

### III. Management and Motivation

Task: Candidates use an understanding of individual and group motivation and behavior including effective verbal and nonverbal communication techniques to create a positive learning environment. Write a paragraph for each of the following:

1. Description of classroom environmental factors you observed that affect learning.
2. Description of individual student motivation strategies used (e.g., giving choices)
3. Description of group motivation strategies used (e.g., counting backwards, voice level barometer, silent signals).
4. Describe verbal *and* non-verbal communication occurring in classroom interactions among students and with the teacher.
5. Implement one management technique and reflect on its effectiveness.
6. Include your School-Home Communication artifact.
7. Include your Classroom Management Plan. (also included in electronic portfolio)

Elementary students are exposed to mainly one different environment throughout the day, which is their primary classroom. Going to the elective classrooms creates a new scene and new atmosphere for the students. For the elementary classrooms I observed I noticed that once they entered the art classroom I was in, they immediately became talkative and hyper. Having a different teacher for the art period was also something that I noticed affected the students' learning. Along with them being very talkative, the students did not want to listen to my cooperating teacher during their time in her classroom. Most of the time the teacher was yelling at them to be quiet and listen, threatening to take a letter from their "noise" warning, or threatening to take away a recess if they wouldn't cooperate. The students would listen at first but after about seven minutes of being quiet they'd get even louder. This went on for the whole period for every class I saw. I think this affects learning by not being able to explain directions to the full extent in which they should be explained, as well as the students not being allowed to experience some key components for their art lessons which would've been explained had they been quiet.

Another environmental factor that I observed was how the students sat at tables in the art classroom, instead of their usual single desks. This allowed for more talking and interacting with their classmates, which caused them to not pay as much attention to the art lessons as they should have been doing.

In the classroom I was in the main form of motivation was negative reinforcement. Whenever the students were being loud the teacher would warn them that a letter from their “noise” warning would be taken away. If all of the letters in the word noise were taken away by the end of the hour the students had to put their heads down for the remaining time. This was used as a group motivation since all of the students would put their heads down if all of the “noise” letters were taken down. An individual method of motivation for the students was taking a recess away. If an individual student wasn’t paying attention or was talking too much the teacher would tell them they had to stop and listen to else they would have to miss a recess. This method usually worked well because the students didn’t want to miss any recesses.

Cues in the classroom are an important key in being able to communicate with the students. In the cooperating classroom I was in I saw verbal as well as nonverbal cues. The biggest nonverbal cue I saw was when the students were being very loud or weren’t listening the teacher would take out a sign with the Mona Lisa on it and hold it up in front of her. The students would catch on that she was holding the sign and they knew to sit facing forward, hands in lap, with their mouths shut. This usually worked to get them quiet for the moment. Another cue that would be considered nonverbal was when an individual student was being quiet or working hard without being told, the teacher would go to her closet and take out a new sharpener or eraser and give it to the

student. This showed that she was proud of them for working hard and quietly without having to be told.

When the teacher is giving her lesson and demonstrating the project, if there is a student who is talking or laughing loudly, the teacher tells them to write their own name on the board. This could be both a nonverbal and verbal cue at the same time. This cue usually works, especially with the younger kids because they feel like the teacher already knows who was talking or laughing during her demonstration, which is why she told them to write their name on the board.

A management technique used at my cooperating school is the Fix It cards. These cards are given to individual students who are constantly loud, disrespectful, etc. If given a card during class the student has to stay afterwards and reflect on their behavior and how they can improve for the next class. The student also has to have a reflection and fulfill their bad behavior with a punishment from their primary classroom as well. I've observed that it is effective, but only depending on the class. With certain classes that come into the art room it is, for the most part, very effective and there has been improvement with every student who has been given a fix it card.

### School-Home Communication Artifact

Dear families,

My name is Stefani Sumption and I am an Art Education major attending Northern State University. I am excited to begin my student teaching experience here at your school. Throughout the semester I will be observing my cooperating teacher while learning how to prepare and teach fun interactive lesson plans.

A little bit about myself, I grew up in Frederick, South Dakota; A small town with a very small school. I am eager to get to know the students and figure out how everything works in your school, which I am honored to be a part of now! I love the small school atmosphere that I grew up with and I hope to bring that atmosphere into the classroom.

Thank you for allowing me to be a part of your child's classroom. I've found a love and appreciation for art and I hope I can pass this joy on! I hope to teach my future students the concepts and techniques of the art world as well as guide them to succeed in every way. Every student can excel in whatever they put their minds to, and this is my goal as an art teacher, to inspire my students to try their hardest. Knowing that every student can achieve what they put their minds to reflects on my philosophy as an art educator.

My contact information is listed below and I would be more than happy to answer any questions you may have. My blog is also listed, which is where you can learn a little more about myself, as well as take a look at art lessons I have done in the past. Thank you for allowing me this opportunity to gain experience as a future educator.

Sincerely,

Stefani Sumption



Stefani Sumption contact information

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### Classroom Management Plan

#### **Ms. Sumption's Expectations for Academic Success**

Welcome to art class! I am excited to begin and get to know each of you better as the year progresses. Before all the fun can begin we need to set some ground rules for the classroom. Please take the time to read through these rules carefully with your parents to ensure that a safe and fun filled time together is ahead of us.

1. Think like an artist. Be creative! Have fun! This is an art classroom, don't be afraid to let your imagination run wild and make a mess. Just remember to clean up after yourself.
2. We need to respect each other, the instructor, and the materials. Treat each other like you would want to be treated.
3. During classroom work hours the noise level is expected to stay at a dull roar. If the noise level persists after a couple of warnings, points will be taken away from noisy individuals.
4. Procedures for classroom set-up/clean-up will differ from day to day depending on what project is taking place.
5. When in doubt, A.R.T.I.S.T.!

A-Attitude: have a good attitude towards others and your work.

R-respect: your classmates, instructor, and materials.

T-think: positively. You can do it! Don't give up!

I-magine: Your imagination is a powerful tool. Be creative!

S-safety: keep the classroom clean to ensure no accidents take place.

T-track: Stay on track. Keep your goals in mind.

I look forward to a great year with each of you! Have your parents read over this list with you so they can get an inside look at what we're up to. If you or your parents have any questions don't hesitate to ask me. Let's have a great year!

Thank you,  
Ms. Sumption

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This slip must be signed by your parent/guardian and turned in on Friday at the beginning of class.

Parent/Guardian signature: \_\_\_\_\_