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A descriptive analysis of mentoring on pre-service physical education teachers related to classroom and behavior management: A case study

Alfredo Martinez

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**A DESCRIPTIVE ANALYSIS OF MENTORING ON
PRE-SERVICE PHYSICAL EDUCATION TEACHERS
RELATED TO CLASSROOM AND
BEHAVIOR MANAGEMENT: A CASE STUDY**

BY

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DISSERTATION

Submitted in Partial Fulfillment of the
Requirements for the Degree of

Doctor of Philosophy

Physical Education, Sports and Exercise Science

The University of New Mexico
Albuquerque, New Mexico

August, 2009

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DEDICATION

I would like to dedicate this dissertation to my little “BUGGIE,” Izabella Rose Martinez who we lost on June 29, 2009. In her 2 ½ years of life, she demonstrated to everyone whom she came in contact with the “joy of life” and how to make everyday a full, wonderful, and happy experience. I would also like to dedicate this dissertation to the rest my family who has provided unconditional love, support, joy and encouragement throughout this endeavor and my entire life: my wife Becky, my son Marquez, my daughters Aleah and Kayla, and the newest edition to “Team Martinez” our son Mekaio. Without you, none of this would have been possible. I would like to thank my parents, Rose Ellen and Dr. Leo Martinez for instilling in me a strong sense of work ethic, pride and for all they have done for me throughout my life. Finally, I would like to thank my sister Veronica “Vron” Martinez, her husband Jerome, daughter Christa, son Carlos, granddaughter Heaven, all my uncles, aunts and numerous cousins who have provided support and inspiration throughout my life. THANK YOU AND I LOVE YOU ALL!!

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ABSTRACT

The purpose of this study was to explore the development of instructional management behaviors of pre-student teachers, who have received pre-service preparation through a course in classroom and behavior management and who receive supervision and mentoring specifically in regard to classroom and behavior management.. Two junior level pre-student teachers served as key participants in this study. The intensive mentorship occurred over the course of five weeks with two observations per week. The data were collected and triangulated through interviews, observations, field notes, video recorded lessons, and artifacts such as lesson plans. Two distinct case studies were developed in this field study once the data was analyzed. Based on the findings of this study, it is evident that there was a favorable relationship between mentoring physical education pre-student teachers and observable teaching behaviors related to classroom and behavior management.

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Chapter 1

Introduction

In order to have a quality-learning environment in a Physical Education setting, a teacher must be able to simultaneously manage the routines of the class and direct student behavior. Collier and Hebert (2004) surveyed over 300 in-service Physical Education teachers in five different states and found that the teachers believed that the two most important skills for effective teaching were classroom management and behavior management. Such skills enable teachers to effectively facilitate learning, promote safety and motivate students. Owens (2006) states

Without class control, students cannot learn and teachers cannot teach. Without class control, power in the class shifts from teachers to students and chaos reigns.

Without class control, students ultimately lose out as teachers struggle to stay energized to continue to fight these battles. Ultimately, without class control, teachers burn out and leave the profession. (p. 30)

Physical Education is a unique and dynamic setting that not only promotes physical activity, but also socialization, cooperation, and various levels of competition through a variety of activities. Because of this complexity, the approach to managing behavior and conducting a physical education class must also be unique. The methods used to manage a class or affect behavior in a traditional classroom, such as math or history, may not apply in the physical education setting. Factors such as equipment, facilities, interaction of the students, weather, type of activity, individual motivation and instruction techniques will affect the physical and social environment (Lavay, French, & Henderson, 2006). Instructors may have unique philosophies to promote positive

behavior in classes based upon the specific goals and objectives of a program. Yet many commonalities among teachers exist to increase and maintain appropriate behaviors, while decreasing inappropriate behaviors.

Although the educational environment has changed drastically over the past 30 years, misbehavior of children is not a new phenomenon. As Lavay et al. (2006) noted, Socrates (469 b.c.) believed the youth of his era were disrespectful to their elders, had bad manners, and had contempt for authority. Furthermore, although they lived in the “lap of luxury”, they contradicted their parents, were impolite to visitors, and terrorized their teachers. Similarly, in contemporary society, young people exhibit disruptive and escalating behaviors, which are attributed to social diversity, technological advances, changing dynamics of the family structure that include more single parent homes, and the media’s ability to sensationalize inappropriate behavior of sport figures and celebrities (Dove, 2004; Lavay et al., 2006). Many people in today’s society believe young people are disrespectful, lack discipline, and are unable to cope with the demands of a formal learning environment (Lavay et al., 2006). Unfortunately, violent behaviors, such as fighting, bullying, rape and death, are an everyday reality that teachers as well as students must address. According to the U.S. Department of Education (2002), approximately 2.5 million secondary school students were victims of school crime, which included 186,000 serious crimes such as rape, sexual assault, robbery, and aggravated assault. These statistics represent the social context that teachers face on a daily basis as they walk school halls and teach in classrooms.

Teachers leave the profession at alarming rates, with two of the primary reasons being quality of teacher preparation and poor working conditions (Dove, 2004).

According to the National Center for Educational Statistics (2003), 9.3 percent of public school teachers leave the profession before they complete their first year on the job, and within the first three years of teaching over 20 percent leave. Alarming, within the first 5 years in the teaching profession, over 30 percent will leave. Moreover, the rate of teacher turnover in high poverty urban and rural settings is as high as 50 percent. These percentages equate to thousands of teachers leaving the profession on a regular basis, which may be partly attributed to lack of student discipline and poor student motivation (Dove, 2004). The large number of teachers leaving the profession makes a person wonder what is missing from teacher education programs.

Many practitioners report that their undergraduate Physical Education Teacher Education (PETE) programs devoted little time to teaching the skills of classroom and behavior management, and that these abilities were intended to be developed through experience (Lavay et al., 2006). However, learning such skills on the job may not be the best method to develop effective management skills. Teachers often experience “reality shock” in the transition from pre-service to in-service teacher when they are confronted with the realities of teaching (Veenman, 1984). If the beginning teacher does not have a pedagogical foundation to make informed decisions regarding classroom and behavior management, an inefficient trial and error approach may be used to see what works and what does not work. The management skills developed from these experiences may be detrimental to students in classes that must endure this strategy (Koetsier & Wubbles, 1995). The ability to deliver content, monitor student behavior, manage the environment, and motivate students is not innate and must be nurtured early in the educational process

(Owens, 2006). Yet, where does a novice teacher learn the appropriate, effective teaching behaviors to enhance management?

Different programs and methods are in place to assist teachers as they transition from student to teaching professional, such as new teacher orientation, in-service training, postgraduate teacher education programs and induction mentorship (Koetsier & Wubbles, 1995; McNally & Martin, 1998; Rippon & Martin, 2003; Veenman, 1984). Typical orientation programs may provide opportunities for beginning teachers to:

- Hear district and school information regarding employment policies and regulations;
- Discuss common issues for beginning teachers through group meeting; and
- Consult with experienced teachers about workshops, teaching load reductions, supervisor conferences, and a multitude of other activities.

Each of these opportunities may contribute to the “reality shock” of new teachers (Veenman, 1984).

In-service training programs provide information throughout the school year to a new teacher who is adapting to a new role in a new environment with seemingly endless responsibilities. Much of the information provided during in-service training programs is often procedural in nature (Rippon & Martin, 2003). New teachers are provided general information related to district policies, school policies and procedures, implementing district programs (such as Baldrige), technology training and identifying alternative teaching materials (McCarthy, 2006). Subject specific information and individual support and development are usually the focus of in-service teacher training programs (Rippon &

Martin, 2003). There is little mentioned about classroom and behavior management policy in these in-service trainings. One has to wonder how much of the general information is retained, much less applied, by new teachers who are trying to survive the challenges of managing a classroom.

Postgraduate teacher education programs are another venue utilized by many institutions of higher education to bridge the gap between student teaching and the first solo year of instruction (Koetsier & Wubbles, 1995). Postgraduate teacher education programs are intended to develop new teacher competencies, simulate a realistic level of work pressure, and provide independent practice. This program is viewed as an extension of a teacher education undergraduate program, with the triad of a university supervisor, cooperating teacher and novice teacher in place. Koetsier and Wubbles (1995) found that postgraduate program participants benefited from continued professional supervision and demonstrated improved abilities to plan and implement instruction in the classroom. On the other hand, the development of novice teachers' technical teaching behaviors, such as assessment, was decreased. The decrease was a result of the necessity to function independently in a complex situation, increased work pressure, increased responsibilities, and discipline problems.

School districts around the country may assist novice teachers with the initial transition from student teacher to teaching professional through the use of a mentor (McNally & Martin, 1998). A partnership is formed between a new teacher and an experienced teacher as a mentor. Ideally, the mentor's role is to help novice teachers explore and integrate the theoretical base of effective teaching principles emphasized in higher education institutions and facilitate the application of those concepts to teaching

practice (McNally & Martin, 1998). Mentorship programs have achieved various levels of success, with much of the success attributed to the relationship between the mentor and the beginning teacher (Martin, 1994; McNally & Martin, 1998). Mentoring plays a vital role in the professional development of induction teachers in relation to subject matter knowledge and teacher process behaviors, which includes classroom and behavior management (Napper-Owen & Phillips, 1995). The present study attempted to determine the relationship of mentoring on teaching behaviors of physical education student teachers with regard to classroom and behavior management.

Statement of the Problem

Many experts agree that today's school environment is different from that of 30 years ago (Lavay et al., 2006). Lack of student discipline is a major concern for teachers, and many teachers are likely to leave the profession if they experience problems with student discipline and motivation (Dove, 2004). Novice teachers, including Physical Education teachers, lack classroom and behavior management skills, which are primary reasons for leaving the profession. Yet, many undergraduate PETE programs do not include training that specifically address classroom and behavior management or the development of such teaching behaviors (Collier & Hebert, 2004). Consequently, the development of these teaching behaviors may be through trial and error strategies utilized under the supervision of a cooperating teacher and university supervisor during the pre-student or student teaching practicum.

Purpose of the Study

The purpose of this study was to explore the development of instructional management behaviors of pre-student teachers, who have received pre-service

preparation through a course in classroom and behavior management and who receive supervision and mentoring specifically in regard to classroom and behavior management. Specifically, this study considered whether there was a relationship between mentoring pre-service teachers who have had a course in classroom and behavior management and the development and improvement of these observable teaching behaviors. Additionally, the study investigated whether regular assessment and guided reflection on management behaviors enhanced classroom and behavior management proficiency, thus improving the teaching performance of novice physical education teachers.

Research Goals

The following research goals provided the framework to describe the relationship of mentoring on physical education pre-student teachers after these student teachers had been trained in a course on classroom and behavior management.

Research Goal 1: Describe the relationship of mentoring and the classroom and behavior management behaviors of physical education pre-student teachers.

Research Goal 2: Describe the relationship of mentoring and the reflection and self-assessment strategies of physical education pre-student teachers.

Research Goal 3: Explain how the Physical Education Classroom and Behavior Management Inventory (PECBMI) influenced mentoring and facilitated the demonstration of effective classroom and behavior management procedures.

Research Goal 4: Explain how the Physical Education Teacher Assessment Instrument (PETAI) (Phillips & Carlisle 1983a) influenced mentoring and facilitated the demonstration of effective classroom and behavior management procedures.

Limitations

Limitations that may influence the results of this study are:

1. The two participants in this study may not be representative of the general population.
2. Data for the study were collected only from a five-week elementary pre-student teaching experience.
3. The participants in this study were involved in other activities such as course work, jobs, and other commitments that may have affected the amount of time and energy they had to dedicate to interviews.
4. Although each participant was asked to avoid discussion of the study with the other participant there was no guarantee that the participants did so.

Delimitations

1. One female and one male full-time physical education student from the University of New Mexico who were in the pre-student teaching phase of their program were the participants.
2. An instrument developed by the investigator was utilized to gather systematic data on classroom and behavior management and guided interviews and post-observation discussions.
3. The investigator held the role of mentor and was the instructor of record for the professional preparation course in classroom and behavior management for each of the participants.

Chapter 2

Review of Literature

In present day education, there is a great need for teachers who can effectively serve diverse populations (Obidah & Howard, 2005). Many Americans believe that academic performance of elementary, middle school, and high school students is on the decline and attribute this fall to poor teaching, which is further attributed to poor teacher preparation (Collier & Hebert, 2004). Over the past decade, there has been a strong movement of pre-service Physical Education Teacher Education (PETE) programs toward a standard-based approach with an emphasis in content knowledge, pedagogical knowledge, assessment, curriculum development, and learning of professional values and conduct (Metzler & Tjeerdsma, 2000). On the other hand, Collier and Hebert (2004) found that the two areas practitioners reported as the most important teaching skills were classroom management and behavior management. These two areas greatly surpassed other areas such as modeling, assessment, feedback, and fitness and skill evaluation. Hellison (2003) found physical educators left the educational profession because of the increase in behavior problems and the lack of preparation for dealing with diverse incidents. Over the last 20 years, much has gone unchanged in PETE programs, other than the amount of time spent on each area and the length of different programs based on the curricular priorities of the program (Bain, 1990). Although PETE programs have gone unchanged, the school environment has changed dramatically with regard to violence being the greatest societal issue children face today (Lavay et al., 2006).

In 2002, the U.S Department of Education reported that students 12 to 18 years old were victims of approximately 2.5 million crimes including theft, assault, rape and

other violent crimes. In secondary schools, violent behavior is a daily reality with guns and knives added to the use of fists and name-calling. In settings with a large number of children who have diverse emotional, social, cognitive and motor abilities, these problems are intensified (Lavay et al., 2006). Teachers are directly affected by the current state of such an educational environment. In another example, the National Center for Educational Statistics reported in 1997 that the turnover rate for teachers in their first 5 years in rural and high poverty urban schools was as high as 50%, in comparison with 30% for all other teachers. States with alternative teaching licensure or emergency permit programs to address the nationwide teacher shortage lose up to 40 percent of those teachers annually (Dove, 2004).

Learning cannot take place in an unstable environment where children feel helpless and unsafe (Obidah & Howard, 2005). A teacher may develop a quality lesson plan, yet good management skills of the teacher are essential for effective teaching (Rink, 2006). School districts across the country have implemented induction programs for new teachers with a high level of success. Supervision and assistance for first-year teachers has had a positive impact in areas of teacher knowledge, effective teacher behaviors, and teacher socialization (Napper-Owen & Phillips, 1995). Yet, what have PETE programs done to prepare future teachers to address behaviors of students from different races, cultures, and class backgrounds than themselves?

This review of literature will focus on the constructs important to the development of pre-service teacher behaviors related to classroom and behavior management. These topics include: a) information on the role of the mentor; b) research on systematic observation; c) proactive strategies used to enhance classroom and behavior management;

d) the components of classroom management; and e) the methods of behavior management.

Mentoring

Mentoring is a process that involves putting together a person who has a high level of expertise with a person or people who needs to be mentored (Martin, 1994). There is no exact science in matching a mentor with a person who is being mentored. Macintyre and Hagger (1994) state that there is no uniform approach to mentoring because of differences in the personalities of mentors, the contexts of mentorship and the different degrees and level of mentors. Lilley and Newton (1990) found that the concept of mentoring varies widely across different professions. For example, in industrial sectors, the mentor is generally someone known to and selected by the mentee based on his or her own experience and knowledge. The mentor offers advice and guidance in a friendly adviser role with no assessment responsibilities. In the fields of education and health services, however, the mentor serves as both tutor and assessor and is often selected based on educational experience and academic position. These mentors typically adopt a role model position (Martin, 1994).

Although different approaches in mentor selection are evident, there is a general consensus that mentoring involves more than one dimension (Martin, 1994; Tellez, 1992; Watkins & Wally, 1993). A mentor is someone who is involved in supporting his or her mentee and this role involves general skills of modeling, organizational management, and counseling, with assessment as a dimension that does not often figure as part of the role (Watkins & Wally, 1993). Martin (1994) believes that mentoring is a beneficial relationship for both the mentee and mentor. Nevertheless, the mentoring process in

teacher education should play only a part of the pre-service teacher's whole experience by emphasizing the development of skills required for teaching. In addition, the qualities required by a mentor are quite different from those of a classroom teacher. Mentors may be selected because they have the necessary intangible skills in the areas of observation and counseling, along with the experience and expertise in a discipline (Wally & Watkins 1993).

Maynard and Furlongs (1993) developed three models of mentoring while they investigated student concerns in stages of development in teaching and the processes involved in learning to teach. They believe each model inadequate by it self, but when combined together, these models provide an appropriate catalyst to address the ever-changing needs of "trainee" teachers. The models are: a) the apprenticeship model, which involves collaborative teaching rather than an observer and doer; b) the competency model, which involves coaching according to a checklist of competencies, and is a more systematized approach; and c) the reflective model, which encourages a wider knowledge context and attempts to take the mentee beyond the basic competence stage to a higher level. For this study, I will employ a combination of the competency and reflective models.

Systematic Observation

Darst, Mancini, and Zakrajsek (1989) state that "systematic observation is a method that allows a trained person following stated guidelines and procedures to observe, record, and analyze interactions with the assurance that others viewing the sequence of events would agree with his or her recorded data" (p.3). Systematic observation provides an opportunity to observe, record, measure, and evaluate events in

their natural setting (Hastad & Lacy, 1998). The function of systematic observation is to examine what occurs in a given event and determine if any changes are needed and what those changes should be (Brewer & Jones, 2002). Observational instruments range from simple to complex and provide different types of information, which is dependent on the nature of the instrument and the recording procedures used. Regardless of the complexity of an instrument, each tool is based on specific behavioral categories and has been created to improve areas such as instructional effectiveness, self-evaluation, supervision techniques, and teaching behaviors (Hastad & Lacy, 1998; Phillips et al., 1992). In the realm of teaching, the use of systematic observation is closely related to advances made in teacher methodology (Darst et al., 1983.) Dependent on the nature of the instrument, data can be collected via on-site observation, recorded events, and live streaming through the internet (Hastad & Lacy, 1998).

For this study, two different systematic observation instruments were utilized. One was the Physical Education Classroom and Behavior Management Inventory (PECBMI) that was developed to provide information about pre-service teachers' teaching behaviors related to classroom and behavior management. The second was the Physical Education Teacher Assessment Instrument (PETA) that was developed by Phillips et al. (1992); however, a custom version of the PETA that primarily focused on teacher management time was utilized.

Pro Active Strategies

It is not uncommon for educators to blame young people for disruptive behaviors and respond with corrective methods. Yet how often does such disruptive behavior stem from boredom and frustration that is the result of a poorly planned learning experience

(Lavay et al., 2006)? If students wait in line for long periods of time or are asked to practice a skill that is either too easy or beyond their developmental level, it is expected that they will display off-task and potentially disruptive behaviors. A quality physical education program should provide all students with a positive experience in an environment conducive to learning (Rink, 2006). The teacher who designs and implements an effective and positive learning environment can prevent the majority of inappropriate behaviors (Graham, 2001). It is up to the teacher to design and implement an environment that is conducive to learning by: 1) communicating expectations; 2) designing developmentally appropriate activities; 3) reinforcing appropriate behavior; 4) promoting social interaction; and 5) using reflective teaching skills.

Communicating Expectations

One of the most important steps in establishing a positive learning environment is to communicate class expectations to the students throughout the school year (Graham, 2001; Rink, 2006). Positive environments are more easily established and maintained when physical educators teach expectations and the reasons for rules in advance so problems can be addressed constructively and cooperatively with students (Rink, 2006). Communicating expectations begins on the first day of school in the form of orientation. Graham (2001) states “teachers who design and implement effective and positive learning environments are successful because they begin to develop an environment for learning on the first day of school” (p.34). A good orientation sets the stage for the entire school year. Expectations related to the rules, routines, and procedures must be communicated in a manner that can be internalized by all participants (Lavay et al., 2006). While the orientation period for younger children may be longer than their older

counterparts, orientation is just the start for communicating expectations. Teachers should have routines for events that occur over and over again, such as entering and exiting procedures, equipment distribution and collection, locker room protocols, and so on. When students know what the expected behavior is on a daily basis, they are more likely to behave appropriately (Rink, 2006).

Developmentally Appropriate Activities

Activities should be planned that are appropriate based on the student's chronological and developmental age with a gradual increase in the degree of difficulty as a way to challenge but not frustrate them (Graham, 2001; Graham, Holt / Hale, & Parker, 2004; Lavay et al., 2006). Shulman (1987) distinguishes the expert from the novice teachers by their ability to transform and relate the content for the learner. He explains that teachers need knowledge of general pedagogical skills, knowledge of the content, and knowledge of how to best teach a particular skill, which he calls pedagogical content knowledge. One of the essential skills a teacher must possess in the design of developmentally appropriate lessons is the ability to break down content and sequence it into appropriate learning experiences (Rink, 2006). Off-task, disruptive behaviors are often the result of a developmentally inappropriate designed lessons (Lavay et al., 2006).

Reinforce the Appropriate Behavior

Positive approaches are more effective than negative ones for engaging students and maintaining their cooperation (Rink, 2006). "Catch them being good", or positive pinpointing, is a technique that teachers utilize to identify a student or group who is modeling the appropriate behavior or desired skill (Graham, 2001; Lavay et al., 2006). Novice teachers often fall into a habit of noticing the negative and overlooking the

positive behaviors, which may inadvertently reinforce the inappropriate behaviors (Lavay et al., 2006). This technique or strategy is a learned behavior, but many successful teachers appear to have this as an innate characteristic (Graham, 2001). On the other hand, the reinforcement of appropriate behavior should be used on a consistent and fair basis or it loses its effectiveness. A teacher who is always pinpointing the highly skilled student or the student who consistently displays the desired behaviors will diminish the value of this technique (Lavay et al., 2006).

Social Interaction

According to Graham (2001), “the teacher makes the difference” (p.8). When we think back to all the teachers we have had in the past, the most effective ones were usually the teachers who went beyond the boundaries of the subject matter and classroom. A teacher’s individual characteristics, personality traits, likes and dislikes will influence the way he or she performs instructional functions (Rink, 2006). Numerous attributes are evident in excellent physical educators, such as optimism, enthusiasm, respect for students, adaptability, intuitiveness, and approachability and so on, along with content and pedagogical knowledge (Williams, Alley, & Henson, 1999). Social interaction between teacher and student facilitates the development of a stimulating learning environment in which the students want to behave and learn (Lavay et al., 2006). Learning and using student’s names, inquiring about and attending outside of school activities, and discussing events that may not be directly related to the current lesson are ways social interaction can create a personable environment that is conducive to learning.

Reflective Teaching

Empowering teachers to make their own decisions is the premise of reflective teaching (Cutforth & Hellison, 1992). The importance of reflective teaching is evident in Rink's (2006) statement that:

The effective teacher and the teacher who continues to grow is most of all the reflective teacher. The reflective teacher does not just act. The reflective teacher asks many questions about what they are doing and why they are doing it. The reflective teacher chooses what to do based on information gathering about what is going on in the teaching-learning situation. The reflective teacher bases decisions on what to do on goals, values, knowledge, and accurate information about learners (p. 20).

Self-examination of one's lessons, practice or activities will allow the practitioner to grow in all areas of instruction (Lavay et al., 2006). The reflective practitioner takes time to think about what is going on in a lesson at any given moment (reflection "in" action) and thinks about what occurred after the lesson is complete (reflection "on" action) (Harrison, Blakemore, Buck, & Cook 2007). Reflective teachers ask themselves questions about goals, progress, outcomes, practices, and student behaviors (Rink, 2006.)

Classroom Management

Quality classroom management in a physical education setting is essential for obtaining and maintaining control (Rink, 2001). Students must not only be instructed in the daily procedures and routines of the class, but structured, predictable environment will enable the teacher to maintain control of the class, provide a safe setting for students, and maximize student learning (Lavay et al., 2006). The areas of classroom management

discussed in this study will be: 1) teacher time management; 2) signals; 3) transitions; 4) equipment procedures; 5) use of facilities; 6) supervision; and 7) organizing partners, groups or teams.

Teacher Time Management

Teacher time management includes: 1) entering and exiting procedures; 2) initial set or activity; 3) time on task; and 4) ending class or closure.

Teachers need to establish and practice routines for entering and exiting the instructional area (Graham, 2001; Lavay et al., 2006). Classes may be conducted in a gymnasium, outside field, portable building, or inside a classroom. In addition, differences in procedures will occur between elementary and secondary levels. Elementary students are typically instructed to stand in a specific area to enter and exit the class, whereas secondary students usually gather in a designated area to take attendance (Graham, 2001).

The amount of time teachers take for their lesson introduction can establish the tone for the lesson. Pangrazi (2004) believes that teachers should alternate short episodes of instruction with activity. Students who wait too long for the activity to begin may become bored, which may lead to behavioral problems (Lavay et al., 2006). Starting a class with an initial activity will help promote interest and establish a positive climate for the rest of the activities to follow (Graham, 2001).

The end of instructional time should be marked with a closure. Graham (2001) explains that closure occurs at the end of a class and should not last longer than 2-3 minutes. Closure is an ideal time to question students for understanding of the key points

of the lesson, assign any homework, praise the students for their efforts and pre-cue the events for the next day.

Signals

Pangrazi (2004) asserts that using a signal is one of the most effective ways to start, stop, and get everyone's undivided attention. Examples of signals that effectively get students' attention are whistles, drum beats, handclaps, raised hands, or voice commands (Lavay et al., 2006). Signals work well for students who have difficulty stopping an activity to listen to instructions or transitioning from one activity to the next (Graham, 2001). As with other managerial tasks, the use and meaning behind a signal should be practiced.

Transitions

A change in activity, space, or equipment is one of the more challenging aspects of managing a group (Lavay et al., 2006). Clear, simple directions for each transition, which can include the use of a signal, can reduce management time and allow the lesson to progress smoothly. The use of lines in a gym and equipment such as cones, poly spots, and task cards help ease transitions. The number of transitions that occur in a class should be minimal, although with younger students, the number of activities needed to maintain their attention may require multiple transitions (Lavay et al., 2006).

Equipment Protocols

Graham (2001) suggests that there are typically three protocols that need to be established and practiced in relation to the equipment: distribution, use in activity, and collection. Distribution of equipment can be a challenge if the teacher does not have an organized system to pass out the equipment. One trashcan located in a corner with 25

students trying to get a piece of equipment at one time will lead to crowding and improper behaviors. Instead, spreading out equipment in a large area or having small groups' of students retrieve equipment will reduce crowding and prevent problems (Graham, 2001). Once students have the equipment, they need to know what to do with it before, during, and after the activity (Lavay et al., 2006). Clear, concrete directions should inform students how to distribute the equipment, what to do with equipment while the teacher is talking, and what is expected of the use of the equipment during the activity (Graham, 2001).

The amount of equipment a teacher uses during a lesson is also an important aspect of classroom management. Teachers should not expect students to share equipment when one piece of equipment per child is appropriate (Rink, 2006). Collection of equipment once the activity or class is over needs to be as systematic as the distribution to avoid the same crowding behaviors. As with other managerial tasks, equipment protocols must be practiced and reinforced throughout the school year (Lavay et al., 2006).

Facilities

The nature of the activity will dictate the amount of space needed and the type of facility to use, whether it is in the gym, outside, or in a classroom (Rink, 2006). To be effective, teachers need to be aware of spacing and safety issues for each activity. Further, the condition or appearance of the facilities can affect the group's behavior. Hazardous, unclean, and disorganized facilities do not promote good work habits (Lavay et al., 2006). Periodic checks for hazards are vital.

Supervision

In a physical education class, the teacher usually is required to supervise and observe a class of more than 25 students as well as make decisions about the appropriateness of the activity and the students' behavior (Graham, 2001). This task is further complicated by the size of a facility, type of activity, equipment used, and amount of tasks occurring at one time (Lavay et al., 2006). In order to maximize supervision, management techniques such as back-to the wall, scanning, instructional proximity and overlapping should be utilized (Graham, 2001; Lavay et al., 2006). In addition, teachers should frequently be moving about the class and interacting with as many students as possible throughout the lesson (Rink, 2006).

Organizing Partners, Groups, Teams

Efficient organization of partners, groups, or teams is essential to maximize learning time (Graham, 2001). Group size and opportunity for learning are closely related because if students are arranged in large groups where they have to wait in long lines or share equipment with multiple people, learning is negatively affected and behavior problems will arise (Rink, 2006). Teachers should turn frequent formations such as lines, squares, and circles into routines to maximize time on task. Using teams or squads for taking attendance, distributing and collecting equipment, and leading a warm-up provides an effective opportunity for students to develop leadership skills (Lavay et al., 2006).

Behavior Management

One of the most difficult tasks for an educator is managing young people who act inappropriately. For most teachers, this is neither fun nor satisfying, but it is a reality of an educator's daily responsibilities. Veeman (1984) found that "classroom discipline was

the most serious perceived problem for classroom teachers” (p. 153). Twenty-five years later, not much has changed. Collier and Herbert (2004) report that practitioners identified overwhelmingly that behavior management was one of the most important skills to have for successful instruction, second only to classroom management. Siedentop and Tannehill (2000) identify three myths about behavior. First, behavior problems will not occur with good management. Second, students come to physical education class already familiar with the necessary behaviors. Third, all young people enjoy physical activity and have a high level of enthusiasm about learning. Because we know these assumptions are false, physical educators must set the stage for learning by creating a positive, consistent, dynamic environment.

There is no single behavioral management approach that works for all teachers. However, in order to meet the complex needs of individuals in a diverse environment, Lavay et al. (2006) identified three approaches to assist physical education teachers in decreasing inappropriate behaviors while increasing and maintaining appropriate behaviors. These approaches are behavioral, humanistic, and biophysical.

Behavioral Approach

The behavioral approach uses the principles of operant conditioning to change behavior, which is often referred to as the ABC (antecedent-behavior-consequence) approach (Lavay et al., 2006). The antecedent is the stimulus that occurs before a given behavior. Once the behavior has occurred, a consequence will follow that will increase, decrease, or maintain that behavior in the future. Graham (2001) suggests that when a child or class becomes disruptive, implementation of the teacher’s behavior protocols must occur. The use of pleasant consequences can be employed to develop, increase, and

maintain positive behaviors. On the other hand, the use of unpleasant consequences to redirect or decrease inappropriate behaviors should be used in a consistent manner (Lavay et al., 2006). Consistency insures a fair and predictable environment.

Lavay et al. (2006) emphasize the “behavior change process” to alter an individual’s behavior. The behavior change process is a four-step process that requires the teacher to: 1) identify, define and prioritize the behavior; 2) observe and record the behavior; 3) implement the behavioral intervention; and 4) evaluate the behavioral intervention. The first three steps often occur within a few moments of each other.

Identification of the behavior a teacher would like to develop, increase, maintain, or decrease is the first critical step in the behavioral approach. Identification begins by asking the questions: “What do I consider appropriate and inappropriate behavior?” and “What behaviors do I want the individual or group to possess?” Once the behavior has been identified, the teacher must then define the behavior. The behavior must be an observable, measurable act in order for the teacher to describe exactly what the individual is doing responsibly or inappropriately. After identification of a definable behavior, the teacher must prioritize the behavior from most important to least important. The most important behaviors that need to be addressed involve the safety of the student or students. Other high priorities are social issues, group control problems, and following directions. The severity of each behavior must be considered, along with the duration and frequency of the behavior (Lavay et al., 2006).

The teacher may use several methods to observe and record the individual or group behavior. Mental notes, grade book documentation, interval frequency recording, and charting are some common methods used to observe and record behaviors. The next

step, which is the heart of the behavior change process, is the intervention. A variety of behavioral interventions efficiently maintains, increase, develop, or decrease behaviors. For example, to maintain or increase a target behavior, the teacher can use promptings, contracts, positive pinpointing, social reinforcement, and tangible reinforcers. To decrease or redirect an undesirable behavior, a teacher may use extinction, timeout, direct discussion, or other corrective methods. The final step is to evaluate the behavioral intervention. Similar to identification of the behavior, evaluation of the intervention should begin by asking the question: “was the target behavior achieved and displayed.” The answer to this question will give the teacher feedback on the success or lack of success of the intervention (Lavay et al., 2006).

Humanistic Approach

The humanistic approach to behavior management is based on the responsibility model and focuses on personal and social responsibility, interpersonal relationships, character development, intrinsic motivation, and the development of self-concept (Lavay et al., 2006). Responsibility is a choice that is motivated internally and people are capable of accepting responsibility for their actions as well as the consequences of their behavior (Hellison, 2003). It is critical to develop a trusting relationship with the students, understand the psychological causes of behavior, and teach self-control when using the humanistic approach to deal with disruptive behavior. Stiehl (1993) confirms that responsibility models provide children with the experiences that allow them to develop social, personal and environmental responsibility. The implementation of the humanistic approach to behavior management requires that physical educators be confident in their own abilities, reflective enough to analyze their own style, and vulnerable enough to

share problems with others (Hellison, 2003). The intent of the humanistic approach is not to focus on only the behavior, but to encourage responsibility, to change perceptions of one's actions, and to promote character development (Lavay et al., 2006).

Hellison (2003) suggests that responsibility is best taught through role modeling and teaching self-control. Students are expected to take responsibility for their learning and lifestyle choices. Furthermore, the teacher should provide opportunities for children to understand what responsibility means, what to take responsibility for, to take responsibility for their own development, and to contribute to the well-being of others. Lavay et al. (2006) recommend that the teacher can develop responsible behavior in students by giving them reflection time to consider their actions and behaviors, providing for individual and group decision making, conducting group meetings, and affording informal individual and group counseling time. Hellison (2003) believes that if educators want responsibility to be a way of life for students, they can not ask students to take responsibility without giving them responsibility.

Biophysical Approach

Lavay et al. (2006) discuss the biophysical approach that employs the physical activity setting to address issues related to stress, medical conditions, the use of medication, and nutritional deficiencies. The biophysical approach to managing behavior is based on the premise that behavior is often related to biological variables such as genetic abnormalities, neurological impairments, chemical imbalances, and diet. When utilizing the biophysical approach to manage behavior, it is vital that the physical educator recognizes when a problem is too significant for him or her to resolve and seeks

immediate help from other qualified professionals, such as physicians, school counselors, dietitians, and special educators (Lavay et al., 2006).

Genetic, chemical, and neurological disabilities that may affect behavior include, but are not limited to, attention deficit hyperactivity disorder, autism, behavior disorders, visual impairments, paralysis and traumatic brain injuries. The treatment of these conditions is beyond the scope of training of most physical education teachers, so school districts across the country have services in place for direct treatment. If placed in a classroom, individuals with such impairments can function and participate at an appropriate level. These services include physical therapy, occupational therapy, and drug treatment. The physical educator should be informed of all restrictions and limitations of students along with their abilities.

Childhood obesity may fall under the biophysical approach of behavior management. The Center for Disease Control and Prevention (2005) reported that obesity is at epidemic levels for school age children, and for some may be a result of poor nutrition and lack of physical activity. In an effort to address this issue, schools throughout the United States initiated the free breakfast and lunch programs to improve students' diets, increase school performance, and reduce behavior problems (Lavay et al., 2006). Fishbein and Pease (1994) reported that diet is associated with or can exasperate such conditions as hyperactivity, poor impulse control, and tendencies toward violence. Physical education also provides an avenue for weight control through physical activity and allows for nutrition information to be disseminated to the students.

Stress related issues are also addressed through the biophysical approach to managing behavior. Students who have an overwhelming amount of negative stress or

anxiety in their lives are susceptible to self-destructive behaviors, such as cutting, drug and alcohol abuse and suicide. In the biophysical approach, music, exercise, relaxation training, and visual imagery are ways that a physical educator can reduce the level of stress a student is experiencing (Lavay et al., 2006).

Summary

The literature identifies and provides credibility to the constructs essential to mentoring and the development of effective teacher behaviors related to classroom and behavior management. Many resources describe proactive strategies that may be used to enhance classroom and behavior management skills of teachers in their classrooms. However, limited information is available regarding the relationship of the development and use of effective management behaviors by pre-service physical education students as a result of specific mentoring and feedback. Therefore, this study investigated the relationship of mentoring and the resulting demonstration of classroom and behavior management behaviors. In Chapter III, the methods and procedures utilized in this study will be described.

Chapter 3

Methodology

Introduction

Chapter 3 describes the methodology used to study the relationship of instructional management behaviors of pre-student teachers, who receive supervision and mentoring specifically in regard to classroom and behavior management. These pre-service teachers were in the third year of their Physical Education Teacher Education (PETE) program and spent 10 weeks in the classroom with a five-week practicum. Of particular interest: (a) whether there was a relationship of mentoring pre-service teachers and classroom and behavior management teaching behaviors; and (b) whether there was a relationship of mentoring and reflection and self-assessment strategies on management behaviors enhanced classroom and behavior management proficiency, thus improving the teaching performance of novice physical education teachers. The chapter is composed of three sections: 1) the research design; 2) data collection and procedures; and 3) data analysis.

Currently, multiple issues directly affect the quality of education received by students. Teacher shortages, violence in the schools, ramifications of No Child Left Behind policies, and inadequate funding (Dove, 2004; Lavay et al., 2006) are some of the issues that create obstacles to providing quality education. Although the spectrum of issues is broad, most teachers report that the greatest problems in the course of their career are related to classroom and behavior management (Collier & Hebert, 2004; Kulinna, Cothran & Regualos, 2006; Veenman 1984).

In order to examine the relationships that mentoring had on third year pre-student teachers in regard to classroom and behavior management, a qualitative research approach was needed to appropriately address the research goals. Merriam (1998) stated that qualitative research is a concept that covers several forms of inquiry and helps researchers understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible. Qualitative techniques, specifically case study, allowed the researcher to collect, organize and interpret the data assembled from the following goals in this study.

Research Goal 1: Describe the relationship of mentoring and the classroom and behavior management behaviors of physical education pre-student teachers.

Research Goal 2: Describe the relationship of mentoring on reflection and self-assessment strategies of physical education pre-student teachers.

Research Goal 3: Explain how the Physical Education Classroom and Behavior Management Inventory (PECBMI) influenced mentoring and facilitated the demonstration of effective classroom and behavior management procedures.

Research Goal 4: Explain how the Physical Education Teacher Assessment Instrument (PETAI) (Phillip et al., 1992) influenced mentoring and facilitated the demonstration of effective classroom and behavior management procedures.

Research Design

The researcher employed a qualitative paradigm and examined the collected data with a case study design. Through detailed observations, interviews and digital video recordings, qualitative inquiry attempts to identify and understand various characteristics of a group that is being examined so empirical and theoretical feedback can be provided

to the participants (Rudestam & Newton, 2007; Thomas, 2003). Two distinct case studies were developed in this field study once the data was analyzed.

The data were collected and triangulated through pre-practicum and post-practicum interviews, individual bi-monthly in-depth interviews with the pre-student teachers, and field notes created by the researcher. Interview questions were initially crafted to ascertain management strengths and weaknesses of each pre-student teacher as well as the extent of their classroom and behavior management content knowledge prior to beginning the practicum.

The foundation of the questions came from the information in the PECBMI (Appendix C). The PECBMI is a systematic observation instrument designed by this researcher. As the pre-student teachers progressed through their practicum, questions facilitated deeper analysis of growth and areas of improvement for each student teacher. In addition, as strengths and weaknesses were identified through the use of the PECBMI (Appendix C) and the PETAI (Appendix D), interview questions facilitated reflection by the pre-student teachers.

During weekly observations, the researcher utilized the PECBMI to gather data on the proactive strategies, classroom management behaviors, and behavior management techniques displayed by the student teacher. Two lessons were digitally video recorded at weeks one and five. The digitally video recorded lessons were analyzed using a customized version of the Physical Education Teacher Assessment Instrument (PETAI) (Phillips & Carlisle, 1983a)(Appendix D) to determine the amount of time each participant used to address management issues, activity time, and instructional behaviors. PETAI software developed for the Windows operating system by Kirk Mathias (2002)

enabled the observer to keep a running time clock of the time spent in each behavior.

From the total class time, the observer was able to determine the total percentage of time spent in each category.

Participants

The participants in this study were a convenience sample of two (one female and one male) third year, Physical Education pre-student teachers at the University of New Mexico who were doing an elementary practicum within the Albuquerque Public Schools for the last five weeks of the spring 2009 semester. A pseudo-identity (Anne and John) was assigned to each participant to allow for participant confidentiality. Each participant was in the classroom for the first ten weeks of the semester and in a practical placement for the last five weeks of the semester. The elementary placement was selected by the researcher because of the type and amount of appropriate classroom and behavior management techniques required for elementary age students as well as the diverse behaviors of children in an elementary setting that will be encountered by the pre-student teachers. The participants were in their second semester of pre-student teaching and were completing the practical requirement of the management course. The researcher had direct and regular access to the participants.

Data Collection and Procedures

Data were collected during the last five weeks of the third year pre-student teacher practicum. The pre-student teachers were assigned to an elementary school within the Albuquerque metropolitan area. Prior to initiating this field study, each participant was informed of the primary purpose of the study as well as his or her responsibilities, expectations and possible benefits. The specific procedures to gather, analyze and

interpret the data were explained, as well as their rights to decide whether or not to be involved in the study. All necessary paperwork, such as consent forms (Appendix A), was completed and submitted. The pre-student teachers were assured that participation in this study would have no impact on their grade and they could withdraw from the study at any time. The cooperating teacher also was asked to sign a consent form (Appendix B) and was informed of his involvement in the study.

A variety of data collection techniques were utilized to enhance the trustworthiness of the study. All categories and emergent themes were identified and analyzed. Data were collected and triangulated through: a) individual pre-practicum and post practicum interviews; b) individual bi-weekly interviews; c) two weekly observations using the PECBMI (Appendix C); d) analysis of two digitally video recorded lessons using the PETAI (Phillips et al., 1992) (Appendix D); and e) field notes created by the researcher.

Case Study

A case study approach was employed to address the goals of this study. Case studies are used to offer thick descriptions and explanations of behaviors and events in order to obtain a comprehensive understanding of factors that have interacted to produce unique actions of subjects being studied (Merriam, 1998; Rudestam & Newton, 2007; Thomas, 2003). Two cases were developed and triangulated through in-depth data collected via interviews, observations, field notes, video lesson analysis, and documented PECBMI and PETAI information. Because of the distinct differences between the participants, a within case analysis was employed to examine the cases (Merriam, 1998).

Interviews

In order for participants to explain, describe and elaborate their perceptions of what was occurring in each pre-student teaching situation, audio taped individual interviews were conducted. A total of four interviews were conducted with each participant: (a) pre-practicum in the week prior to the beginning of their pre-student teaching practicum; (b) during the practicum at weeks two and four; and (c) at the conclusion of the practicum.

Focus.

The focus of the pre-practicum interview was to determine the participants' perceived strengths and weaknesses as well as the extent of their classroom and behavior management content knowledge. The focus of the interview at week two was to analyze the video from the first lesson each participant instructed. The third interview focused on current classroom and behavior management issues occurring in class and techniques employed. The fourth interview focused on the summation of the practicum and mentorship. All interviews were 30-60 minutes in duration, audio taped, transcribed verbatim and coded. A pseudo-identity (Anne and John) was assigned to each participant to allow for participant confidentiality.

Questions.

Throughout the interviews, the majority of the questions were designed from the information and categories on the PECBMI with a semi-structured format utilizing loose, tight, and converging and response-guided questions (Thomas, 2003). The questions for the pre-practicum interview were designed to determine the participants perceived strengths and weaknesses, as well as, the extent of their classroom and behavior

management content knowledge (Appendix E). The second interview with each subject, which occurred during the second week of the practicum, consisted of a joint observation of the video of the first lesson taught with interview questions infused in the session. As the practicum progressed, interview questions were derived from areas of concern with each participant as well as the categories of the PECBMI (Appendix F). At the conclusion of the pre-student teaching experience, a final interview was conducted with each participant with the questions focused on the summation of the practicum and mentorship as well as the categories of the PECBMI.

Observations

The researcher observed each participant twice a week throughout the practicum and gathered data using the Physical Education Classroom and Behavior Management Inventory (PECBMI).

Physical Education Classroom and Behavior Management Inventory (PECBMI).

The PECBMI (Appendix C) is a systematic observation instrument developed by the researcher to observe, analyze and evaluate pre-service teachers in clinical and field settings. Three main sections comprise the instrument with multiple subsections that are observed and recorded.

The PECBMI was designed to provide information about proactive techniques that a pre-student teacher might use to enhance management; such as reinforcing the appropriate behaviors, communicating expectations, designing developmentally appropriate activities, social interactions and reflective teaching. The classroom management component focuses on areas such as time management, signals, transitions, equipment procedures, facility use, supervision and the organizing of partners, groups or

teams. The behavior management component focused on the behavioral, humanistic and biophysical approaches that were utilized to manage behavior. A field note section was incorporated in the PECBMI to allow the researcher to elaborate and supplement all of the above areas.

Video Recorded Lesson

Two lessons were video recorded during the practicum: the first lesson of the practicum and the pre-student teachers' final lesson of the practicum. The pre-student teachers wore a wireless microphone so audio data were heard and recorded.

Physical Education Teacher Assessment Instrument (PETAI).

The two lessons were analyzed using a customized version of the PETAI (Phillips & Carlisle, 1983a) The PETAI has preset behaviors that can be studied, but for this field study the categories were customized to analyze: a) planned presentation; b) response presentation; c) activity time; d) classroom management; e) beginning and ending of class behaviors; and f) other, which was used one time to determine assessment time for one participant.

Each of the categories was coded separately to provide information specific to each area. The percentages were determined by calculating the amount of time each participant spent on the components of the teacher management time components versus the total class time.

Institutional Review Board Approval

Approval of this study was obtained from the University of New Mexico Institutional Review Board (IRB). The principal of the elementary school granted permission to conduct this field study at her school. All participants were given an

information and consent form (Appendix A) to complete and sign. Each participant was ensured of anonymity by using pseudonyms to conceal their true identities. Participants were informed that participation in this study or withdrawal would have no effect on their grade for pre-student teaching. The cooperating teacher of the elementary school completed and sign consent a form (Appendix B) and was informed of his role in the study.

Data Analysis

Naturalistic research often produces extremely large amounts of data in the form of words and ideas that must be organized, summarized and coded in a manner that make it feasible to analyze and derive at a conclusion. The data for analysis were collected via interviews, observations, field notes, video lessons and physical artifacts, such as lesson plans. All data were continuously re-read, reviewed and summarized. Reduced information was organized into a case study database and coded by means of descriptive and topic coding. Themes were organized by category and interpreted in order to analyze, synthesize and formulate findings in a case study format.

Trustworthiness of the Data

Empirical research is consumed with the concepts of validity and reliability, yet the underlying importance of these terms is addressed in alternative constructs to enhance the trustworthiness of each study conducted through naturalistic inquiry (Rudestam & Newton, 2007). The researcher individually analyzed and coded the data collected through the interviews, observations, analysis of video recorded lessons and compilation of systematic observation data. The trustworthiness of the data was established through the gathering of data from multiple sources and the use of multiple methods to crosscheck

and corroborate the information and identify multiple categories (Creswell, 1998; Denzin & Lincoln, 1994). Once all data had been categorized, three alternative constructs of credibility, transferability, and dependability were used to enhance trustworthiness of the data (Lincoln & Guba, 1985).

Credibility.

Credibility was established with triangulation, peer reviews and member checks. A colleague who had completed a doctorate degree in curriculum and instruction and was working in the profession, conducted the peer reviews and debriefings. His role was to objectively analyze and evaluate all aspects of the study and asks the researcher in depth, adversarial questions to help maintain credibility. Member checks were accomplished by returning all information collected and interpreted to the participants to verify and confirm the accuracy and credibility of the data (Rudestam & Newton, 2007).

Transferability.

To allow for transferability to other settings, it was imperative that a “thick, rich description” of the participants and their behaviors being investigated was sufficiently detailed to allow the findings to be related to other situations (Rudestam & Newton, 2007). Thick description offers detailed information and description of the participants, the setting, data and interpretations, so that a detailed case study was developed.

Dependability.

The dependability of the study was influenced by the researcher’s ability to examine the process and product of the study. The researcher tracked and documented all modifications and adjustments made to the data collection and interpretation process. It was the researcher’s responsibility to record changes influenced by the member review or

the peer review and debriefing. Coding the raw data in a manner that another person could understand and come to similar conclusions also enhanced dependability (Rudestam & Newton, 2007).

Researcher Role

Merriam (1998) states, “the researcher is the primary instrument for data collection and analysis” (p. 7). As an etic participant, the background and experiences of the researcher was an asset to establishing credibility to the participants as well as enhancing the trustworthiness of the study. As the researcher, I brought a wealth of experience, but remained impartial. The role of the researcher was to interview, observe, collect, and analyze the data and limit researcher subjectivity and bias.

Chapter 4

Results

The purpose of this field study was to explore the development of instructional management behaviors of two pre-student teachers (Anne and John), who took a professional preparation course in classroom and behavior management and received mentoring specifically in regard to classroom and behavior management during a five-week field experience. Specifically, this study focused on whether mentoring the two pre-service teachers facilitated development and improvement of these observable teaching behaviors and whether regular assessment and guided reflection on management behaviors enhanced classroom and behavior management proficiency. Two case studies were derived from the data and will be presented through with-in case analysis.

The case studies focused on three main components, with subcategories for each. The three main components are: 1) proactive strategies used to enhance classroom and behavior management; 2) the components of classroom management; and 3) the methods of behavior management. The proactive strategies investigated are: a) communicating expectations, b) devise developmentally appropriate activities, c) reinforce appropriate behavior, d) promote social interaction and, e) reflective teaching skills. The areas of classroom management discussed are: a) teacher time management, b) signals, c) transitions, d) equipment protocols, e) use of facilities, f) organizing partners, groups or teams, and g) supervision. In regard to behavior management, three approaches to assist physical education teachers to decrease inappropriate behaviors and increase and maintain appropriate behaviors are: a) the behavioral approach, b) the humanistic approach, and c) the biophysical approach.

School Setting

This study was conducted at an elementary school located in Albuquerque, New Mexico, which is a large metropolitan city with over 800,000 people. The Albuquerque School District is the eighth largest in the United States and serves over 85,000 students. The elementary school was a magnet school located in the southeast quadrant of the city and is situated in a residential neighborhood. Over 600 students from kindergarten to sixth grade were enrolled at the elementary school for the 2008-09 school year. Due to the fact that it was a magnet school, children from all over the city were allowed to enroll, which created an ethnic and socioeconomically diverse population. Such diversity was a priority when selecting a site for this study.

The Physical Education program at the school had use of one mini gymnasium and a large grass area approximately one acre in size. Students received 45 minutes of physical education one time per week. Although the physical education teacher at the school did not receive an undergraduate degree in Physical Education, he was a “highly qualified” tier III licensed instructional leader with an endorsement in Physical Education and was well versed in classroom and behavior management techniques.

The content of the program at the elementary school aligned with the content focus within the University of New Mexico Physical Education Teacher Education (PETE) program, which is centered on skill themes and movement concepts. The structure of each class was unique in the way that each class was divided into three approximate 15-minute segments with a different content focus for each part. A typical class consisted of a high intensity fitness activity in the first segment, followed by two

different skill themes or movement concepts in the next two parts. This unique structure allowed for a challenging experience for the pre-student teachers.

Case 1: Anne

Overview

Anne, a 27-year-old female, was an Albuquerque, New Mexico native, married, and had a 17-month-old son. Anne had taken a non-traditional approach to completing her degree in Physical Education. She began her professional teacher program immediately after high school, but took two years off after she became pregnant with her son. Upon returning to school, she initially thought that she should complete a Bachelor of University Studies degree in order to graduate sooner, yet after some lengthy discussions with her parents and faculty at the University of New Mexico, she decided it would be best to complete her degree in Physical Education. She returned as a part-time student for two semesters and then enrolled with full-time status in the fall of 2008 as a junior in the PETE program. Academically, she excelled with unit plan development, lesson plan development, and many other instructional components. Anne worked with youth sports camps for two summers prior to her pregnancy. Yet since that time, she had limited exposure to children in-group settings.

The initial interview of this field study was designed to determine the extent of Anne's content knowledge related to classroom and behavior management. During our initial interview, she was quite nervous. After discussing her personal information, I began to ask her questions related to the management class and as she was searching for an answer stated, "I am not really good at this." She had difficulty recalling much of the content and theories and continued to state, "I am not good at this interviewing," and

ended comments with “I don’t know,” and stated, “sorry I can’t remember everything.” I reassured her that by the end of the mentored field experience she would be able to chat away easily because of the application of the theory previously taught in class. When asked of her confidence level with classroom and behavior management in general, she stated,

As of right now, I would have an easier time with elementary than high school, although I am concerned about clashing with the cooperating teacher. What if I want to do something he does not like or the students are not use to? As the interview concluded, Anne stated, I am having a hard time getting stuff out and I want to at the end be able to keep talking, so I definitely need to improve (4/6/09, Interview #1, p. 1).

Anne’s case study focuses on three main components, with sub categories for each. The three main components are: 1) proactive strategies used to enhance classroom and behavior management; including: a) communicating expectations, b) reinforcing appropriate behavior, c) promoting social interaction, d) devising developmentally appropriate activities, and e) reflecting on teaching skills; 2) the components of classroom management, encompassing: a) teacher time management, b) signals, c) transitions, d) equipment protocols, e) use of facilities, f) organizing partners, groups or teams, and g) supervision; and 3) the methods of behavior management, including: a) the behavioral approach, b) the humanistic approach, and c) the biophysical approach. The description of Anne’s practicum will be organized chronologically in categories.

Proactive Strategies

Communicating Expectations

During the first interview, when I asked Anne how she planned on communicating expectations, she identified concepts we discussed in class for the orientation part of the school year. She stated, “I would post rules and use newsletters.” In her first lesson (Video, 4/9/09), she communicated her expectations well at the beginning of each new activity. However, we discussed the need to have the attention of all students when communicating expectations and to provide all the necessary expectations throughout the lesson in clear, concise detail (Field Notes, 4/14/09, 4/17/09, 4/21/09 and 4/28/09).

After the fourth week, Anne had a firm grasp of how communication of expectations was an important part of the lesson and management of the class:

Communicating expectations is something that you do right from the beginning. You tell them the rules of the game, how you play and then what behaviors you want them to do, what you don’t want them to do, and that that helps a lot actually. I mean the first lesson is always tough but now it’s like, “I am on it!” I was like, “so what are the rules since you all have already played? What are the rules to this game?” and you know, they’ll raise their hand, and they’ll give a couple rules and I’ll add what they forget. But they got most of them. So they’re listening to your expectations so that’s something that you should do every new unit (5/2/09, Interview, p.3).

During her final lesson (Video, 5/7/09; PETAI comments) Anne communicated her expectations in brief, clear, concise segments throughout the lesson. She asked the

students questions on expectations and was able to transition from outside to inside with no issues and minimal loss of activity time. In the exit interview, Anne affirmed her growth in communicating expectations:

I know I improved on communicating expectations from the first day. Mondays are always bad, and then once you keep practicing and you get more feedback from you, then I was able to fix it for the next time and it just kept going and getting better and better and well you know Friday was great (5/18/09, Interview, p.1).

Reinforcement of Appropriate Behaviors

The next proactive strategy was reinforcing appropriate behaviors in order to decrease inappropriate behaviors and maintain or increase the appropriate behaviors. In the initial interview (4/6/09), the only technique Anne came up with was using the “I like the way you....”and she gave the example, “I like the way Shane is sitting quietly with his arms in his lap.” She stated, “I think that will work really well.” It was evident in her first lesson (Recorded, 4/9/09; PETAI comments) that she did not have a strong grasp of reinforcing the appropriate behaviors and how it may affect a lesson, because she only made eight general comments and 10 specific comments in a 52-minute lesson, which was originally scheduled for 45-minutes.

I suggested to Anne on multiple occasions that she increase the frequency in which she reinforced the appropriate behaviors and project her voice in a manner that multiple students will hear her at one time (Field Notes, 4/14/09, 4/17/09, and 4/21/09: 4/20/09, Interview, p.7). She concentrated on voice projection as early as her first peer teaching lesson as a sophomore (Field notes, 4/14/09). By the end of week two, she was

projecting her voice in a manner that was effective for reinforcing appropriate behaviors to a large group, but the frequency of reinforcement still needed to be addressed (Field Notes, 4/17/09).

During the third interview, Anne brought up an interesting point that affected her ability to reinforce appropriate behaviors:

...it would be so much easier if I knew their names. Like today during the catch and steal the beanbags, when they're doing something good, I don't know their names so I'll go "good job red" or "good job yellow" or "nice speed red" because I don't know their names. I like to catch them being good, it's just harder if I don't know their names or I have to say, "what is your name" and then I'll say, "look at how well this person is doing (5/18/09 Interview).

Overall, Anne made progress in reinforcing the appropriate behaviors throughout her practicum. Her reinforcement frequency increased considerably, as was evident in her final 45-minute lesson in which she made 55 general comments and 70 specific comments to reinforce appropriate behaviors (Video, 5/7/09; PETAI Comments, 5/7/09).

Reinforcing appropriate behavior is one area Anne would still like to improve, but she made gains in projecting her voice:

I think I did ok on that, but I think I could still definitely work on that. When you have the ones that are misbehaving like for example if they were getting a drink when you told them not to, you know really focusing on the students that were sitting there and being good, I was able to do that but I think I could do a lot better with the reinforcing appropriate behavior (5/18/09 Interview, p.1). I've always

struggled with my voice so I think it is improving, yea, definitely it has improved, that's good (5/18/09, Interview, p.4).

Social Interaction

The next component of proactive strategies used to enhance classroom and behavior management was social interaction. Anne is a personable, outgoing woman who always maintains a positive attitude. When asked about promoting social interaction within her class room she stated “by being available, like having what you have, an open door policy, they can talk to me whenever. I'd just say being real friendly, having a positive attitude, so to make the students comfortable” (4/6/09, Interview, p.5).

Anne did not need much mentoring in this area because she naturally promoted social interaction. She always came ready to teach with a positive attitude, great enthusiasm and a positive energy (Field Notes, 4/17/09, 4/21/09, 4/28/09: PETAI Comments, 5/7/09):

I've been doing that every class trying to talk to everyone. I do both individual and group, because I know you like us to step back and look at the group and then I also do the individual, which is real important. I think that helps because then they know I'm actually talking to them. But on some of them, like with the bowling, I know that I do more individual because, you know they're excited, they want us to watch them, so I really make sure I'm there and when they do strike, I'll yell “strike” so everybody hears (5/18/09, Interview, p.5).

Designing Developmentally Appropriate Activities

Anne excelled in designing developmentally appropriate activities. Her lesson plans throughout the practicum were well detailed, academically sound and

developmentally appropriate (Lesson Plans, 4/9/09 –5/7/09). During her practicum, her cooperating teacher was adamant about keeping the same skill themes or movement concepts throughout the day regardless of the grade, yet wanted Anne to modify each activity to make it developmentally appropriate (Field Notes, 4/17/09). When I asked her what she did to make the necessary adjustments, she stated,

I would just modify and simplify the activity and rules. Like the lobo tag versus the steal the beanbags. Lobo tag is a lot easier for them because they're all spread out, and they have students tagging with the little wolf pads that you saw. Then the wand is a much easier way to unfreeze them instead of having them walk back with the flag like the steal the beanbags, but we do basically the same content (5/2/09 Interview, p.2).

Reflective Teaching

The final component of proactive strategies used to enhance classroom and behavior management was reflective teaching. In the initial interview, Anne identified different strategies discussed in class that she thought would be useful to her:

I could have documentation or keep a journal of things that I know that I did. I could write on things that I need to improve on or did well, that would help reflection. Maybe sending out like a survey to the kids and seeing what they like, they could help me reflect on that (4/6/09 Interview p. 5).

In order to promote reflective teaching throughout the field study, I thought the best strategy was to provide an abundance of information related to management that Anne could reflect upon, decipher, and use in any manner she chose. I provided positive and constructive feedback, general feedback, but mostly specific feedback, possible

solutions to various issues that arose, and provided specific examples to address any questions she posed (Field Notes, 4/14/09-5/5/09).

Reflective teaching was one area that Anne was adamant to improve:

Definitely reflective teaching that is a big one. I do that all the time. Like the very first lesson on Mondays when I go for the very first time like say for bowling and beanbags. I reflect, I get the feedback, and I reflect back on what I did and then I fix it right away which what helps so much because on Mondays it is just a mess for me. Yea so they're definitely the guinea pig class. But fixing it and then, Tuesday is usually a little better but by the mid to end week, I pretty much got it down, so reflective teaching, I just did all the time (5/2/09 Interview p.1-2).

In the final interview when asked about reflective teaching, Anne stated, That was just something that I did daily. After and even during the lesson, I would reflect on what I did and whether it worked or not and if it did great and if it didn't, I would remember it I mean I wouldn't really write it down but I would remember and fix it for the next day, even after the lesson just reflect on it, see what I did good what I could do better, and then hearing the feedback from you that actually helped in my reflecting and then I was able to fix it for the next time. So that helped a lot and I know I improved on that (5/18/09 Interview, p.1-2).

Classroom Management

The second main component that we focused on was classroom management. In the first interview, Anne had some difficulty recalling the areas that make up classroom management and did not provide much detail. When asked about her perceptions of classroom management, she stated, "I would say keeping them on task, the entering and

exiting is really good, having formations, and keeping them organized” (4/4/09 Interview p.1). Anne indicated that her strengths were “dressing out, explaining to them how to dress out and making sure they did,” “signals, like whistles and clapping,” and “transitions, trying to move them from one place to another without losing time” (4/4/09 Interview p.1-2). The areas of improvement were “time management, I lose track like I did in my video. I had everybody running those activities too long, so that’s definitely a weakness, and organization, I may need a little bit of work on formations” (4/4/09 Interview p.2).

Teacher Time Management

Time management was an aspect of classroom and behavior management focused on throughout the field experience. Anne was concerned that she frequently lost track of time during a lesson and students were apt to lose their focus on the expectations for learning. Her perceptions were correct. In her initial lesson (Video, 4/9/09: PETAI Comments), she went over the allotted class time by 7 minutes and 52 seconds with a minimal closure of the lesson. Anne had a well-developed lesson plan for that day that allocated exactly 45 minutes for the lesson (Lesson Plan, 4/9/09). She planned to have 15 minutes segments in motor movements, fitness stations and scoop ball activities. In actuality, she spent 17 minutes in the first part, 26 minutes in the second, and approximately 9 minutes in the final segment of the class, which put her over 7 minutes past dismissal time. Although she was close to her plan in the first segment of the lesson, the students only had 4 minutes and 33 seconds of activity time because the majority of the time (7:28) was spent on an assessment to check heart rate and the remainder explaining the activity. Out of an approximately 52 minute lesson, the students were

active just over 16 minutes, which was slightly over 31% with the rest of the time spent on presentation, management, and assessment (Video, 4/9/09: PETAI Comments).

Early in the practicum, Anne and I wanted to address time management aggressively. We discussed the use of a watch, specific and concise directions in smaller segments, effective signals to proactively get the student's attention, efficient transitions and different techniques to organize groups (Field Notes, 4/14/09, 4/17/09, 4/21/09). As the practicum progressed, Anne stated that she was improving her time management.

Oh my gosh, I can say I've gotten so much better. I keep going back to Mondays, which is a different game. I know this last Monday I was off on my time and they only got like 8 minutes to bowl and that's with me giving instructions for the first time. So that wasn't so good. But throughout the week I just adjusted it. The very next day I did and I was right on schedule every single class, even today. I got plenty of time for both activities, so I'm doing so much better, really. I'm making sure that I'm giving enough time for instruction because then I don't have to keep stopping them and that takes away from their activity time. I'm trying to make sure I give them all the instruction that I can that I can remember (5/2/09 Interview, p.3).

At the beginning of the final interview, the first question I asked Anne to reflect on the areas in which she had really grown across the field experience and course of the study:

Definitely time management, and that's something that we worked on and I know I improved 100%. Time management; I did really well with that. I grew from the mentorship and definitely practicing it every single time and being able to make

sure I check my watch or cell phone or whatever I had and that really helped. The organizing groups and that I actually got from you in the mentorship that really helped. I was just kind of doing my own thing and it wasn't working as well. Then once you told me like with that steal the beanbags that one really worked where you got a partner and you just split them up, that was just amazing that worked really well. I know keeping them quiet and keeping them focused and ready to listen so that I could just say it once and then go and do that I did that. I mean the whole time management area I grew. You can notice it from the first time I taught to the last time that I taught. I ended most of my classes on time and was able to do like some sort of closure (5/18/09 Interview, p.1).

Anne's improvement of time management behaviors was evident in her final lesson. The students were on task cognitively and physically for 72% of the time, which was outstanding because she planned three completely different activities, made a transition from outside to inside, and had to put her entire bowling setup away because of an orchestra performance in the gym following her class. She was able to include a thorough closure and only went over the allotted class time by 52 seconds (Video 5/7/09; PETAI Comments).

Signals

Anne indicated in the initial interview that she would utilize a "whistle" and "music" as her main signals to manage the class. She began the practicum using her voice as her primary signal, but needed to project with more volume (4/20/09 Interview, p.8: Video, 4/9/09). I suggested using the whistle she had in her pocket, trying some clapping patterns and projecting her voice to grab the students' attention (Field Notes, 4/14/09,

4/17/09). As she progressed through the practicum, she identified what signals were successful:

Signal wise, I definitely used the whistle and my voice. I like to use the one-minute thing. I'll say one minute and I'll count, and then I'll count down and then they know to come in and they have been doing really well with that. So that has been a really good signal I'm using. Freeze doesn't really work that well for me, I don't know, the whistle and combine the freeze works a little bit better but just trying to yell freeze because that doesn't really work. Also the clapping really works, like trying different claps and they follow you that works (5/2/09 Interview, p.4).

Anne continued to use her whistle in an appropriate manner, used various clapping patterns and projected her voice throughout the remainder of her practicum (Video, 5/7/09: PETAI Comments). She also utilized extinction on occasion:

Also, I did the waiting which helped because then the other kids start saying, "hey be quiet be quiet!" I did that. Other signals that I thought worked were using a whistle, clapping, and my voice. The whistle was loud and got the students attention immediately. My voice, from what I have heard has gotten better, I used for counting, which worked well (5/18/09 Interview, p 2).

Transitions

Anne was unable to provide much information regarding how she planned to make efficient transitions in her practicum during the first interview:

For making transitions, I would make sure that my equipment is set up appropriately. Like for handball how you have them in groups of three and then

keep the next activity for groups of three within the same area, and have it all set up the same. That is how I'd probably do it, just have everything set up and organized (4/6/09 Interview, p.7).

Early in her practicum, the need for clear, simple directions, having the attention of all students, and being specific for the primary transition and the follow up transition were discussed. She was encouraged to utilize statements such as, "after you put your flags in the correct pile, go line up at the door in a straight line, quietly" (Field Notes, 4/14/09, 4/17/09, 4/21/09, 5/1/09: Video, 4/9/09; PETAI Comments: 4/20/09 Interview, p. 7-9).

Because Anne wanted to improve her time management skills, she internalized much of the feedback to make efficient transitions:

I think I'm pretty much right on schedule and I think that goes with my time management. Like today, I said I am going to pick 8 bowlers, who are focused, then pin setters and ball rollers who I want on the mat. So they knew right away that the bowlers are here and pinsetters and rollers are on the mat. At the end, I said, "set up your pins, now get the balls back and then come meet me in the blue corner." It worked really well. Transitions from outdoor to indoor has actually been working a lot better with me saying, "after you put the flags up, go line up at the door and nobody goes inside until I get there." It actually works a lot better when they just line up in a straight line. They do really well with it, and I only have to tell them about once (5/2/09 Interview, p.4).

Anne continued to apply the feedback suggested, and as a result efficient transitions were evident in her final lesson. She transitioned through three completely

different activities, made a transition from outside to inside, and had to put her entire bowling setup away because of an orchestra performance in the gym following her class. Despite all of these management issues, her students were on task cognitively or physically for 72% of the time (Video 5/7/09; PETAI Comments):

Yes, definitely that was a huge thing. When we were outside and then moved to inside, I had a couple people help like you told me to help with the equipment. The rest, you had told me to have them line up and have them wait there until everybody gets there. That way I don't have people indoors and outdoors, and that helped a lot. Also with the bathroom and no drink until after instruction that worked great, because before I just said "ok, everybody go inside," and I'd have some people inside and some people still getting equipment and I was inside and looking outside so I couldn't have my eye on everyone. On that day my last day, we had people in there for the band or the orchestra coming in and so I told them to go inside and meet me in the blue corner. well I didn't know that the blue corner was already taken by people so I told them to meet me at a different corner for instructions that really helped because then they were away from the orchestra so they could hear me a little bit better and I also got down to their level you know so I was able to keep their attention more when I was at their level. I think having you there like the whole time, I feel that I did so much better with you there giving me information, giving me feedback on what I need to fix or what I even did good that helped a lot (5/18/09 Interview, p.3-4).

Equipment Procedures

For strategies related to equipment procedures, Anne's response in the first interview was practical:

I would either have it set up before or I could call on groups of students to go get the equipment. Like if we are doing volleyball, I would say if you're wearing a red shirt, go grab a volleyball and then just make sure that before they leave the equipment is in the right place by having the students help me with that so I don't have to do it by myself (4/6/09 Interview, p.7).

As for the application of equipment procedures, Anne always had a great set up prior to beginning every lesson throughout her practicum (Field Notes, 4/14/09-5/5/09: Video 4/9/09, 5/7/09; PETAI Comments; Lesson Plans, 4/9/09-5/7/09), although we discussed making sure at the end of the lesson the equipment was set up for the next class or put away for recess (Video, 4/9/09; PETAI Comments: Field Notes, 4/21/09, 5/1/09: 4/20/09 Interview, p.7).

The collection, I've also gotten better at asking just one specific person or persons to do it like instead of having volunteers and they all run out and then they are gone again. I just say hey can you please go get the beanbags. If we are outside and Chris isn't going to be outside for that period we just have them take the flags and the hula hoops and everything and bring them in. It has been good actually because I have the kids do it because they want to help (5/2/09 Interview, p.5).

Facilities

Anne's primary concern with facilities in the first interview was with safety. She stated,

If there was something dangerous I would make sure that the kids are aware of that and if there was something going on the night before with chairs or set out bleachers I guess to make sure that I set up around it so no one gets hurt. Also just maximizing the space on the inside and out, just make sure that activities are spaced out so that no one runs in each other (4/6/09 Interview, p.7).

Throughout the entire practicum, Anne did not need much feedback for facility usage. Her activities were consistently well planned within the space available and safety issues never surfaced (Field Notes, 4/14/09-5/5/09: Video 4/9/09, 5/7/09; PETAI Comments; Lesson Plans, 4/9/09-5/7/09). Anne stated,

I don't think we talked about it much. I know that it doesn't have to do with this but in 493 when I taught that handball lesson; you really helped me with the goals and the spacing, so I picked it up from there (5/18/09 Interview, p5).

Supervision

Supervision is one area that Anne identified she needed to work on in the initial interview:

That is one of the things I need to work on is back to a wall because I have a tendency to look towards one group and talk to them but not keep my eye on the others so that's something I have to work on. Also, just being aware, being able to listen, I need to make sure that I can talk to the one group and listen to others (4/6/09 Interview, p.7-8).

Early in the practicum (Field Notes, 4/14/09, 4/21/09, 4/23/09, 4/28/09), Anne and I discussed the need to back up a couple steps from the students to increase her line of vision and position herself in a manner that allowed her to maintain peripheral vision

on the majority of the class when she is help a group or individual. Furthermore, she needed to move about the entire class and not “get stuck” in one area:

I think I need to step back, because I noticed when John is teaching, I can see a lot more from back where I am with you or Chris. But when it’s me, I notice that I am more up close and even with that steal the beanbags I can’t always see everything (5/2/09 Interview, p.6).

Anne demonstrated improved supervision abilities as she progressed through the practicum and confirmed that during her final lesson, although this is one area that she desired to improve upon. She moved about the entire class throughout the whole lesson and was able to attend to individuals or groups while maintaining the majority of the class in her sight (Video, 5/7/09; PETAI Comments).

I believe with our first interview I said I was having a hard time with supervision and I think I got better, but I am not perfect. I got better with keeping my back towards the outside and moving around because you can’t sit there in the same place because I can’t see everyone so moving around helped. I know we talked about that during the mentorship and that helped. I did improve probably a little bit but not as much as I should so that’s something that I should try for next semester because and I think I told you that when John was teaching on that field, and I was standing back, I noticed a lot more things that he couldn’t notice because he was up there, but then when I went back to my teaching I kind of went back to being close. I did notice a difference when I would step back so you did help me with that, but now having me do it is something I need to practice a little bit more (5/18/09 Interview, p.5-6).

Organizing Partners, Groups, and Teams

Anne seemed to have a strong grasp of how to organize partners, groups, and teams because she recalled many different ideas that we discussed in class in the first interview:

There are all kinds of things I could do with that, such as matching them up with their hair color, eye color, and birth dates. I could use stickers or cards. Let's say we were in a baseball or softball unit then I could use baseball cards like the Marlin and the Braves or whatever and then match up the teams. If I have a problem with that, I could always organize the groups ahead of time, or if they are good let them pick their own groups you know and see how that works out. If it doesn't I could always change it (4/6/09 Interview, p. 8).

Anne required minimal input throughout her practicum about organizing groups, teams and partners. The majority of my suggestions revolved around decreasing the amount of time she took and making sure groups were even in numbers and ability (Field Notes 4/14/09-5/5/09). I suggested that she should separate them into groups or teams before she start her final instructions, so your next transition is stand up and play the game because it is difficult to go from directions of the game, to organizing the partners and groups, to formations then try and play the game. At that point they would have forgotten all the instructions (5/2/09 Interview, p.4).

Although Anne never struggled with organizing teams, groups, or partners, she attempted various methods to increase efficiency (Field Notes 4/21/09, 4/28/09, 5/1/09, 5/5/09):

That's something else that you had told us in your mentoring. When we are demonstrating to have them on different sides of the fields in their teams, that way they are away from their friends like you said and that works beautifully. Every once in a while they talked to the person next to them, but they weren't with their trouble making friends. Before what I was doing, and you weren't here for that one, but I would just tell them red, yellow, red, yellow you know it worked. But, I don't think it worked as well as the lines because then I had to keep an eye on them to see if they're actually going to the right spot. If I'm going so fast they could just sneak over and then I'd have uneven groups. When I had them pick a partner, I had them stand on the white line facing each other and I made them take steps back so I knew they were far enough away from each other or just send them to one side, that worked really well and you helped me with that (5/18/09 Interview, p. 6).

Behavior Management

The third main component that we focused on in this field study was Behavior Management. A survey in the management class identified whether a person had tendencies toward either one of the three approaches, behavioral, humanistic or biophysical, and Anne replied,

I think I am humanistic, but I don't remember. I'm wondering if I'm a mix of all of them because I really don't think I can be just one. I don't think I can just say that I'd just be humanistic because the behavioral, the positive reinforcement, I'm all for that, along with the biophysical and music and all that stuff, so I think I'd be all three" (4/6/09 Interview, p.2).

Anne's response to her strengths in general regarding Behavioral Management leaned toward the Behavioral Approach:

I think I am definitely good at positive reinforcement, tangible stickers that would be a great way, especially since I'm leaning more towards elementary; I think stickers are a great way to go. I really like the discipline menu that was discussed (4/6/09 Interview, p.2).

The element that Anne would like to improve upon related to behavior management is the implementation of the behavioral intervention. Anne mused, Enforcing or having the person who misbehaved do what they're supposed to do, but also keep focus on the whole class without just focusing on that one person because let's say I do have a discipline menu, having them do that item, but also trying to watch the other students; I think I may need a little bit of help on that you know just to make sure they are not off task (4/6/09 Interview, p.2).

Behavioral Approach

In regard to the Behavioral Approach, Anne intended to use a large amount of "positive reinforcement" to maintain and increase positive behavior and decrease inappropriate behavior throughout her practicum:

For behavioral, I would use positive reinforcement such as stickers or little rewards. I will also use verbal praise or non-verbal praise like high fives. Also rewarding them with physical activity by letting them pick some of the things they'd like to do (4/6/09 Interview, p.9).

After observing her first lesson, we discussed the need to give more specific feedback to individual students or the class in general in order to maintain and increase

positive behavior and decrease inappropriate behavior. Anne provided 18 specific comments in a 52-minute lesson (Video 4/6/09; PETAI Comments: 4/20/09, Interview, p.2 & 7). Specific feedback was an element focused on in the first part of her practicum (Field Notes, 4/14/09, 4/17/09, 4/21/09: 4/20/09, Interview, p.2 & 7), and she incorporated it with some corrective methods:

I've been doing that every class. I tried to talk to both individuals and groups.

Also the time outs, they do work because I've had kids who were not following the rules then I'll have them sit by me for 30 seconds, a minute or whatever and then I'll tell them what they did before they go in. I had this kid pushing and before I had him get back in, I told him what he needed to do. He didn't do it again so I mean that's working, the time outs are working (5/2/09 Interview, p 8).

In her final lesson, Anne gave over 70 specific comments (Video 5/7/09; PETAI Comments).

Humanistic Approach

Although Anne initially identified in the first interview that she thought that she would take a humanistic approach to behavior management, her response was behavioral in nature when asked what she would implement in the humanistic domain:

I'd really like to try out that discipline menu. I know that it is both behavioral and humanistic, but I really think it is humanistic because they are picking the intervention themselves. Something that I definitely will use is time out, like a self time out. They can choose if they are getting frustrated or just throwing a fit, then maybe they need to take a time out to think about what they are doing and then come back in. They are watching everybody behave the way they are

supposed to and then they'll see, "ok that is what I need to do," and they'll come back in. So time out is a good thing especially with elementary (4/6/09 Interview, p.9).

Although Anne had difficulty separating the humanistic from the behavioral domain in the first interview, she did promote responsibility throughout her practicum. Students helped distribute and collect equipment and some became leaders who assisted her (Video, 4/9/09, 5/7/09; PETAI Comments; Field Notes 4/17/09, 4/28/09. 5/1/09):

I am having them put it up and take down the equipment themselves. I pick the people that are focused or the people that I know can actually pick up and collect it. The most focused people also got to be leaders. I think there were five or six leaders that put out the hurdles and then they put them back while everybody else came in, so that's a big responsibility. The whole class sees it, so if they want to be picked as a leader, they know that they have to be focused to help the teacher so that promotes responsibility (5/2/09 Interview, p.9).

Biophysical Approach

The Biophysical Approach to behavior management was the third technique of interest to this field study. Anne mentioned "music" and "relaxation" as two methods she might use in her practicum:

I really don't know. The only thing I can think of is the music, but I like relaxation. There was a time at one of my placements that the kids were all rowdy and the teacher had them lay on the floor and just stay still for a little bit, which kind of let them unwind before he sent them off to the teacher. I could always do that for biophysical (4/6/09 Interview, p.9).

Anne had success using music throughout her practicum (Field Notes, 4/14/09-5/5/09: Video 4/9/09, 5/7/09; PETA Comments; Lesson Plans, 4/9/09-5/7/09):

I definitely liked the music. That was something we talked about in class. The kids really like music, they like to move to music and that really helps. In the scooter activity and the roller racer game we used music during that portion, and they were able to dance to it. It kept them on task and interested. I think that's all I really used for biophysical, but I used it everyday and pretty much in every lesson music was involved (5/18/09 Interview, p. 8).

Growth of self-efficacy

An unanticipated emergent theme for Anne was growth in her self-efficacy. In the first interview she made comments such as "sorry...I can't remember everything," "I'm not good at this interviewing," "I'm not quite sure" and ending comments with "I don't know." Toward the end of the first Interview, she stated, "I think I definitely need improvement." "I'm having a hard time like getting stuff out I want to be able to at the end of this to just keep talking" (4/6/09 Interview). As we progressed through the first interview, I attempted to reassure her that her insecurities were part of the process and that improvement in all areas will occur.

In the following interviews, Anne commented on growth she experienced as a result of the mentoring:

My confidence has gone up a lot and probably just by having you there. I knew that if something maybe wasn't going right, then I could at least get feedback from you and that that would help boost up my confidence, along with the positive feedback because then I knew that you recognized that I'm doing things

ok or good, so I think my confidence has definitely gone up with this (5/18/09 Interview, p.8).

I think this is also something that I could use for when I go to apply for a job and go on an interview that I do have this extra background... that I received extra feedback and that I have more knowledge in behavior and classroom management because of what I did with the study, and having your feedback I think that'll actually help (5/18/09 Interview, p.10).

Oh my gosh, at the very beginning I couldn't manage. It was horrible. I can see why some teachers leave, because if they don't have that classroom and behavior management then it gets frustrating. The first class on Mondays, I'm just so frustrated. Once I knew how to fix it, I am not at all frustrated (5/2/09 Interview, p.6).

When I asked Anne in our final interview what she experienced between a mentor and a supervisor, she replied,

I think for me, I'm the type of person that needs that feedback and definitely wants that feedback to get better. So I think that helped versus a supervisor. I mean, they are there and they can give you feedback, but if they don't, then you don't know how well you are doing either way. Having you there twice a week, I knew that it would be a good opportunity for me to show you what I can or cannot do. Then you tell me what I can improve on or what I'm doing well on. I think having you as a mentor definitely helped. Having you there more often, definitely helped because I knew every single week that I was going to be able to get that feedback you know and that really does help (5/18/09 Interview, p. 8).

I think the mentoring helped a lot. Here is an example, during track and field we had them outside in that circle, and I had those boys that were just messing around and I just wasn't really telling them and you actually stepped in there and I got to see it, I saw how they listened. You told me that I should just sit them down in the middle, away from the activity and just let them kind of hang out and cool off. That actually really helped and then telling me that I need to be firmer because I have heard it before, but I don't think I ever really faced that situation. I know that it will happen in high school for next semester and it will happen again because that is something definitely you told me that even at the high school level you have to earn their respect basically and I think that opened my eyes and that is something that I need (5/18/09 Interview, p. 9).

Case 2: John

Overview

John, a 30-year-old male, was an Albuquerque, New Mexico native, married, and has three children, ages 11, 5 and 2. John took a non-traditional approach to completing his degree in Physical Education. Upon graduating from high school, John worked for Southwest Airlines for 10 years before he decided to go to the University of New Mexico and earn his Physical Education degree. John stated,

It was a great job, great company but I knew I didn't want to be out there the rest of my life. I thought, "What can I do?" because I think I was made to do more than that. Not that there's anything wrong with that job, but I think I was destined. God has plans for us to make a difference in some kids life, so it has been a great decision (4/6/09 Interview, p.1).

John was strong in the instructional content portion of the PETE program. Academically, he excelled with unit plan development, lesson plan development, and many other instructional components. He was a coach for youth football and basketball.

The initial interview was designed to assess the extent of John's content knowledge related to classroom and behavior management. John was able to recall much of the content from the management class with great detail during our initial interview. He was able to provide multiple theories and support his comments with examples. When asked his perception of management in general since taking the class, he replied,

I knew, but I didn't understand what a big deal it is. For physical educators it's the number one thing you have to worry or think about, because that is kind of what consumes most of your time is those kind of issues. So it has really opened my eyes. Furthermore, just how much stress and heartache it can cause if you're not prepared and that is why so many people leave. You'll drive yourself crazy, if you don't deal with things properly (4/6/09 Interview, p.2).

John's case study focused on three main components, with subcategories for each. The three main components were: 1) proactive strategies used to enhance classroom and behavior management, which included: a) communicating expectations, b) reinforcing appropriate behavior, c) promoting social interaction d) devising developmentally appropriate activities, and e) developing reflective teaching skills; 2) the components of classroom management, which encompassed: a) teacher time management, b) signals, c) transitions, d) equipment protocols, e) use of facilities, f) organizing partners, groups or teams, and g) supervision; and 3) the methods of behavior management, which included:

a) the behavioral approach, b) the humanistic approach, and c) the biophysical approach. The description of John's practicum will be organized chronologically in categories.

Proactive Strategies

Communicating Expectations

John had good ideas when asked how he planned to communicate expectations in his practicum:

I think in the instruction phase, I will be definitely very clear with instructions, expecting your instructions and what you say to be followed. Kids knowing exactly what you expect of them and what you want them to do can cut down a lot on misbehavior and those types of things (4/6/09 Interview, p. 4-5).

Throughout the practicum, John communicated his expectations to the students well (Field Notes, 4/14/09, 5/1/09, 5/5/09). He focused on gaining the attention of students before speaking and being more clear and concise with his communication. He had a tendency to have lengthy monologues when communicating expectations and often omitted important elements (4/17/09 Interview, p.4: Field Notes, 4/23/09, 4/28/09; Video, 4/6/09; PETAI Comments):

I thought I communicated expectations much better as the weeks went along, just giving clear, concise directions. Communicating, "this is what we're going to do today," these are my goals. I think that was huge, reinforcing the appropriate behavior. I'd have things going through my head, because it's so easy to focus on the one or two kids that are goofing off. But then, you talk about the other twenty that are doing exactly what you want, and all of a sudden everybody is back on task.

Reinforce Appropriate Behavior

In the first interview, John provided sound methods with multiple examples of ways he planned to reinforce appropriate behavior.

Making positive comments, like just identifying when students are doing good, “thank you for putting the equipment down nicely,” “I like the way you did that,” “thank you for standing there quietly and listening,” and all of a sudden three people next to them stop talking and begin paying attention. I think kids want to be praised, everyone wants to be praised, kids or adults (4/6/09 Interview, p.5).

After identifying his plans, he failed to make many feedback comments of any type during his first lesson. John made a total of 8 general comments, mostly “good job” and 9 specific comments, which two were vaguely reinforcing appropriate behavior in a 45-minute lesson (Video, 4/9/09; PETAI Comments: 4/17/09 Interview, p.3). I suggested that he increase his frequency and be aware of the type of comments he made, while focusing on reinforcing appropriate behavior (Field Notes, 4/14/09, 4/28/09: 4/17/09 Interview, p.3-4):

I’m just kind of a quiet kind of guy to begin with and just getting more comfortable and feeling better in the situation. Your mentoring saying, “you really just need to keep talking and giving feedback” and so I was really focused on it. I thought I was doing a much better job by the fifth week. If no one was there to really point that out, I would not have thought things were going wrong. The lesson ran smooth; I gave five or six comments, some feedback, instead of 20 or 30. I think a perfect example was that last day when I had the kids. They were throwing beanbags around and goofing around, and I had ten kids behind me so I

couldn't really see, sitting in position, perfect, quiet, ready for direction. I turned around and I was like, "Wow! Look at these ten kids, they're perfect, they follow directions." Next thing all 25 are on the ground and ready to hop up. That was something that I was even telling my wife, enforcing the good behavior, everybody wants to do good, everybody wants to be noticed for doing the right things (5/14/09 Interview, p. 2-3, & 5).

The "perfect example" he gave in his final interview came from his final lesson (Video, 5/7/09; PETAI comments), in which John made a total of 30 general comments and 58 specific comments, with the majority reinforcing the appropriate behavior.

Developmentally Appropriate Activities

Throughout the practicum, John excelled in designing developmentally appropriate activities. His lesson plans were well detailed, academically sound and developmentally appropriate (Lesson Plans, 4/9/09 –5/7/09; Field Notes 4/14/09-5/5/09). His cooperating teacher was adamant about keeping the same skill themes or movement concepts throughout the day regardless of the grade, yet wanted John to modify each activity to make it developmentally appropriate (Field Notes, 4/17/09). In the first interview, John provided some strategies that he would attempt to use to ensure developmentally appropriate activities:

I think I'll have to just get in there, start with maybe a little bit lower, control level and then quickly see where kids are. Provide challenges and then task variations because I'm not sure what experience they had. I'll be working mainly with fourth and fifth graders, and I'm not sure how much they've covered or what they haven't covered in kindergarten through third grade. I will start low and then

quickly progress if that's what needs to be done. If some kids are struggling, then provide modifications or challenges in task variation as well to find success. I think for activities that I'm not familiar with, I can be a good teacher. I may not necessarily perform the activity or perform the skill perfect, but as long as I know what to look for in the parts or skill (4/6/09 Interview, p 5).

Because of the established schedule, John spent the majority of the practicum teaching fourth and fifth grade. He had an opportunity to teach half a kindergarten class and one period of first graders, which was his last lesson.

I thought a lot about that because even though we don't see much of the younger grades, we mainly saw fourth and fifth. But I'm thinking "how would I play this game at kindergarten or first grade levels?" With the lesson this week, the steal the bean bag game, I could break it down into more learnable pieces, not use flags, just tag with the lobo paw and have bean bags all over so you don't have to run to a certain spot. This was something I thought about that a lot is how I will set this up if I was here all day (5/1/09 Interview, p.2).

Social Interaction

In the first interview, I asked John how he planned to promote social interaction with himself and the students or within the students, and he replied,

One thing that I think I'm good with is being the friendly, likeable guy. I think just talking to kids, just picking out four or five each day, asking how are you doing, what you doing this weekend, do you play sports, just trying to get to know them. Like you, I think as a teacher, one of the things I like is when my teachers tell personal stories about themselves and where they stand and who they are

outside of class so I think that's one of the things I'll take, that I appreciate as a student" (4/6/09 interview, p.6).

John was a natural at promoting social interaction between himself and the students and within his classes:

I don't know if it's part just because my personality or just being there for four weeks but the kids are getting used to me and having better interaction with me, whether it is coming in for recess or jump rope team and saying "Hey coach John!" I know it is a lot better than it was the first week. I think it's helped with behavior because they know when I say "I'll wait until everyone's quiet, we're not going in until everyone lines up, and "all of a sudden, shhh he wants us to be quiet, line up!" They are policing themselves (5/1/09 Interview p.4).

Reflective Teaching

The final component of proactive strategies used to enhance classroom and behavior management is reflective teaching. In the initial interview, John elaborated on the value of reflective teaching:

I think that's one of the most important things about getting better and I know for me personally I want to be a good teacher. That's one of the things that makes me better is to reflect on what I did. Just even driving in the car on the way home thinking about what I did that day, writing little notes to myself when you get home on what went well, what didn't. I'll talk to my wife about stuff and with my kids. I'm always asking my oldest one, "What did you do in PE?" "What did you like?" "What didn't you like?" I was just trying to get better (4/6/09 Interview, p.6).

In order to promote reflective teaching throughout the field study, I thought the best strategy was to provide an abundance of information related to management that John could reflect upon, decipher, and use in any manner he chose. I provided positive and constructive feedback, general, but mostly specific feedback, possible solutions to various issues that arose, and specific examples to address any questions she posed (Field Notes, 4/14/09-5/5/09):

I think just reflecting whether it be just jotting little notes down, talking to you, talking to my cooperating teacher, thinking in my head on the way over here, on the way home, should I do this or I should do that, reflective teaching's been an improvement. I'm sure I reflected some last semester but I think just didn't focus on it. I have more information to reflect on about specific things, such as transitions, directions, organizing the groups. I feel pretty comfortable with the lessons, but just managing the behavior and classroom organization is what I've been able to think about that a lot more. Another thing I've noticed this semester is reflecting in action. I've been stopping and saying I forgot to tell you this or forgot to give you this direction or forgot to remind you after you do this I want you to do that. It takes ten seconds and improves the whole lesson (5/1/09 Interview p.1). I think because of the mentoring, I was getting so much information and so much feedback that I was able to just whether it be jot little notes down or think in my head between classes or after I left on the drive home just think about some areas and how I could do certain aspects better so I think that was huge, just having feedback and ideas from you (5/14/09 Interview, p.3).

Classroom Management

The second component that I focused on in this field study was classroom management. After completing the theory portion of the classroom and behavior management class, John internalized the value of classroom management:

I definitely knew, but I didn't understand what a big deal it was. I think for classroom teachers and physical educators it's the number one thing you have to worry or think about, and that is what consumes most of your time, is those issues. It has really opened my eyes. Just how much stress and heartache it can cause if you're not able to manage. I now know that's why so many people leave the profession; you'll drive yourself crazy if you don't deal with things properly (4/6/09 Interview, p.2).

In the initial interview, John expressed what he thought his strengths would be in relation to classroom management:

I think personally my strengths at this level is having experience, being with kids and understanding how specific you have to be with them because of the experience of having my own kids and coaching younger age kids. I don't have experience with high school level, but mid school, you tell them line up and they do. Young kids may not know what line up means, they have no clue, I will just have to be very specific in what I tell them, the instructions I give and demonstrate what I want them to do (4/6/09 Interview, p.2).

John continued to elaborate on what he thought were some areas he would need to improve associated to classroom management:

There is so many I can't think of just one. I don't feel like I've got experience in this setting. I've always been in a situation where the kids or with just playing sports, for the most part they want to be there, so there's never a type of problem that I anticipate seeing in the classroom, such as motivating and that would probably be a weakness I would think (4/6/09 Interview, p.3).

Teacher Time Management

John provided various strategies when initially asked about his plans for time management in his future lessons.

In a situation where you only see them once a week, for forty-five minutes, I anticipate, getting in the class quickly and getting into some sort of warm up. I think if you lollygag or dilly-dally around, kids lose focus and now you are fighting an uphill battle before class even started. I want to be clear on what we're doing so if a little more time needs to be spent on their instruction or demonstration, I think that's alright but I want to have as much time on activity and moving around as we can (4/6/09 Interview, p.7).

Although John stated that he wanted to get classes started "quickly," early in the practicum we discussed the need to improve pacing (Field Notes, 4/14/09, 4/21/09). John had a tendency to have lengthy introductions because he tried to provide every detail for the entire activity at the beginning. In his first lesson (Video, 4/6/09; PETAI Report), he spent almost 20% of a forty-five minute class in planned presentation and that was a lesson that the students participated in the week prior:

I think I really improved on the beginning of class, inside giving directions, making them understandable but quick, directions, a couple dos, if we need a

quick don'ts or just clapping to get everyone's attention. That helped a lot because I know my first time out there I know I wasn't so clear. We were spending the same amount of time in the activity but I'd have to stop it a lot more because they didn't understand, so I must not have explained this well enough (5/1/09 Interview, p.3).

The latter part of the practicum consisted of activities outside on the playground first, then inside the gymnasium. John wasted a great deal of time transitioning from outside to in and also had some students inside while he was outside and vice versa (Field Notes, 4/28/09). I suggested that he designate a place where all the students could meet and line up so he would be able to watch all of them, but also prompt any who were taking their time (Field Notes, 4/28/09):

One of the things that we really addressed and talked about was exiting and entering procedures because we were transitioning a lot from the outside on the field to the gym inside. I'd say towards the beginning I just skipped directions from the field. Ok meet me inside and I'd be inside and the kids outside or I would be outside and the kids inside. I thought I got much better being very clear with my directions and that affected the entering and exiting procedures. I'd say, "I want you to put the equipment up and line up at the door. Straight line, once we're in a straight line, quiet and focused, I'll know you're ready to enter the gym." That was real good to save time (5/14/09 Interview, p.5).

Signals

When we discussed the use of signals in the initial interview, John was unsure of what he would do. He replied, "I don't know, I haven't really thought about too much as

far as signals.” “Whistles is something that I’ve used in the past and that the cooperating teacher last fall used, but I don’t know” (4/6/09 Interview, p. 7-8).

At the beginning of his practicum, John relied on his voice as his main signal, but he was extremely monotoned and did not project his voice in a manner to be effective (Video, 4/9/09; PETAI Comments: Field Notes 4/14/09, 4/21/09, 4/23/09). He also began to use his whistle, but he would not blow with much force, so it was not very effective. I recommended he blow the whistle “with some authority” (Field Notes, 4/21/09, 4/28/09). His cooperating teacher was big on using rhythmic clapping to catch the students’ attention, so we talked about him trying that technique since he had never done that before (Field Notes 4/21/09):

A whistle, which I’d used before that worked pretty well because that was something that he’d established already so that worked real well because that was something they were used to. Something that I thought I grew from and learned a lot about was the clapping, I would clap and then they would, they would repeat whatever sequence of claps that I did and if they were off task or not listening I would clap and they would. It would take one time and they were focused and listening so that was huge. The extinction did not work because we’re going to sit here and waste five to ten minutes waiting for them to be quiet. I noticed, especially in the last week, instead of waiting for problems to go away, like you said it just takes so long it is not a real proactive way of getting their attention quickly (5/14/09 Interview, p 5-6).

As John progressed through his practicum, the use of his voice as a signal improved immensely. The volume of his voice increased and he was able to inflect his

tone to align with his emotions (Field Notes, 4/23/09, 4/28/09, 5/5/09: Video, 5/5/09; PETAI Comments).

Transitions

John had different thoughts than what we discussed in class about transitions during the first interview:

I think transitions and signals can go together. If you are making a progression in activity, whistle, freeze where you are, look at me and then listen to instruction on what we're going to do next. I think sometimes it's necessary to get everyone in and explain what you're doing, but a lot of times, you're just as successful having everyone stay where they are, elementary gyms are typically pretty small and I think I have a good voice, so everyone stop where you are this is what is up next, this is how you do it, here we go (4/6/09 Interview, p. 8).

In the beginning of the practicum, John was spending a great deal of time with transitions because he was not giving simple, clear directions. He would also give the directions for the first half of the transition, so the students did not know what to do at that point (Field Notes 4/14/09, 4/21/09). We discussed the need to be clear on the behaviors he wanted the students to perform for the primary transition and also provide the follow up directions (Field notes, 4/21/09):

I have gotten better at giving the end direction. I'd say "put the red flags in this pile, the yellow flags in this pile, then line up at the gym door." Or "wait until everybody's lined up and then we'll go in the gym," or "put your roller racers up, then I want you to sit back down in the corner." So that's been real helpful for time management and just transitioning from activity to activity or inside to

outside or whatever (5/1/09, Interview, p.3). I thought about being specific, telling exactly what they are supposed to be doing. I thought I grew a lot there from feedback you had given me from the mentoring program. It helped speed the transitions up. Rather than put away your roller racers and then there is all this noise of putting them away and you're trying to talk over it and say come back and sit over here or just saying "freeze." I would say "everyone go to put away your roller racer and have a seat in the blue corner after you put your roller racer away." Its quick they know what they're supposed to do and what they're going to do after that (5/14/09 Interview, p.6).

Equipment Procedures

John had a solid plan for distributing and collecting equipment in the initial interview that included some of the methods we discussed in class:

I think for both distribution and collection, having the equipment spread out in different spots in the gym is one thing that I think could be very effective so not have everyone crowded around one basket of balls or everyone at one time trying to throw balls into one bucket. So having equipment spread out in different spots on the field or the gym and once we are done we are going to put it back where they found it (4/6/09 Interview, p. 8).

Throughout the entire practicum, John followed through with the first part of his plan. He always made sure the equipment was set up correctly prior to every lesson and spread out to avoid crowding problems (Field Notes, 4/14/09-5/5/09: Video 4/9/09, 5/7/09; PETAI Comments; Lesson Plans, 4/9/09-5/7/09). On the other hand, John did

require some feedback with the collection and set up of equipment for the next class

(Video 4/9/09; PETAI Comments, Field Notes 4/17/09):

That's the thing that I've really confirmed is to have all your equipment set up before the lesson. That was one thing I was conscientious about. Also, not having people converge to one spot. From your feedback, I got much better at gathering equipment and making sure it is set up for the next lesson. That's been real helpful, just making sure then they put it right back where it was. I would say we are going to put the red flags back where we found them; the yellow flags back where we found them; bags on each side; and meet back in the middle pretty quick. That's been a big change (5/1/09 Interview, p.3). The kids really do love to help you. I think you'd be burnt out because you would spend your whole day setting and collecting equipment. That was one thing that I learned and really improved in is having them collect it. I'd set it up at the beginning of the day and that was about all I ever had to do (5/14/09 Interview, p.6).

Facilities

Proper use of facilities is an area that John had a strong grasp of prior to his practicum and required very little feedback throughout the field study (Field Notes, 4/14/09-5/5/09: Video 4/9/09, 5/7/09; PETAI Comments; Lesson Plans, 4/9/09-5/7/09):

I think if we are in the gym and trying to use the whole gym, having students spread out, and if you are using a target or something to have the kids on all four walls so you don't have all the targets on one little wall and so you have 25 kids throwing at these targets just spread out using the facilities (4/6/09 Interview, p.9).

The facilities over there are good. We have the big grass field and the gym, so I think I have been able to have everyone get a piece of equipment and spread out (5/1/09 Interview, p.4).

With the facilities, I think I did a good job. I always thought about safety and spacing for the activities, I always wanted to make sure we had enough space but wanted it to where I could supervise everyone (5/14/09 Interview, p.7).

Supervision

In the first interview, John had a general analysis of how he planned to implement supervision techniques, he stated,

I'm going to try to as best I can to work it where I can see everyone while I'm instructing. But obviously if I'm doing a lesson where I have groups across the entire field spread out, not having so much space so I can see everyone is what my goals are (Interview, 4/6/09. p.6).

In his first lesson John often stood in the middle of the activity or in the line of the students engaged in activity (Video, 4/9/09; PETAI Comments). He would “plant” himself in certain parts of the gym and not move about the class (Field Notes, 4/14/09, 4/17/09). I suggested that he increase his movement throughout the activity space during each lesson to be able to interact with the entire class and to think about the flow of the activity to avoid possible collisions with students or flying equipment. I encouraged him take a couple steps back from the class or groups to practice a ‘back to the wall’ position in order to increase his line of sight (Field Notes, 4/14/09, 4/21/09, 4/23/09):

That's one of the things I've tried to improve was if there was somebody talking or not quite focused, I would just have them have a seat by me or just go stand in

that area and give directions from right next to them. Just go stand over there. Even with giving instruction with bowling, if you catch someone goofing off out of the corner of your eye, go stand over next to that lane (5/1/09 Interview, p.4-5).

One of the things you just told me that helped a lot was “just take two or three steps back.” Then you see everybody a lot better so that was an improvement. When I had the track and field set up, I was able to just take a couple steps back and provide feedback to a group. Then two groups on each side would be able to hear that, so the four or five kids in that group if you’re talking to one, they’d all hear it. You don’t realize that at school because we are teaching those 8 kids, 10 kids who are all right there. They can hear you, but you can’t see 40 students well from 2 feet away (5/14/09 Interview, p.7).

Organizing groups, teams, partners

As with some of the other managerial tasks related to classroom management, John identified in the first interview many of the concepts discussed in class and those strategies used in his fall practicum to organize groups, teams and partners:

I think changing it up because kids will try to figure out how you split teams up. Last semester I used team cards, passing out the card when they came in the class or when they finished their lap. Also, counting sometimes changing it up “One, two, three, four, five. Here you go you are a team.” I don’t want to do the same thing every time because kids figure it out. You would see kids move three spots away from their friend if you always had them count off (4/6/09 Interview, p.10).

John required minimal input throughout his practicum about organizing groups, teams and partners (Field Notes 4/14/09-5/5/09). I did suggest he make sure groups were

even in numbers and ability and offered some examples to accomplish this (Field Notes, 4/14/09, 4/21/09, 4/28/09).

That was tricky because I think they were in a pattern over there. It seemed like they get to choose their own most of the time, I won't say all the time but the majority of the time when they were in teams. They pick their own partner or something real quick. That was something I noticed that I wanted to change just because you're getting the two boys who were goofing around or a lot of times in a game. The six fastest kids are on the team and games are going pretty quick so just having different ways to make teams. That has worked real well and gets going pretty quickly. I haven't seen too many problems of whole groups goofing off. I still have one or two kids, but not like we did it in the beginning of the unit. So its been helpful. It was funny today because one of the pieces of feedback you gave me is "just take two steps back." Today when I did it one of the boys tried to step across, and I said "no you're yellow." He's like, "oh ok" (5/1/09 Interview, p.4-5).

Just from what we had read in class, I knew that this was an important thing that not a lot of people think about. But I wanted to do it quickly and because you don't want something that drags out and you want to try to make it fair. So for our last activity, the steal the beanbag game, for the first couple lessons I would say, "ok you grab a red flag, yellow, red, yellow and just go on the line." So they started. I didn't really have that much control or organization because they'd just go with their friend no matter what color I told them. I would look up and there'd be twenty kids with red flags and eight with yellow. So from

some ideas that you had given me and just noticing some stuff I started changing things up, and I thought it worked great. I wouldn't have even thought about if I hadn't received that input from you (5/14/09 Interview, p.7).

Behavior Management

The third main component focused on was Behavior Management. A survey was conducted in the management class to determine if a person had tendencies toward one of the three approaches, behavioral, humanistic or biophysical:

I'm in between behavioral and humanistic. I think I fall right in the middle of those two, and I find myself using both, but it also depends on the situation. I would say is a strength of mine is I'm a positive guy. Plus I'm always encouraging "Good job," "high five," "thumbs up," that stuff just providing the kids with a quick feedback to know that they're doing what I want them to be doing (4/6/09 Interview, p.3).

John related his perceptions of his abilities to manage behaviors to his experience as a parent:

I think I can I relate well to kids having kids myself. I feel comfortable interacting with kids. I know that's something a lot of beginning teachers might not feel as comfortable with. I haven't seen extreme behaviors. I was fortunate enough in class time (referring to his peer lesson in the management class) to be in a good setting. So I didn't have to see any violence or fighting or any that stuff. That's something that worries me but I think if you have a good connection with the kid that it will minimize some of those behaviors. You're still going to have some problems sometimes. But just like I said earlier talking to the students, talking

about myself, stories, getting to know the kids, a lot of times simple things like that can decrease misbehaviors Everyone's going to have a bad day and there will be misbehaviors, but hopefully they won't be to the extreme (4/6/09 Interview, p.10).

Behavioral Approach

John discussed in the first interview that he would employ "positive reinforcement" and "positive pinpointing" when implementing the Behavioral Approach to managing behavior. He provided some examples to reinforce his approach, such as "thank you for doing this," "I like the way you're listening." He would also ask for volunteers, "would someone like to come up and demonstrate," "because a lot of times kids want to." "That's one of the things I see myself using and would like to use as far for behavioral approach" (4/6/09 Interview, p.11).

Efforts were focused on the amount of specific feedback related to behavior (Field Notes, 4/14/09, 4/17/09, 4/23/09, 4/28/09, 5/1/09, 5/5/09). During John's first forty-five minute lesson in his practicum, he gave a total of nine specific comments with four of those comments related to behavior. Although there were plenty of behaviors to comment on, he was actually silent for the majority of the lesson (Video, 4/9/06; PETAI Comments: 4/17/09 Interview, p. 2 & 6). Implementation of the Behavioral Approach is directly related to reinforcing the appropriate behaviors:

I think in giving feedback I have improved. Especially specific feedback, such as "thank you for lining up" or "you are both waiting so good." Also just getting the kids attention when they're behaving correctly, "I love the way you're focused so

you're going to be the first bowler.” All of a sudden everyone's is focused and wants to be next (5/1/09 Interview, p.6).

John's improvement in utilizing specific feedback within the Behavioral Approach was evident in his final lesson, where he made a total of 30 general comments and 58 specific comments. The majority of his statements were reinforcing the appropriate behaviors (Video, 5/7/09; PETAI comments).

I think when I first started; I was so worried about the lesson going exactly how I had planned it. That was really my focus, “get through the lesson, I have to cover these four or five activities.” I was not clueless, but kind of. I guess the behaviors and feedback and stuff isn't in the front of your mind so it's not something I was really thinking about. By the end, I was a lot more comfortable in a sense, had a lot more tools and things to work with, so I was able to give good feedback. I think giving specific feedback for behavior was my biggest improvement (5/14/09, Interview, p.4 & 8).

Early in the practicum, we discussed to need to employ corrective methods if needed (Fiend Notes, 4/14/09: 4/17/09 Interview, p.1):

I haven't had to use many corrective methods, just quick verbal warning and a couple time outs for the more extreme pushing, shoving, and bad language. It fixed it pretty quickly, and I wanted to make sure with the time outs that I talked to them about why they were in time out. Like the kid who was using profanity. I said “it is unacceptable here in PE. I don't think your parents would appreciate you talking like that at home,” and he was “oh no they wouldn't” (5/1/09 Interview, p.6-7).

I didn't have major problems. The one thing that sticks out in my head was those two boys pushing and shoving. I thought just address it quickly and they both just sat in time out. After they cooled off a little bit, I went to talk with each of them calmly (5/14/09, Interview, p.6).

Humanistic Approach

In our initial interview, John had a great deal of insightful information to share when asked about the humanistic domain:

Humanistically, I think we have the opportunity in PE to not only impact their skills and strategies for different games, but we have an opportunity to teach the real world. I think when opportunities come up to discuss or talk about character things, I think its important to maybe spend a couple extra minutes talking about it. Like "hey I really love the way you guys were working together as a team today." I would just spend a couple extra minutes. You may not get quite as much activity in, but you're still teaching. You are teaching skills that they take away from PE. If you spend a couple extra minutes talking about responsibility or behavior, teamwork, sportsmanship, I think that's big in my view. In PE we can reach students that might not get that at home. In our classroom there are so many skills and character traits that we can develop. We can have a positive impact. If they can take something away positive from my PE class, learn something about teamwork or sportsmanship or whatever it might be, I think I've made a positive contribution in this short time (4/6/09 Interview, p.11).

John promoted responsibility and character development frequently, so he did not require feedback related to the Humanistic Approach (Field Noted, 4/14/09- 5/5/09):

One of the things I've been talking about in this unit that we are in, the steal the beanbag game, is just cooperating, working together as a team, showing responsibility. If kids were arguing in games, I brought them in and talked about the problem and put the responsibility on them to fix. I used the humanistic approach all the time. I would say "I'm looking for people who are focused, ready, being responsible," "I'm looking for five people who are doing a good job with this activity and who are going to help me clear the field and pick up equipment" (5/1/09 Interview, p.7).

Biophysical Approach

The only method John identified that he would use when asked about implementing the Biophysical Approach was "music." He said, "I think I see myself using music (laughter), because I don't have much experience with stuff like yoga just a class here. But I can see where it is very beneficial." Throughout his practicum, John used music (Field Notes, 4/14/09-5/5/09: Video 4/9/09, 5/7/09; PETAI Comments; Lesson Plans, 4/9/09-5/7/09) and began to see the benefits of using music to affect behavior:

I thought the music was the best. You were here one day when I didn't have the music on during bowling right away. So I cranked up the music and instantly the mood changed. Everyone was on task dancing around having a good time, doing what they were supposed to be doing. I think that was a great way to manage behavior. I even used it for transitions, starting and stopping activities during warm-ups. Just used it all time, so that was a big improvement for me (5/14/09 Interview, p.8).

Benefits

In the final interview, John shared his perceptions of the benefits of having a mentor:

I think for me the biggest change from the beginning until now that is a direct positive because of the mentoring is just having more tools in my toolbox. Being able to just have you watch me and tell me, "hey you should try this or what do you think about this or about that." I mean all kinds of different things just in general. I think it gave me more confidence just making me more aware of situations, so that was huge. I think having someone come out twice a week and giving feedback and say, "hey you're doing this really well or you need to focus on this" (5/14/09 Interview, p.1).

I was even talking about it to my cooperating teacher, talked to you about it. I've even talked to my mom because she's been a teacher 25 years. Having a mentor in education is just huge, because nobody really teaches you. You could read stuff in books, but until you go out and do it and then they just throw you out there and you don't know how to figure all this out. That is why we have more than half the teachers leaving after three years. You're like, "I didn't read about this in any books" (5/14/09 Interview, p.2).

The fostering of behavior management with mentoring was just for me. I just think I grew so much over the time and it was only 5 weeks. I can't wait for next semester and keep getting better, keep improving (5/14/09 Interview, p.4).

In the last two interviews John elaborated about his perceptions of having a mentor compared to a supervisor:

This has been great. I mean I've had more growth in these four weeks than I have the previous couple years in the program just from the amount of feedback from you coming out twice a week. It's been great. I'm going to miss class, too. With the fall pre-student teaching I was kind of more focused on the content. You don't really even think of the classroom and behavior management part. I would like to go back now and review the fall with this knowledge and see how different it would be (5/1/09 Interview, p.7).

Chapter 5

Discussion

The purpose of this field study was to explore the relationship of instructional management behaviors of two pre-student teachers, who received pre-service preparation through a course in classroom and behavior management and receive mentoring specifically in regards to classroom and behavior management. Specifically, the intent of the study explored the relationship of mentoring two pre-service teachers and the development of effective behavior management behaviors, self-assessment strategies, and demonstration of classroom and behavior management behaviors. In addition, this study assessed development of observable teaching behaviors using regular assessment and guided reflection on management behaviors to enhance classroom and behavior management proficiency.

The school environment has changed dramatically in the last twenty years, with violence being the greatest societal issue facing children today (Lavay et al., 2006). In a chaotic environment where children may feel helpless and unsafe, learning can not take place (Obidah & Howard, 2005). Therefore, teachers must be better prepared to develop quality lesson plans and effective management skills. Along with the development of a quality lesson plan, good management skills of the teacher are essential for effective teaching (Rink, 2006). Collier and Herbert (2004) found that the two areas in-service teachers reported as the most important teaching skills were classroom management and behavior management. These findings align with Hellison (2003) who believed that physical educators leave the educational profession because of the lack of preparation to deal with diverse incidents and the increase in behavior problems. Napper-Owen and

Phillips (1995) found that supervision and assistance for first-year teachers had a positive impact in areas of teacher knowledge, effective teacher behaviors, and teacher socialization, yet minimal research has been published specifically on classroom management and behavior management in Physical Education. No studies were found that focus on the development of pre-student teacher management skills in physical education. The discussion of the results of the field study will address: (a) research goals 1-4; (b) conclusions; (c) implications for teacher education; and (d) implications for future research.

Research Goal 1

Describe the relationship of mentoring and the classroom and behavior management behaviors of physical education pre-student teachers.

In the field of education, the mentor often is selected based on educational experience and academic position to serve as tutor, counselor, role model and assessor (Watkins & Wally, 1993). Martin (1993) reported that mentoring is a valuable element in teacher development and beneficial to both the mentee and mentor. Moreover, the mentoring process in teacher education plays just one part of pre-service teachers' whole experience by facilitating the development of the skills required for teaching (Wally & Watkins, 1993).

The first research goal of this study was to explore the relationship between mentoring physical education pre-student teachers and their classroom and behavior management behaviors. The themes that emerged throughout the study related to improvement in teaching behaviors associated with classroom and behavior management were: a) frequency of feedback; and b) type of feedback. Through the twice a week

observations and delivery of regular positive and constructive feedback, the presence of strategies and demonstrated behaviors for classroom management were enhanced, as did confidence. Anne expressed a favorable outcome from receiving positive and constructive feedback on a regular basis regarding specific components of classroom and behavior management. She also stated, “my confidence went up as a result of the mentoring.” Anne also reinforced what is evident in the literature, that many teachers leave the profession mainly due to a lack of effective classroom and behavior management skills. “At the very beginning, I could not manage and I was so frustrated.” John expressed a similar experience and stated, “that a direct, positive result of being mentored was I had more tools in my toolbox,” referring to the skills needed to be an effective teacher.

Graham (2001) believes that the teacher who promotes a positive learning environment will prevent the majority of inappropriate behaviors. Both Anne and John were able to proactively manage behavior by providing their students with more specific feedback and realized the value in reinforcing the appropriate behaviors on a regular and consistent basis. From the video footage analyzed for Anne and John’s first and final lessons, a frequency count was conducted of the general and specific feedback they provided in their classes. Both participants made considerable gains. Anne increased feedback counts from eight general comments and ten specific comments to 55 general comments and 70 specific comments. John also increased from eight general comments and nine specific comments to 30 general comments and 58 specific comments.

Research Goal 2

Describe the relationship of mentoring on reflection and self-assessment strategies of physical education pre-student teachers.

Cutforth and Hellison (1992) surmise that empowering teachers to make their own decisions is the premise of reflective teaching. Effective teachers and those teachers who continue to grow are most of all reflective teachers because they ask many questions about what they are doing and why they are doing it; questions about goals, progress, outcomes, practices, and student behaviors (Rink, 2006). The practitioner will grow in all areas of instruction through self-examination of one's lessons, practice or activities (Lavay et al., 2006).

The second research goal of this study was to examine the relationship between mentoring physical education pre-student teachers and their reflection and self-assessment strategies. At the end of the study, Anne and John were emphatic about their growth in reflective teaching and self-assessment strategies. Both commented that they developed a greater appreciation of the value of reflective teaching and self-assessment strategies and employed them on a more regular basis as the practicum progressed. Harrison et al. (2007) argues that the reflective teacher takes time to think about what is going on in a lesson at any given moment (reflection in action) and thinks about what occurred after the lesson is complete (reflection on action). Anne stated that Mondays were always messy instructional days for her. Because of the regular feedback she received throughout the week, however, she was able to produce more effective lessons and manage the class and behavior successfully as the week progressed. Anne said, "this is something I did daily, during class and after I would reflect on what went well and

what I needed to improve, along with your feedback, so I was able to fix it for the next time.” John also reported that the amount and type of information he received enhanced his reflective abilities and strengthened his classroom and behavior management skills.

Research Goal 3

Explain how the Physical Education Classroom and Behavior Management Inventory (PECBMI) influenced mentoring and facilitated the demonstration of effective classroom and behavior management procedures.

The PECBMI was developed in the spring semester of 2006 for use in the evaluation of pre-student teacher behaviors related to classroom and behavior management. The premise for the development of the PECBMI stemmed from the fact that physical education practitioners report (Collier & Herbert 2004) that the most important teaching skills were classroom management and behavior management. Many educators believe that children enter structured settings, such as physical education classes, unable to cope with the demands of the learning environment because they are not disciplined, are irresponsible and do not demonstrate the moral values necessary for them to develop into contributing members of society (Lavay et al., 2006). The development of this instrument and its implementation within the Physical Education Teacher Education (PETE) program was developed to prepare future teachers to effectively manage a physical education classroom by addressing behaviors of students from races, cultures, and socioeconomic backgrounds different than their own. The third research goal of this study was to explain how the Physical Education Classroom and Behavior Management Inventory (PECBMI) influenced mentoring and facilitated the demonstration of effective classroom and behavior management procedures.

The features of the PECBMI that most influenced the mentoring process include the format and content. The format of the PECBMI provided a method to efficiently observe teaching behaviors and to organize field notes. As a result, the PECBMI allowed the strength areas and the areas of improvement to be more specifically communicated to the pre-student teacher. John stated that he often reflected on his first semester of pre-student teaching and thought about the numerous changes he would have made from the information he has received this semester. He went on to say that he looked forward to implementing the information he received throughout the mentorship in his fall student teaching practicum.

More importantly, the content or component areas identified in the inventory allow the observer to capture the teaching behaviors most relevant to classroom and behavior management. These content areas have been supported in the literature and therefore provide credibility not only during observation, but also during the feedback process.

Throughout the study, in-depth information was shared with Anne and John specific to proactive strategies and classroom and behavior management constructs identified on the PECBMI. Because the PECBMI clearly identifies established components and sub-components, Anne and John were readily informed of the behaviors being observed and the type of feedback they would receive throughout the practicum. Anne reported that she improved her time management skills extensively, which is one component of classroom management with five sub-components identified on the PECBMI: a) entering procedures; b) planned presentation; c) on task time; d) closure; and e) exiting procedures.

Research Goal 4

Explain how the Physical Education Teacher Assessment Instrument (PETAI) (Phillips & Carlisle, 1983a) influenced mentoring and facilitated the demonstration of classroom and behavior management procedures.

The PETAI was designed to measure the amount of time teachers spent demonstrating behaviors related to student achievement in physical education (Phillips & Carlisle, 1983b). The forth research goal of this study was to explain how the Physical Education Teacher Assessment Instrument (PETAI) influenced mentoring and facilitated the demonstration of classroom and behavior management procedures. The PETAI was used in the study as a triangulation strategy to verify the amount of time allocated to specific teacher behaviors related to classroom and behavior management.

The analysis of Anne's teaching behaviors demonstrated a considerable change in the amount of activity time she provided her classes from the first to the final lesson. She increased the amount of activity time the students had by 23 %. The amount of time she spent managing the class actually went up 5%, but that included a transition from outside to inside, working around a middle school orchestra that was using the gymnasium, and completely putting away an elaborate bowling set up for the concert. On the other hand, the amount of time John spent in activity time and classroom management from the first lesson to the final lesson varied by only a few seconds. The numbers do not illustrate the variation in quality from the first to the last lesson. The first lesson John taught was a review lesson from the previous week to a fifth grade class, so the students were familiar with all of the content, procedures and activities. Whereas in his final lesson with a first grade class, the content, procedures and activities were new to both the students and

John, but he was able to transfer much of the information he received throughout the mentoring to an unfamiliar lesson with much younger students.

The data also indicates that Anne and John transitioned from a teacher-centered approach to instruction to a student-centered approach. One aspect of the humanistic approach to manage behavior addresses the development of personal responsibility for learning, which helps children feel empowered to act with a purpose and make responsible decisions for themselves, others, and the environment (Hellison, 2003; Lavay et al., 2006; Stiehl, 1993)). Both Anne and John reduced the amount of time spent in planned presentation by an average of 14% and increased the amount of time allocated to response presentation by an average of 9%. The PETAI provided evidence that improvement of teaching behaviors related to classroom and behavior management might also impact instructional behaviors.

Conclusion

Veenman (1984) states that, “difficulties associated with the first year teacher point to the need of a specialized form of in-service training” (p.165). PETE program’s have no control over teacher induction programs, but can implement specialized programs within their curriculum to lessen the “reality shock” of first-year teachers and reduce teacher attrition. Based on the findings of this study, it is evident that there was a favorable relationship between mentoring physical education pre-student teachers and observable teaching behaviors related to classroom and behavior management. Both Anne and John perceived the mentoring to have been favorable because of the frequent observations and the amount and type of feedback they received. The positive feedback related to their teaching behaviors reaffirmed the success they experienced, while the

constructive feedback provided the direction to make necessary adjustments and changes. As a result, their self-efficacy in proactive planning and reflective teaching was enhanced.

The intensive mentorship occurred over the course of five weeks with two observations per week. An unforeseen mentoring opportunity emerged as one participant was able to observe the other teach and learn from what was observed. Conversation could then guide the participant in the discovery of options to modify the management situation. For example, while John was teaching, Anne could observe the entire lesson and analyze and learn from the field notes collected and the feedback given to John. The next day, a different person would teach first. On a daily basis, this system enabled each pre-student teacher to ask questions as the lesson progressed and learn from the mistakes that occurred or the methods that were successful, which cut debriefing sessions down considerably.

Classroom and behavior management issues plague beginning teachers and lead to high attrition rates within the first five years of teaching. When new teachers are left on their own with little reinforcement, they become overwhelmed and discouraged with their abilities to rectify their situation. The struggles of new teachers may be diminished if assistance is provided to help them think on their feet and address management issues that occur within their classroom. Because the pre-service teachers in this study received mentor assistance during their professional preparation program, there is anticipation that they will enter the beginning years of teaching with a stronger self-efficacy toward meeting daily classroom and behavior management issues. Mentoring support and accountability to proactive and reflective teaching strategies are necessary elements for

positive, effective, and sustainable teaching development. The development of effective classroom management behaviors will ultimately lead to stronger engagement of students and increased learning time.

Implications for Teacher Education

As a result of this study, the following recommendations are made for Physical Education Teacher Education programs related to classroom and behavior management:

- Offer and require a class for PETE students in classroom and behavior management that has a practicum component associated with the class. The class should cover all the components of classroom and behavior management in depth and allow for peer instruction in a controlled setting before the practicum.
- Begin the mentorship process in the initial practicum so students may have multiple semesters with a mentor. The mentor should have ample experience with the desired instructional behaviors or be trained by PETE faculty who has extensive experience so that the outcomes are aligned with the program expectations.
- Allow more time for a university supervisor to effectively mentor a student teacher. If time is not a factor, reduce the number of students each university supervisor is responsible for mentoring. If needed, hire a clinical supervisor whose primary responsibility is mentoring student teachers.
- Educate cooperating teachers in the techniques and methods of effective classroom and behavior management. Quality cooperating may teachers have

- Require internship hours for PETE students in a physical activity setting that is not a part of their student teaching. The internship should involve school age children in activities such as recreation camps or youth sports.

Future Directions for Research

This study was conducted under the assumption that mentoring pre-student teachers will increase their growth rate related to classroom and behavior management abilities, thus enhancing their management level for student teaching and avoiding induction “washout.” Based on the findings of this study, the following recommendations for future research are as follows:

- Conduct a longitudinal study that follows Anne and John through their senior level student teaching. Continue the study through their first-year teaching assignment.
- Replicate this study in a middle or high school setting to determine if similar results are achieved.
- Replicate this study in a rural or innercity elementary or secondary school to determine if similar results are achieved.
- Validate the Physical Education Classroom and Behavior Management Inventory (PECBMI) so that PETE faculty around the United States could have a valid instrument to evaluate teaching behaviors related to classroom and behavior management. Administration within school settings could also use the PECBMI to evaluate in-service physical education teachers.

APPENDIXES

APPENDIX A

Participant Consent Form

The University of New Mexico Health Sciences Center Consent to Participate in Research

A descriptive analysis of mentoring on pre-service physical education teachers related to classroom and behavior management: A case study

Introduction

You are being asked to participate in a research study that is being done by Alfredo D. Martinez, who is the Principal Investigator and Gloria Napper-Owen (Faculty Advisor), from the Department of Health Exercise and Sports Sciences. This research is studying the relationship of mentoring pre-service teachers who have had a course in classroom and behavior management and the demonstration of those observable teaching behaviors related to classroom and behavior management proficiency.

Multiple issues directly affect the quality of education received by students. Teacher shortages, violence in the schools, ramifications of No Child Left Behind, and inadequate funding, are some of the issues for teachers that create obstacles to providing quality education. Although the spectrum of issues is broad, most teachers report that the greatest problems in the course of their career are related to classroom and behavior management.

You are being asked to participate in this study because you are a physical education pre-student teacher who has been trained in classroom and behavior management techniques. This study will occur during the five weeks of pre-student teaching in spring 2009.

This form will explain the research study, and will also explain the possible risks as well as the possible benefits to you. We encourage you to talk with your family and friends before you decide to take part in this research study. If you have any questions, please ask one of the study investigators.

What will happen if I decide to participate?

If you agree to participate, the following things will happen:

- Teaching observations will be conducted on site, twice a week for five weeks on you and will last approximately 2 hours in length. The researcher will utilize the Physical Education Classroom and Behavior Management Inventory (PECBMI) to gather data on the proactive strategies, classroom management behaviors, and behavior management behaviors displayed by you.
- Four individual interviews will be conducted with you. Each interview will be no longer than 45 minutes in length and be conducted in a private, comfortable setting neutral to the university and approved by you to ensure a safe environment for candid answers. Interviews will be conducted: prior to the practicum, during the second week, during the fourth week and upon completion of the practicum. Interview questions will initially be crafted to ascertain your management strengths and weaknesses. All

transcription will be conducted by the primary researcher. The foundation of the questions will come from the information in the PECBML. As themes are derived from transcribed interviews, interview questions will facilitate deeper analysis of growth and areas of improvement for you.

- Document review will consist of interview transcripts, observation field notes and lesson plans. In order to maintain confidentiality, all transcription will be conducted by the primary researcher. All observational field notes and lesson plans will be kept confidential and stored in a secure locked area accessible only by the researcher.
- Two lessons will be digitally recorded at weeks one and five of the practicum. The videotaped lessons will be analyzed using the Teacher Management Time portion of the Physical Education Teacher Assessment Instrument (PETA). Analysis will only focus on the amount of time you spend in beginning and ending of class behaviors, instructional management behaviors, and behavior management.

How long will I be in this study?

Participation in this study will align with your physical education pre-student teaching practicum. It may also take an additional 4 hours over a period of 4 days.

What are the risks or side effects of being in this study?

This study is designed with minimal risk to you. A possible risk may include that you may experience uncomfortable feelings while truthfully sharing information and expressing ideas in regards to certain situations that arise during your pre-student teaching practicum.

What are the benefits to being in this study?

The benefits of participating in this study far outweigh the risks. The activities that you will engage in pose no more risk than those to which you are exposed in your physical education pre-service teaching practicum. Moreover, you are likely to gain greater insight into aspects of classroom and behavior management, which will expectantly accelerate your preparation to be a future physical educator.

How will my information be kept confidential?

The research data will be kept in a secure, locked location at all times. The data will be stored with no identifying information and will be coded by participant pseudonym to protect confidentiality. All transcription will be conducted by the primary researcher. All identifying marks that you may inadvertently make will be removed prior to analyzing or storing data. All electronically recorded data will be destroyed three years after publication of the study.

Can I stop being in the study once I begin?

Your participation in this study is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any point in this study without affecting your future in the Physical Education Teacher Education Program.

Whom can I call with questions or complaints about this study?

If you have any questions, concerns or complaints at any time about the research study, Alfredo D. Martinez, or Gloria Napper-Owen, Ed.D. will be glad to answer them at 505-277-5151 M-F between 8:00am-5:00pm. If you need to contact someone after business hours or on weekends, please call 505-263-3574 and ask for Alfredo D. Martinez. If you would like to speak with someone other than the research team, you may call the UNMHSC HRRC at (505) 272-1129.

Whom can I call with questions about my rights as a research subject?

If you have questions regarding your rights as a research subject, you may call the UNMHSC HRRC at (505) 272-1129. The HRRC is a group of people from UNM and the community who provide independent oversight of safety and ethical issues related to research involving human subjects. For more information, you may also access the HRRC website at <http://hsc.unm.edu/som/research/hrrc/>.

CONSENT

You are making a decision whether to participate in this study. Your signature below indicates that you read the information provided (or the information was read to you). By signing this consent form, you are not waiving any of your legal rights as a research subject.

I have had an opportunity to ask questions and all questions have been answered to my satisfaction. By signing this consent form, I agree to participate in this study. A copy of this consent form will be provided to you.

Name of Adult Subject (print)

Signature of Adult Subject

Date

INVESTIGATOR SIGNATURE

I have explained the research to the participant or his/her legal representative and answered all of his/her questions. I believe that he/she understands the information described in this consent form and freely consents to participate.

Name of Investigator/ Research Team Member (type or print)

(Signature of Investigator/ Research Team Member)

Date

APPENDIX B

Cooperating Teacher Consent Form

The University of New Mexico Health Sciences Center Research Study Information

A descriptive analysis of mentoring on pre-service physical education teachers related to classroom and behavior management: A case study

Introduction

You are being informed that a research study is being done by Alfredo D. Martinez, who is the Principal Investigator and Gloria Napper-Owen (Faculty Advisor), from the Department of Health Exercise and Sports Sciences. This research is studying the relationship of mentoring pre-service teachers who have had a course in classroom and behavior management and the demonstration of those observable teaching behaviors related to classroom and behavior management proficiency. Multiple issues directly affect the quality of education received by students. Teacher shortages, violence in the schools, ramifications of No Child Left Behind, and inadequate funding, are some of the issues for teachers that create obstacles to providing quality education. Although the spectrum of issues is broad, most teachers report that the greatest problems in the course of their career are related to classroom and behavior management.

You are being informed of this study because you are the cooperating teacher for the two pre-student teachers who are participating. This study will occur during the five weeks of pre-student teaching in spring 2009. No extra time will be required of you. **No information will be collected about or from you as a result of this study. Your student teacher is the research participant.**

This study is designed with minimal risk to your pre-student teachers. A possible risk may include that your pre-student teachers may experience uncomfortable feelings while truthfully sharing information and expressing ideas in regards to certain situations that arise during their pre-student teaching practicum. The benefits of participating in this study far outweigh the risks. The activities that your pre-student teachers will engage in pose no more risk than those to which they are exposed in their typical physical education pre-service teaching practicum. Moreover, they are likely to gain greater insight into aspects of classroom and behavior management.

If you have any questions, concerns or complaints at any time about the research study, Alfredo D. Martinez, or Gloria Napper-Owen, Ed.D. will be glad to answer them at 505-277-5151 M-F between 8:00am-5:00pm. If you need to contact someone after business hours or on weekends, please call 505-263-3574 and ask for Alfredo D. Martinez. If you would like to speak with someone other than the research team, you may call the UNMHSC HRRC at (505) 272-1129. Thank you for your cooperation.

Name of Cooperating Teacher (print)

Signature of Cooperating Teacher Date

Name of Investigator (print)

Signature of Investigator Date

APPENDIX C

Physical Education Classroom and Behavior Management Inventory

Physical Education Classroom and Behavior Management Evaluation Form		
Student Teacher :	School:	Grade Level:
Observing Teacher :	Semester:	Year:
Notes:		
A. Proactive Strategies	FIELD NOTES	1-5 Scale
1. Communicating Expectations		
2. Reinforce Appropriate Behavior		
3. Developmentally Appropriate Activities		
4. Social Interaction		
5. Reflective Teaching		
B. Classroom Management		
1. Time Management		
a. Entering Procedures (Attendance)		
b. Beginning Class (Initial Set / Activity)		
c. On Task Cognitively or Physically (80%+)		
d. Ending Class (Closure)		
e. Exiting Procedures		
2. Signals		
a. Effectiveness		
3. Transitions		
a. Directions		
b. Simplicity		
3. Equipment Distribution and Collection		
a. Systematic		
4. Effective Use of Facilities		
a. Safety		
b. Spacing		
5. Supervision		
a. Proximity		
b. Observation / Intuitiveness		
5. Organizing Partners Groups or Teams		
a. Formations		
b. Efficiency		
C. Behavior Management		
1. Behavioral		
a. Specific Feedback		
b. Use of Reinforcement		
c. Corrective Methods		
2. Humanistic		
a. Promoting Responsibility		
b. Conflict Management		
3. Biophysical		
a. Relaxation Techniques		
b. Disability Strategies		
Total		

APPENDIX D

Physical Education Teacher Assessment Instrument (PETAI)

Phillips & Carlisle (1983a)

The Physical Education Teacher Assessment Instrument (PETA)
Phillips & Carlisle (1983a)

1. Planned Presentation

Definition: The time the teacher uses to present information, directions, and procedures related to the lesson or activity

2. Response Presentation

Definition: The time the teacher uses to pose questions to students related to the lesson, activity, procedures and check for understanding.

3. Activity Time

Definition: The time the teacher utilizes to organize for allocated skill learning time or allocated game playing time.

4. Classroom Management

Definition: The time the teacher utilizes to transition from one activity to the next, obtain, distribute, set-up or return equipment, and organize partners, groups and teams.

5. Beginning, Ending Class

Definition: The time the teacher utilizes to begin class, record tasks and end class. The record time should reflect scheduled class time.

6. Other Tasks

Definition: The time the teacher utilizes for tasks other than class management or instruction. Examples include such behaviors as assessment, talking to others (not students in class), discussing content not related to instruction, and working on non-teaching and / or non-managing tasks and silence.

Procedure: The observer records the class continuously from beginning to end. Each category change of teacher behavior and the corresponding time involved is recorded by code number designed as variables 1-6 on the Teacher Observer Coding Sheet.

Recording: The total time for each individual variable is recorded separately..

APPENDIX E

Sample Interview Questions

Interview #1

Pre-student Teacher Interview #1 Questions

General Information

Since taking the class in Classroom and behavior management what are your perceptions of management.

What do you feel your strength areas are related to classroom management?

Areas you feel you need to improve?

What do you feel your strength areas are related to behavior management?

Areas you feel you need to improve?

Early in class we took a survey to find out what B/M type we were, what were you and why?

Discuss what concerns you have before starting your practicum, related to classroom management.

Discuss what concerns you have before starting your practicum, related to behavior management.

Classroom and Behavior Management Questions

1. Discuss how you will use proactive strategies in your class to prevent or minimize classroom and behavior management problems.
2. Talk to me about how you will communicate your expectations.
3. What are some techniques you will use to reinforce appropriate behavior?
4. How will you devise developmentally appropriate activities?
5. Talk to me about how you will promote social interaction with you and your students.
6. Discuss how you will use reflective teaching techniques in your field experience.
7. What are your perceptions of your classroom management abilities?
8. What are ways you will effectively manage your time to maximize student learning. Address your entering / exiting procedures, beginning and ending class, and student on task time.
9. Talk to me about what signals you plan to use and how effective you anticipate they will be.

10. Discuss the techniques you will use to manage transitions during class time.
11. What are ways you plan on to distribute and collect equipment?
12. How will you maximize the use of the facilities you may have available?
13. What are ways you will supervise your classes?
14. Talk to me about the techniques you will use to organize partners, groups or teams.
15. What are your perceptions of your behavior management abilities?
16. Discuss how you plan to use the behavioral approach to increase, decrease or maintain behaviors.
17. Talk to me about how you plan to use the humanistic approach to increase, decrease or maintain behaviors.
18. Discuss how you will use the biophysical approach to increase, decrease or maintain behaviors.

APPENDIX F

Sample Interview Questions

Interview #3

Pre-student Teacher Interview #3 Questions

1. Discuss how you used proactive strategies in your class to prevent or minimize classroom and behavior management problems.
2. Talk to me about how you communicated your expectations related to classroom and behavior management.
3. What are some techniques you used to reinforce appropriate behavior?
4. How did you devise developmentally appropriate activities?
5. Talk to me about how you promoted social interaction between you and your students.
6. Discuss how you used reflective teaching techniques in your field experience.
7. What are your perceptions of your classroom management abilities?
8. What are ways you effectively managed your time to maximize student learning. Address your entering / exiting procedures, beginning and ending class, and student on task time.
9. Talk to me about what signals you have used and how effective were they.
10. Discuss the techniques you used to manage transitions during class time.
11. What are ways you plan on to distribute and collect equipment?
12. How will you maximize the use of the facilities you may have available?
13. What are ways you supervised your classes?
14. Talk to me about the techniques you used to organize partners, groups or teams.
15. What are your perceptions of your behavior management abilities?
16. What is your philosophy regarding behavior management?
17. Discuss how you used the behavioral approach to increase, decrease or maintain behaviors.
17. Talk to me about how you used the humanistic approach to increase, decrease or maintain behaviors.
18. Discuss how you used the biophysical approach to increase, decrease or maintain behaviors.

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