What makes an effective teacher? Early attempts to answer that question focused on teacher characteristics and processes (Connelly, Clandinin, & He, 1997). A more recent and promising approach to answering the question focuses more on what teachers know and how this knowledge leads to the decisions they make in their classes. Schempp (1993) suggested that understanding teaching requires an understanding of teachers’ knowledge bases.

Calderhead (1996) summarized research on teacher knowledge and proposed a three-stage evolution of focus. The first stage occurred in the 1970s and focused on teacher decision making. The second stage included “teachers’ perceptions, attributions, thinking, judgments, reflections, evaluations, and routines” (Calderhead, p. 710). The third stage consisted of an emphasis on teachers’ knowledge and beliefs. That focus drives much of the current educational research on teacher knowledge.

Researchers have proposed a number of frameworks for categorizing teacher knowledge (e.g., Carter & Doyle, 1987; Shulman, 1987). Although each framework is unique, nearly all of them include some version of the following knowledge domains: (a) pedagogical knowledge, (b) subject-matter knowledge, and (c) pedagogical content knowledge. General pedagogical knowledge is not subject-matter specific and includes generic teaching knowledge (e.g., management, instructional strategies) about effective teaching that might be applicable in a wide variety of educational settings. Subject-matter knowledge is a teacher’s knowledge of, and about, the content that he or she will teach. Pedagogical content knowledge is an integration of general pedagogical and specific subject-matter knowledge. Although Marks (1990) suggested that a precise distinction between types of knowledge is somewhat arbitrary, the distinctions have served, and continue to serve, as useful research heuristics.

Pedagogical knowledge, particularly as it is related to management, has not been a common focus of current research in education. Borko and Putnam (1996) noted that “General pedagogical knowledge of classroom management has sometimes received short shrift” (p. 675). The absence of investigations into teachers’ pedagogical knowledge, which is related to management, is problematic because class management is an aspect of teaching that consistently challenges teachers of all experiential levels and content areas, and, as Graber (2001) suggested, “is central to the development of expertise and matures with experience” (p. 495). Even rarer than research on teachers’ pedagogical knowledge of management, however, is research that incorporates the voices of teachers and their perspectives on learning about class management, particularly in special subject-matter areas outside the traditional classroom.

What is class management and why is it important? Rink (2002, p. 136) defined class management as the “arranging of the environment for learning and maintaining and developing student-appropriate behavior and engagement in the content.” Educators and, presumably, parents see management as the primary factor by which quality instruction and student learning occur (Lewis, 1999). Discussions of management frequently focus on student behavior and control; that is a critical component of class management. That focus is not, however, the only component, and for the pur-
poses of this study, we viewed management as a broad range of actions that teachers take to ensure a quality learning environment.

For example, within physical education, primary factors in classroom management would include, but not be limited to (a) establishing routines (attendance, distribution and return of equipment, lesson closure); (b) developing class expectations and consequences with students; (c) teacher consistency; and (d) maintaining student cooperation throughout the lesson for maximum time on task (Rink, 2002). Effective management is the foundation from which learning can occur. In addition to its impact on student learning, the ability to manage effectively is an important factor in teacher job satisfaction. Management struggles have been linked to teacher stress and burnout (Schottle & Peltier, 1991) and to an inability to care about students (Chemlynski, 1996).

We attempted to address the lack of available research on pedagogical knowledge from teachers’ perspectives. The specific research questions that guided this study were,

1. What do elementary physical education teachers know about management?
2. How was that knowledge gained, and did the knowledge of elementary physical education teachers change over time? Understanding what teachers know and how they know it should provide insights into preservice education and inservice education. With better insights into teacher knowledge bases, teacher educators, researchers, and administrators can improve professional development plans to better meet teachers’ needs. Improved teacher management would then likely lead to increased learning opportunities for students.

Method

Participants and Setting

Twenty Caucasian elementary physical education teachers (14 women and 6 men) volunteered to share their personal knowledge base about class management. We knew the participants from their professional affiliations as university practicum supervisors, as committee members, or as conference attendees. Professional teaching experiences ranged from 1 to 28 years; average experience was 15 years. Participants represented urban, suburban, and rural public school settings. School demographics varied widely—some schools reported a majority Caucasian student body, whereas other schools served primarily African American and Hispanic students.

Data Collection and Analysis

Participant interviews were the primary source of data collection for this study. We interviewed 12 teachers individually at their school, which allowed for limited researcher observation and interactions with students. Those interactions allowed us to observe classroom management. To maximize the variety of teachers involved in the study, we conducted telephone interviews with 8 teachers, but only when we had prior knowledge of the teacher and of the quality of the physical education program, and when on-site interviews could not be arranged. The interviews lasted from 45–90 min. An interview guide (Patton, 2002) structured the conversations; topics included personal teaching history, perceived effectiveness of various management strategies, and contextual factors. Sample interview questions and probes are included in Appendix A. We audiotaped, transcribed, and returned the interviews to the teachers for a member check of the data. A few teachers elaborated on answers or made grammatical corrections to their responses, but they did not suggest any substantive changes.

We analyzed the data by using the constant comparison and analytic induction methods to identify emerging common themes across the respondents (LeCompte & Preissle, 1993). We began the data analysis by reading through each transcription numerous times to become intimately familiar with the data. We individually established a personal coding system with initial emergent themes. We compared coding systems by seeking common themes among all of us. During discussions, we collapsed, merged, or rejected themes. We followed the same pattern throughout the analysis, which produced four iterations.

The following example describes the iterative process. During the initial coding review, we established eight themes, each with its own subcategories. Fifteen subcategories emerged during the first iteration. One theme, Trial and Error, included the following subcategories: University and College Learning, Professional Development, and Experience. Trial and Error, along with its subcategories, were collapsed during the second iteration to Learning Management. Continued analysis produced a third iteration titled Changes in Teachers; Knowledge Evolution emerged as the final theme.

Through the iterative analysis of the data, we agreed on final dominant themes. To be considered a final theme, we had to agree on the significance of the theme, and at least one third of the participants had to have addressed the issue in their interview. The themes were Knowledge Origin and Influences, Knowledge Evolution, and Knowledge Content. Appendix B provides examples of transcript excerpts under the dominant themes.

We took a number of steps to ensure trustworthiness. First, we asked participants to elaborate on and clarify information during a member check of their interviews. Second, data triangulation occurred via comparisons of different teachers in varied schools and settings. Similarly, the use of multiple researchers served as another type of triangulation. Finally, we conducted a search for and analysis of negative cases to seek alternative explanations for emergent themes. Only one negative case emerged, and it related to respondents’ views on the importance of teacher education programs. Both per-
perspectives are provided in the results section. All other themes were affirmed by the absence of negative cases.

Results

Teachers provided key insights into their management pedagogical knowledge base growth and development. In the following sections, we discussed the themes of teachers' knowledge origin and influences, evolution, and content. In sections of the results in which a specific teacher is quoted, we used parentheses to identify the teacher’s years of experience and whether he or she taught in a suburban, urban, or rural school.

Knowledge Origin and Influences

The teachers (pseudonyms are used throughout) in this study attributed their pedagogical knowledge development about management to a variety of sources, including children, colleagues, and professional development. Few teachers, however, gave credit to their teacher education programs.

The two most commonly cited and related sources of knowledge were trial and error and children. Jamie (7 years, urban) said, “It’s trial and error. You just learn by experience and every child is different and every experience is different and I think you learn better tools to make the flow a little easier for both of you.” Anna (6 years, suburban) agreed: “It’s trial and error method the first couple of years. I had some problems and I would try and fail and if it didn’t work out, you tried something else.” Willingness to learn, or the necessity of learning, from failure was a key management knowledge growth. As John (20 years, suburban) described,

I had all the activities lined up. I was going to overwhelm them with things. But what I neglected to do was to have an opening [set induction]. They came in the door and they saw all this stuff laid out [equipment] and they just ignored me. That taught me right away that I needed to meet them at the door and have established what they are to do when they enter my classroom. That’s what really taught me awareness that management is important.

Classroom teachers generally work with a specific grade level, whereas elementary physical educators work with all the children at the school (e.g., K–6). Such diversity requires that physical educators use multiple strategies that are developmentally appropriate for children. Teachers acknowledged that the management strategy that worked for one class did not necessarily work in the next class. Therefore, many physical educators sought help from their colleagues, which revealed that much of the educators’ knowledge base was gained from other teachers and from professional endeavors. Donna (7 years, suburban) attributed most of her knowledge base about management to her supervising teacher. Donna said, “My student teaching had a huge impact. His name was John and he taught me so much, taught me how to deal with kids. It was great. He still calls me and I call him.”

Other teachers admitted that they taught, at least initially, as they were taught as public school students. Holly (9 years, urban) acknowledged, “I stepped into my first teaching experience teaching like my high school PE teachers taught me. It’s probably like parenting in that you remember how maybe teachers that you had handled things.” Being able to interact with other teachers, not just physical educators, continued to assist in their development. Linda (12 years, urban) remarked,

If I have trouble with something, I’ll go ask our assistant principal, the home-school advisor and the classroom teacher. She knows the kids better than anyone else and might have a little tip that I can tell the child. You really have to work together with your staff.

Teachers also addressed the need for, and importance of, continued professional development. For some teachers, continued professional development meant attending conferences and workshops, whereas other teachers focused on reading professional journals and books. Speaking of how her teaching had changed, Catherine (21 years, suburban) reported the following about the modifications to her teaching and management styles:

...[Change] came from watching other teachers teach and going to workshops. Professional development is critical. Every teacher that goes into a new situation is going to teach the way they’ve been taught and then is going to say “Hey, you know, I really don’t need to do this” or “I need to do a little bit more of this.”

Another teacher spoke of how professional development changed the way in which she taught. Lucy (12 years, urban) recognized that

What helped me more than anything was the year I went to the first PACE conference. All of a sudden there was so much stuff to teach. Before I didn’t feel like there was a lot of help out there for elementary education. It changed the way I felt about physical education. ... The key is keeping the kids interested in what you’re doing. And I think through continuing education and networking with other teachers ... if they [students] are interested, there’s going to be less discipline problems.

Teachers recognized the value in visiting other schools, the role of professional conferences, workshops, courses, and staying current in the professional literature as tactics for continually refining their management skills.

Most participants agreed that their college programs provided minimal assistance in developing their management knowledge base. Only 1 physical educator (Elizabeth, 11 years, suburban) claimed that she learned a great deal about how to manage children from her college program. Teachers believed that either their undergraduate experiences did not address management or they experienced a conflict between the material that was taught at the university and the material that was applied in the school setting. Several teachers described their first years of teaching and perceived lack of adequate preparation as being “eaten alive,” “thrown to the wolves,” and “sinking or swimming.” Dustin
Knowledge Evolution

Teachers discussed the evolutionary process of their pedagogical knowledge related to management. One 20-year veteran found that learning to manage his class was “a gradual thing. You learn a lot. The people that do their best learn from others or borrow from others, if you are willing to keep changing, learning and evolving.” Often, such evolutionary knowledge resulted in very different practices from their entry-level management skills. In addition to new techniques, teachers reported philosophic changes in their management approach. Janice (28 years, urban) stated that,

I think when I first started I jumped on kids a little too quick so I was very authoritative when I first started. Now it seems the more I teach the more I’m trying to understand kids and really I guess I take my time with them. I’ve learned the last few years to take a whole different look at what is really going on in their lives and why they’re actually acting the way they are.

Dustin (12 years, suburban) concurred: “I’ve begun to try to understand the kids a little bit more. I try to get to know the kids better from a personal standpoint. I’m less autocratic and I’m a little more democratic.” In general, teachers revealed changing to a more humanistic approach by focusing on the students’ feelings and self-esteem as a factor in their behavior (Williams, 1999). When asked what prompted such changes, some teachers said that they gained confidence in their teaching abilities, which allowed them to look outward and focus on students’ needs, problems, and behaviors.

Teachers also cited changing contextual influences as the prompt for their evolution. When asked about his management evolution, Brian (10 years, suburban) noted that

“I had to change because kids have changed.” Teachers cited out-of-school changes as well as in-school changes. Out-of-school changes included single-parent homes, lack of parental behavioral expectations, and dysfunctional families. Teachers spoke of the need to know their students, which included information regarding students’ lives at home. Janet (16 years, suburban) advised,

Be aware of the total picture and not just the kid’s misbehavior. What things are they bringing into the classroom from home? I don’t think that you learn any of that really until you are in the situation. Poverty, abuse—physical and sexual. I was never taught about how to deal with any of that.

Teachers believed that family issues led to changes in student behavior and reported more frequent aggressive behaviors by more students over the years. Janet continued describing her classes: “I’m seeing a lot of aggression. I see more and more every year that just get very upset when things do not go their way. They’re screaming and yelling at me or other kids.” In addition to more aggression, teachers noted an increase in disrespectful behavior. Anna (6 years, suburban) remarked, “I just think that things have changed so much as far as parents and adults being figures of respect. Generally speaking, so many children that I have nowadays will question your authority more and will talk back.” Also, teachers like Brian (10 years, suburban) observed a lack of parent involvement in many aspects of the students’ lives but specifically in parents’ dealing with behavioral situations at school:

Ninety-nine percent of the time, I do not hear from parents once they get the behavioral report sent home. They sign it and return it, but they don’t say, “Hey what was he doing?”... It’s a pity and that’s surprising. If my kid got in trouble I would say “What happened? Why’d you do this?” As a parent I would want the whole story.

In several cases, teachers observed that parents were accomplices in their child’s poor behavior.

In-school changes also influenced teachers’ management evolution. Several teachers noted that corporal punishment was a common practice when they began their careers and that as corporal punishment was removed or severely limited in their school districts, teachers found new techniques to handle student misbehavior. Some elementary physical educators spoke of how they had used exercise as punishment and yelled at students, acknowledging that they were teaching the same way that they had been taught. However, most of the teachers perceived themselves differently, and were working toward “becoming a more peaceful teacher.” Elizabeth (11 years, suburban) addressed the exercise-as-punishment shift:

No, I don’t believe in that, I mean, then I feel like you’re punishing them by having them do something that I actually want them to do for life, and I am trying to encourage. I want them to run. I want them to go out and do stuff. I want them to do push-ups if they want everyday. So, no I do not discipline that way.

The current litigious environment had teachers reconsidering even “positive” touches. Jane (16 years, suburban) described her apprehension about any physical contact with children:
You are thinking about that more. I give hugs and high fives, and [pats] on the head. But even with one of my favorite kids I just don’t do things that I probably used to do. One day I put my hand on his shoulder and he was joking. He said “I’m going to sue you. You can’t touch me.” I think he was joking, but I took a step back.

Knowledge Content

Even though teachers claimed a personal and eclectic pedagogical knowledge gained from numerous experiential resources, their verbalized knowledge bases were similar. First, teachers in all settings described the need for consistency in their interactions with students and in establishing routines. Teachers found that consistency provided children with a safe environment. Dustin (12 years, suburban) remarked that “Kids have to know exactly where you are coming from and after that I need to be fair, firm, and consistent. Kids feel comfortable in your class when they know what to expect.” Consistency not only related to what teachers expected from children but also to the teachers’ ability to follow through on their own policies. Brian (10 years, suburban) recalled that when he first started teaching, he overlooked some behaviors and attributed them to the notion that “they’re just being kids.” He then realized that “they’ll catch onto that and try to take advantage.”

Second, teachers’ pedagogical knowledge involved a humanistic approach, which included teachers speaking with children individually, developing mutual respect, modeling desired behaviors, and knowing their students. Peggy (6 years, suburban) believed that “Good behavior should be expected. However, when a child is misbehaving I try to talk to them one on one. I try to remove them from their audience. I don’t like to embarrass them so that everyone can hear.” Other teachers shared Patricia’s (28 years, urban) sentiment regarding respect:

“Respect has to start with the teacher. Teachers have to render respect to children. You have to model it. If I start yelling and screaming, they are going to do the same thing. Children do not know what respect is until they see it.”

Respondents also addressed the need to not only model the behaviors they desired but also to acknowledge behaviors when demonstrated by students. Lucy (12 years, urban) learned that “You don’t have to point out the negative behaviors, they already know what they are. Try to point out what’s positive.” Knowing students also was important because such knowledge related to students’ experiences at home and at school-related events. Catherine (21 years, suburban) made sure that she had “contact with every child in your room, every lesson. It does not have to be skill related. Maybe you noticed their name on the wall for something special, like reading. It makes them feel special.”

Finally, the elementary physical education teachers had a plethora of strategies for teaching and reinforcing their expectations. Most of the teachers used multiple rewards and consequences (e.g., verbal praise, letters to parents, time out, written assignments, and grade reductions) as ways to improve student behavior. Teachers also spoke of the need for students to acknowledge responsibility for their behaviors. Having students help to establish the desired classroom behaviors aided them in assuming responsibility for their learning experiences. For instance, Bill (28 years, suburban) found that,

At the beginning of the year I ask them to tell me what things we should do or not do as a class [rules and expectations]. They give me feedback. I put them on a piece of paper. When it comes to about the same ideas that I have, what a classroom should/not do, not destroying equipment or not touching the equipment until we are ready . . . [when it comes to arguments] sometimes I have the students talk it out. I say “It seems like you two are having a little disagreement. Instead of a time out, they will sit down and talk about it. Then you come back and 95–99% of the time they come back and say they have settled it. It is another alternative to me to trying to help them. . . . they are helping each other.

In addition, several teachers incorporated written documentation of student misbehavior, which is sometimes referred to as a Physical Education Resolution Sheet. When students were removed from an activity, they had to explain the incident in writing. Upon completion of the assignment, teacher and student reviewed the incident together. Tasks such as those assisted teachers in helping students reflect and become accountable for their behaviors.

Discussion and Implications

Our intention was to examine elementary physical education teachers’ perspectives on their pedagogical knowledge of classroom management. Regardless of whether one is a novice or a veteran teacher, classroom management continues to be a primary concern of educators (Goyette, Dore, & Dion, 2000). Our results provide insights as to how teachers acquired and implemented their knowledge about class management over time. The findings also suggest that learning to manage one’s classroom is an ongoing, developmental process influenced by personal and contextual forces.

Similar to Schempp’s (1993) case study of a high school physical education teacher, the elementary teachers in this study most valued knowledge that came from personal practice. Shulman (1987) called that process of learning from doing “wisdom of practice.” Teachers believed strongly in their wisdom of practice and the wisdom of their colleagues’ practice.

Teachers did not, however, give much credence to knowledge from their teacher education programs. It is not clear whether the teachers’ undergraduate programs did not address management techniques or whether the teachers were unable to interpret such information prior to their professional immersion. Borko and Putnam (1996) stated that “Prospective teachers may not see the relevance of their pedagogy courses to the process of learning to teach.
and they may not attend closely to the information or the experiences offered by the courses” (p. 681). It is also possible that teachers learned valuable information in their teacher education programs but had since forgotten the source of that knowledge over time. The data from this sample, however, are not strongly supportive of that possibility because novice to veteran teachers consistently gave little credit to their college preparation programs, with the exception of practicum experiences.

The elementary physical educators in this study valued the role of hands-on experiences and were quick to suggest the addition of more practicum opportunities into undergraduate programs. Teacher education programs might provide progressive, well-defined observations and opportunities so that students could interact with numerous educators in various environments (e.g., K–12; urban, rural, and suburban schools). Such exchanges would provide multiple-management frameworks for new knowledge and reflection. By combining those observations and early teaching experiences with college coursework, teacher educators can help preservice teachers interpret their new knowledge in relation to the programmatic message of the teacher education program—a message that can otherwise be missed (O'Sullivan, 1996; Pagano & Langley, 2001).

Fernandez-Balboa, Barrett, Solmon, and Silverman (1996) suggested that prospective teachers use cognitive maps to help them define and reflect on their current knowledge base and on how new material fits within their current knowledge network. Similarly, Clandinin (2000) claimed that teacher education programs must recognize the knowledge that teachers have gained from practice and then begin with “what preservice teachers already know rather than what should be taught to them” (p. 29). Similar strategies are clearly needed with in-service education programs because teachers’ most valued knowledge comes from self and other practicing teachers, rather than from theory decontextualized from personal school settings.

The teachers in this study used multiple classroom management strategies, which varied from the limited resources that high school physical educators believed they could use in their classes (Cothran & Ennis, 1997). On average, the teachers in this study had taught for 15 years, yet they spoke consistently of their willingness to change and seek information to improve their classroom management skills. Although comparisons based on such small samples must be used cautiously, it is intriguing for one to think about what might cause the difference between elementary and high school physical education teachers’ management knowledge and use.

Unlike high schools, most elementary schools have only one physical education teacher in the building; thus, the elementary teachers are isolated from other physical education colleagues. The same also is true for elementary art and music teachers. Might that isolation work to the advantage of the elementary teachers? Perhaps elementary physical educators may feel more flexible in their management endeavors because the pressure to conform to the practices of their peers is absent.

The findings provide intriguing initial insights into teachers’ pedagogical knowledge origins, development, and content. However, consumers of educational research might want to identify “best practices” in classroom management as a result of this study. We did not attempt to label any of our findings as best practices because we believe that such identification is up to the reader. We imagine that there are numerous definitions of best practice, as well as definitions for the highly individualistic manner in which it is interpreted. The teachers in this study did not mention best practices as technically described by researchers and teacher educators. The teachers judged their practices by those that worked for them in their daily settings.

Research is needed to continue to clarify the exact content of teachers’ knowledge and to learn how “lessons learned” can be disseminated to other teachers. Additional information also is needed in relation to teachers’ knowledge bases at different grade levels and in differing contexts. Schmepf, Manross, Tan, and Fincher (1998) claimed that “To teach one must know” (p. 342). The key to future research seems to be an exploration of the question, What must teachers know? We provide some insight into possible answers to that question, and with additional work in the field, educators can be better prepared with the knowledge needed to maximize the effectiveness of the teaching–learning process.

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### APPENDIX A
Sample Interview Questions and Possible Follow-Up Probes

1. Where did you learn to manage your classes?
   
   *Can you discuss how your management philosophy has changed over the years? Was there a particularly influential individual?*

2. If I were a new teacher, what advice would you give me?

3. How do you teach students about your rules and management?
   
   *What strategies do you use for children who follow your directions and expectations?*

4. What kinds of things do you do when a student’s behavior is inappropriate?

5. How much of your time and energy is spent on management?

6. When a student misbehaves, what is the effect on you? Your students?

7. Integration and mainstreaming are common in physical education. How does it affect your classes?

8. Does student behavior impact grades?

9. Why do you think students misbehave?

10. The most frequent behaviors are those minor ones like talking and not following directions. What works for those behaviors?
   
   *You mentioned a few key ideas. Where do you come up with these new ideas?*

Note. Interview questions are numbered; follow-up probes are italicized.
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<thead>
<tr>
<th>Knowledge Origin and Influence</th>
<th>Knowledge Evolution</th>
<th>Knowledge Content</th>
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<td>“The first day I was in charge of a class, I had 10 activities all lined up. ... I was not going to not have enough for them to do. ... I neglected to have an opening and they just ignored me. That taught me right away to meet them at the door or establish what they have to do when they enter my classroom.”</td>
<td>“I have a little different student clientele ... but I have probably changed more than some of the students. I am less autocratic, more democratic. I try to give choices. I keep myself calm better and make better decisions. I don’t get upset. I got upset easier in my first few years as a starting teacher.”</td>
<td>“I use the infamous time-out. I usually give them a few chances. ... I go back and talk to them and ask do you know what you did wrong? How are you going to make it better? ... Our first few classes, I let the students brainstorm and come up with what will make our class run smoothly.”</td>
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<td>“My first few teaching experiences really gave me some real insight to what I had to do. ...”</td>
<td>“I’d say that I probably had to lighten up a little bit. The first morning that I started is etched in my skull. And now we’re at a point now ... back when I was in school, you know ... it was nothing to get paddled. I mean I had a hat trick on me in sixth grade about three times. But now you don’t do those things to kids.”</td>
<td>“Something I learned is that you’ve gotta talk to the kids individually and as a group ... call them aside and talk to them.”</td>
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<td>“It was trial and error. They didn’t teach me much in college. In fact they didn’t teach any of it.”</td>
<td>“I think that they don’t have the consistency at home. They don’t have discipline at home. And they don’t have it at school. I think that kids were taught more to respect the adult or the teacher. And that’s just really lessened over the years. I don’t feel that’s what is being taught at home.”</td>
<td>“Proximity, staying close to the kids helps nip it in the bud. ... I will sit them down and talk to them. ... I like to teach by example.”</td>
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<td>“I would say that most of it was trial and error. ... And sometimes by other teachers, their suggestions and so on. But I think the majority of it came from trial and error ... just seeing what worked.”</td>
<td>“... kids have changed. You know you have to find that line every year of how much can I joke with these kids ... and that’s true with every class. And some years, you just can’t let your hair down at all.”</td>
<td>“You need to know what kind of control and discipline you are comfortable with and can teach. You need to make sure it is practical and fair to the kids. To me that is #1.”</td>
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