require more research especially with an ever-changing student body. Therefore, the following recommendations for future research regarding this topic are suggested:

1. Another survey of classroom management to gather input from a wider more diverse variety of art teacher participants would be advised to broaden the collection of topics and issues art teachers face. The current study I performed only collected data from a

small portion of art educators in one county. To further validate the data, one could attempt to gather a larger sample size from the following:

- Conduct a survey of art educators in Georgia about classroom management
- Conduct a study of art teachers in a region (South, North, Southwest, West Cost, etc.) regarding classroom management
- Conduct a survey of all art teachers in the United States about classroom management.

A larger sample size would be more useful in writing a book for a guide to management of the art classroom. A larger sample could look into diversity, socio-economic status, gender, rural verses urban, etc. It could even look into the prevention of problems and issues faced by art educators.

2. A comparative study between retired art educators and those currently working in the field to see how classroom management and working with students has changed in the last decade is also needed. The students we teach today are different then the students 10 years ago and I am sure those students are different then students a decade earlier. Times have changed especially with new technologies like cell phones and MP3 players. More than likely with these changes teachers have seen a lot of issues arise and complications impeding instruction that was not there 10, 20 or even 30 years ago.
3. Additional studies based on the problems mentioned by individual art teachers in the study to gather further insight on to how to over come these problems may also be needed. Breaking the study down into individual concentration areas like just behavior

management, time management, or supply management would allow for more in depth input from each of the participants.

4. A comparative study of art educators who have been certified through traditional programs and those art teachers who participated in alternative certification programs would also be an interesting study. This comparison could examine the differences between both group's strengths and weaknesses in a way to improve the education of art teachers. This study could also open a branch into the comparison of educational studies and real world applications. One could look into expectations student teachers have verses expectations experienced by studio artists entering the classroom for the first time. It would be interesting to see how each group tackles the curriculum and what areas of art are deemed more important to be taught to the students.
5. A study on college professors and classroom behavioral problems they see in recent years in comparison to behaviors high school educators see in the classroom environment; this would be done to see if the behaviors high school teachers deal with are filtering over to the college classroom. In a recent discussion with a college professor on a Georgia Southern Campus, I learned that studio art professors are now seeing signs of unwanted behaviors taking place in college classrooms that are similar to behaviors grade school teachers deal with. She even stated that they were required to take a class on how to deal with these new behavioral problem students. These behaviors discussed seem similar to those posed in this study.
6. One could also look into the development of a class strictly based on classroom management as a practical application study. A collection of educators could be brought

together to develop a curriculum that could assist art educators in the field and/or prepare future art educators with extra armor to use in the classroom setting.

REFERENCES

AFT (2003). Back to school teacher tips. *The AFT Report,* 39(36) August, 1-12.

Bahous, J. (2006). Teacher competence: In service vs. pre-service teachers. *Supplied by EDRS, ED(491484)*, March, 1-7.

Bless, J. (1979). Classroom management decisions, using student data: Designing an information system. *The Journal of Higher Education*, *50*(3), May-June, 256-279.

Burton, D. (1998). Survey of current research in art education. *National Art Education Association,*39 (2), 183-186.

Cohen, E., Lotan, R., & Leechor, C. (1989). Can classrooms learn? *Sociology of Education*, *62(* 2), 75-94.

Dinsmore, T. (2003). Classroom management. *Marygrove College,* EDU(690), June, 1-30.

Evertson, C. & Neal, K. (2006). Classroom management. *National Education Association*, July, 1-6.

Evertson, C. & Neal, K. (2006). Looking into learning-centered classrooms implications for classroom management. *National Education Association*, July, 1-22.

Gifford, L., Kher, N. & Besant, K. (2003). Pre-service teachers' knowledge of effective classroom management strategies: Underachieving students. *American Education Research Association,* April, 1-9.

Harris, M. (2003). Preparing the teacher educator of the future. *The American Educational Research Association, April, 1-20.*

Logan, J. (2003). Classroom management: techniques, policies, procedures and programs to ensure that discipline "rules" in your classroom. *Supplied by EDRS, ED(479-639),* 1-23.

Martin, N., Yin, Z., & Mayall, H. (2006). Classroom management training, teacher experience and gender. *Southwest Educational Research Association,* February, 1-15.

Michalis, M. (2003). The characteristics of the effective teacher in Cyprus public high school: The students' perspective. *American Educational Research Association, April, 1-8.*

McFarland, D. (2001). Student resistance: How the formal and informal organization of classrooms facilitate everyday forms of student defiance. *The American Journal of Sociology*, 107(3), 612-678.

Schmidt, M. (2006). "It's just a false sense of reality": Student teachers' latent learning about classroom management. *American Educational Research Association,* April, 2-35.

Susi, F. (2002). Behavior management: Principles and guidelines for art education. *Art Education,* 55(1), 40-45.

Susi, F. (1996). Becoming a behavior-minded teacher. *Art Education, 49(5), 62-68*

Wong, H. & Wong, R. (2001). How to be an effective teacher the first days of school. *Harry K. Wong Publications, Inc.* 2, 1-338.

APPENDICES

Appendix A: Consent Form for Interviews……

Appendix B: Research Survey Questionnaire……

Appendix A

Georgia State University
Department of Art Education
Informed Consent

Title: "Secrets of The trade from the experiances of Veteran Art Educators

Principal Investigator: John Paul Wood Jr.

I. Purpose:

You are invited to participate in a research study. The purpose of the study is to investigate topics of classroom management. You are invited to participate because you are an art education teacher for grades K-12. An approximate total of 30 participants in Henry County have been contacted to participate in this study. Participation will require approximately 20 minutes to an hour of your time over the course of the 2007-08 school year.

II. Procedures:

The participants of the study will be the studio art teachers in Henry County Georgia in all levels of art instruction from elementary, middle and high school. If you decide to participate you will be asked to complete a questionnaire (via e-mail) on what you feel a new art teacher needs to know about classroom management. All information will be kept confidential. Neither names nor school information will be used in this study. You as the subject of the study will have the right to change or refuse the use of any data you provide.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life. You and your school will remain autonomies on all questionnaires you fill out and in the report through the use of a pseudonym you provide. This study is by no means negative in anyway. To the contrary, it is in my hopes that this study will be useful to incoming art teachers. No label or code will be used to link you or your classroom to the study. The data gathered will only be used to compare the literature on classroom management to the workings of an art classroom.

IV. Benefits:

Participation in this study may be beneficial in that you will have the opportunity to reflect a variety of aspects of your own experience learning to manage an art classroom. I hope to document and compile the classroom experiences of veteran teachers in order to provide a resource that will be of particular benefit to novice art educators.

V. Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Whatever you decide, you will not be penalized for your decisions at any time.

VI. Confidentiality:

We will keep your records private to the extent allowed by law. We will use a pseudonym for your name and your school in our study records. Only my professor and myself will have access to the information you provide. It will be stored at my home under lock and key and on my Macintosh computer with a password that only I know. Your name and other facts that might point to you will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally. At the end of this study, all information I hold in relation to the subjects of this study will be deleted.

VII. Contact Persons:

Contact John Wood at 404-663-8728 or by e-mail at jwood@henry.k12.ga.us if you have questions about this study. If you have questions or concerns about your rights as a participant in this research study, you may contact Susan Vogtner in the Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu.

VIII. Copy of Consent Form to Subject:

We will give you a copy of this consent form to keep.

If you are willing to volunteer for this research, please sign below and return securely through XXXXX XXXXXX XXXXXXX inter-office mail to:

John Wood
XXXXXX XXXX XXXXXX
Art Department.

_____ _____

Participant Date

_____ _____

Principal Investigator or Researcher Obtaining Consent Date

Appendix B

John Paul Wood Jr.
Georgia State University
Teacher Survey for Graduate Thesis

Classroom Strategies & Techniques

Overview: The questions in this survey are geared toward creating a reference in relation to managing an art classroom for beginning teachers. Please reflect back upon your years of experience and provide feedback that would have assisted you as a beginning teacher. Please attach more paper if needed to complete your answers.

The following questions ask about your teaching experience:

Years of Teaching Experience

1. How long have you been teaching? 0-5 6-10 11-15 16+ years

Teaching Grade Levels

2. What grade level of students do you teach? Elementary k-5 MS 6-8 HS 9-10
If teaching grade levels HS 9-10 please answer question 3; if not go on to question 4.

3. If you are a high school teacher, what are the subjects that you teach?
_____

4. Have you ever taught in a different grade level then the one you currently teach? If so, what grade level have you taught in the past? _____

5. What is the gender, racial and socio-economic demographics of your current classroom?
Gender_____
Racial_____
Socio-economic_____

6. As a beginning teacher, what do you recall as your classroom management strengths and weaknesses?
Please rank your performance on a scale of 1 (weak) to 5 (strong) for the following:

Behavior Management 1__2__3__4__5___
Classroom Material Management 1__2__3__4__5___
Time Management 1__2__3__4__5___
Working with Special Needs Students 1__2__3__4__5___

Curriculum/Planning Lessons 1__2__3__4__5___
Classroom Arrangement 1__2__3__4__5___
Working with gender/ethnic cliques/gangs 1__2__3__4__5___
Other

_____
_____

7. Do you believe that your strengths and weaknesses changed as you gained experience? If so, please explain in what ways:

_____
_____

The following will relate to Classroom Management Classes, Information and Material.

According to Dinsmore (2003), a large percentage of undergraduates declared that they attended a university that did not offer a course that exclusively dealt with classroom management.

1. Did the collage/university you attended offer such a course?

_____YES. In what ways was your teacher preparation in classroom management useful and/or how might it have been improved?

_____
_____

_____NO

2. Did the collage/university you attended offer classroom management information or experiences embedded within the coursework?

___YES. In what ways was your teacher preparation in classroom management useful and/or how might it have been improved?

_____
_____
___NO

3. What do you know now that would have helped you during your first years of teaching?

_____
_____
_____
_____
_____

4. As a beginning teacher, what questions or problems did you have that were difficult to resolve?

_____
_____
_____
_____

The following questions relate to Daily Classroom Management

1. Are there any physical classroom features that impede your management of student behavior?
   If so, please explain:

_____
_____
_____

2. Are there any scheduling or student class load assignments that impede your management of student behavior?
   If so, please explain:

_____
_____
_____

3. Are there any other contextual situations that impede your management of student behavior?
   If so, please explain:

_____
_____
_____

4. What do you see as the main causes of student misbehavior in the classroom?

_____
_____
_____

5. On the scale of 1 (low) to 5 (high), please rate the level of teacher directed structure that you prefer in your classroom.
1__2__3__4__5___

6. Are there any times you expect your students to function independently in the art classroom?

a. Getting out materials and supplies	Yes	No
b. Passing out materials to classmates	Yes	No
c. Putting away work and materials	Yes	No
d. Making up missed assignments	Yes	No
e. Assisting other students in class/group work	Yes	No

f. Other_____

_____
_____

The following questions are related to Improving the Classroom Environment

1. How do you hope the students will perceive you as the teacher of the art classroom?

_____
_____
_____

2. What do you believe is most important in establishing a good classroom management system?

_____
_____

3. Which of the following aspects of the art classroom are the most important to you?

Please rate the following with (5) being of highest importance and (1) being of low importance.

__Having a seating chart
1__2__3__4__5___

__Having storage for student work and storage for classroom materials (organization)
1__2__3__4__5___

__Having space to provide your students with an interesting still life arrangement.
1__2__3__4__5___

__Being able to visually monitor your students at all times.
1__2__3__4__5___

__Classroom Safety
1__2__3__4__5___

__Being able to keep the environment clean.
1__2__3__4__5___

__Having room to display students works
1__2__3__4__5___

__Having proper/adequate studio equipment
1__2__3__4__5___

__Having enough books for all of your students
1__2__3__4__5___

__Having a demonstration area
1__2__3__4__5___

Other_____
_____

4. How many classroom rules do you have for your classroom? (please circle one)

0 1-6 7-12 13+

5. Please explain one or two rules that you consider to be the most essential to your successful classroom environment?

_____
_____
_____

6. How would you as a teacher gain trust, respect and compliance while relating positively to your students?

_____
_____

The following questions relate to your Preparation for Teaching.

1. How many hours a week do you spend preparing for teaching your students? _____
2. How many hours do you think a beginning teacher will need to spend each week preparing for instruction? _____
3. What is the most important aspect of your preparation for teaching each week?

_____
_____

4. What do you find most difficult about preparing lessons for your students?

_____

The following section allows for your free input into teaching and managing a classroom. In this section I would like to ask you to provide information not covered in this questionnaire that you personally feel a new teacher needs to know about teaching and managing one's classroom.

If you have any other advice not covered in this survey, please feel free to add it below:

_____
_____
_____