ABSTRACT
                This study was conducted to investigate factors that
contribute to the development of classroom management and discipline
problems for novice teachers. A case study of Marilyn, a 45-year-old
beginning teacher, guided the research, along with observation,
interviews, journal writing, and autobiographical information.
Marilyn viewed herself as a rescuer and the classroom as a haven. She
had no image of herself as a classroom manager and disciplinarian.
During student teaching, she failed to learn the importance of
classroom management and effective, consistent rules. During her
first year of teaching, Marilyn was not able to cope with discipline
and adopted the conservative, custodial norms of the school rather
than her preferred humanistic approach. She completed her first year
confused, frustrated, anxious, lost, discouraged, and perplexed. The
implications of this study for teacher education programs are: to
strengthen a novice's role identity as a disciplinarian, and to
expose preservice teachers to classroom situations in which they
learn to identify with firm classroom management. Beginning teachers
with classroom discipline problems will more likely burn out and
leave the profession than those of their peers with instructional or
curriculum concerns. (LL)

Personal Perspectives on Classroom Management

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"Reality shock", "teacher burnout", transition shock, and private ordeal are just some of terms used by the educational community to describe the first year of teaching. "Survival" manuals for novice teachers dot the teacher education literature and the professional journals are filled with descriptive studies outlining the horrors of starting a professional career in teaching. Veenman (1987) paints a fairly typical picture of the realities encountered by beginning teachers when for the first time they face "... the harsh and rude reality of everyday classroom life" (p. 3). Herbert Kohl (1985: 5), in describing his experiences as a first year teacher, notes: "My first week of teaching left me in despair ... after several weeks I found myself doing everything I had sworn never to do in the classroom ...." Lagana (1970) documents the decline positive attitudes in beginning teachers and he refers to the phenomena as a "curve of disenchantment". Ryan's (1980) advice to Kohl and other first year teachers is simply "don't smile until Christmas".

From first hand accounts of beginner teachers to longitudinal psychometric investigations, the literature and research describe the travails of many beginning teachers. The findings from almost all teacher education program follow-up studies (i.e. Adams, 1982; Myton, 1984) and the results of similar survey research (i.e. Veenman, 1984; Wodlinger, 1986) point to the problems overwhelming first year teachers. The research history is clear and consistent, novice teachers are inundated by classroom management problems and concerns.

Veenman (1987) conducted one of the most extensive reviews of the literature on beginner teachers. He noted that most investigations focused on the problems and concerns of the teachers. After surveying 100 such studies, Veenman found that of those first year teachers ranked classroom discipline as the number one problem and concern. Additonally, in the 1987 study, Veenman's survey of the international educational literature produced consistent

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findings as he reported that first year teachers from Australia, the Germanys, England, Canada, Norway, Israel, Netherlands, and Switzerland all echoed the distress call of problems concerning classroom management.

In an earlier study, Veenman (1984) reported that principals identified classroom discipline problems as the major reason for first year teachers' incompetence. Furthermore, principals, experienced teachers, parents, pupils, and supervisors also believed that classroom management was the beginner teachers' primary problem. Evans and Tribble (1986) noted that problems of student misbehavior continued as a significant concern among experienced teachers. Experienced and first year teachers' concerns with classroom discipline gives professionals such distress and anguish, that burnout becomes an immutable factor in their lives. Taylor and Dale (1971) found that beginning teachers with classroom discipline problems were more likely to leave the profession than those who did not experience similar problems. Moreover, the researchers noted that second, third, fourth, and fifth year teachers who reported problems with management would also exit the teaching profession more often than their peers who encountered instructional or curricular concerns.

Although, the problems of beginning teachers and classroom management seem to be synonymous, there is very little research explaining why classroom discipline problems out rank other aspects of teachers' lives, such as curriculum planning, evaluation of student learning, and instructional development. This fact is particularly perplexing given the establishment and emphasis of models, skills, and concepts of classroom discipline in preservice teacher education curriculum and textbooks. Furthermore, the recent surge in the adoption of more early field experiences, integrated field experiences, and extended student teaching provides the teacher candidates with opportunities to see and experience life in classrooms. Classroom discipline issues among prospective teachers is not a topic that goes unnoticed and then suddenly rears its ugly head during the initial days and weeks of novices' first years of teaching. Yet, several studies (i.e. Evans and Tribble, 1986;

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Weinstein, 1988) show that student teachers' are not as concerned about classroom discipline issues as beginning teachers. The purpose of this study is to investigate possible factors that may contribute to the development and occurrence of classroom management problems. This paper describes the life of one novice teacher as she prepares for the start of school and moves through the first year of teaching. The paper's second section discusses the possible theoretical orientations that frame the study's findings in light of the literature on teacher development, thinking, and socialization. The final section presents the implications of the study and a theoretical framework for further research in the area of development and for the development of teacher education programs.

Methods

Design

A case study format guided the research: there was emphasis on naturalistic inquiry methods of observation, interview, journal writing, autobiographical writing and recall, and shadowing. The focus of case study was Marilyn (background information on Marilyn is given in the next sub-section).

The time line for collecting data centered on two key phases. The first phase occurred prior to the start of the public school year and involved the collection of intensive autobiographical information assembled through writing experiences and formal interviews. The second phase of data collection began with the start of school and continued throughout the entire school year. Classroom observations and interviewing occurred several times a month, with more intensive monitoring in the first weeks of the school year. Two researchers independently observed the informant. Additionally, the researchers reviewed the fieldnotes and interview data for the purpose of reliability. The informant kept a weekly journal which was also shared with several researchers. Additionally, the informant was often asked to reflect

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and write about the images, beliefs, and preconceptions she held and which guided her practice.

To capture Marilyn's beliefs and images, the use of metaphor was used to more fully understand and operationally frame the teacher's beliefs; preconceptions; and images. The growing teacher education literature provided the rationale for using metaphor. Hunt (1987) and scholars (i.e. Miller and Fredericks, 1988; Munby, 1986; Russell and Johnston, 1988) use metaphors to shed light on a teacher's self-understanding. Metaphors provide coherence to experience, beliefs, and images that guide one's tacit knowledge (Lakoff and Johnson, 1980). The tacit knowledge is as Bullough (1991) suggested a root metaphor highlighting a teacher's sense of who he/she is as a teacher. Bullough argues that metaphor is what Pajack (1986) called "professional identity". In a 1987 study, Crow furthers illuminated the concept as a "teacher role identity" (tri), and states that it is a "well-established image of self as teacher ...." (p. 87).

Analysis

A grounded theory approach (Glaser and Strauss, 1975) associated with naturalistic inquiry was selected for this study. The principles of "constant comparative" guided the analysis. In the beginning of the study, a large number of general conceptual categories were formed and used to identify subsequent areas for exploration. The findings from each succeeding round of data collection were then compared with the categories for further refinement of the study's hypotheses. In this way, elements of the analytical categories were derived from the data. One major limitation of the study's design is the generalizibility of results to the population of beginning teachers. However, the purpose of the study and design was not to offer conclusive and universal propositions; rather the focus of the inquiry was the description of the socialization and development of one first year teacher. The usefulness of the design and analysis hopefully will provide a grounded theory from which to frame experimental designs.

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Background

Marilyn, a 45 year old mother of two grown boys, wife of a high school counselor, and recent graduate of an Elementary Education program always wanted to be a teacher: "I've always wanted to teach since I was in kindergarten. That's the truth. That's all I ever wanted to do".

After graduating from high school, Marilyn entered a large, mid-western university and majored in elementary education in pursuit of her ambition to be a teacher. A year and a half later, she quit school because of low grades and a desire to return home to her family. While at home, Marilyn attended a local college for one semester and then quit. Shortly thereafter, Marilyn married and followed her Army officer husband across the country living in three different locations. After her husband left the Army, Marilyn and her family settled down in a new location where Marilyn began working as a secretary in an elementary school. She liked being around teachers and being friends with them, and she liked the interaction with students because it gave her an opportunity to positively influence their lives. Marilyn enjoyed being associated with schools and teachers and, with a little encouragement from friends and family, she decided once again to return to college and complete her degree in elementary education.

Marilyn's university career culminated with student teaching second grade in a middle class suburban school. From the beginning of student teaching, Marilyn liked being a teacher and described it as "wonderful" and "fulfilling". Although she and her cooperating teacher differed in temperament and philosophy, Marilyn learned from her how to develop textbook-centered curriculum and how to use direct instruction methods. Having student taught in the spring and with a cooperating teacher who had a strong classroom management system was place, Marilyn learned very little about management approaches. However, she anxiously looked forward to having a classroom of her own and felt confident that she could be an effective teacher.

Despite her desire to teach younger children, when offered a fifth grade teaching position, she accepted it. So, a half before the start of

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school, Marilyn signed a contract to teach fifth grade at Midvalley Elementary
School.

Work Context

Midvalley Elementary School was a four-year-old, yellow brick school
built in a semi-rural setting, surrounded on one side by a horse pasture.
Marilyn had 32 students in her classroom, part of a fifth grade that was
characterized as being composed of "some of the toughest kids in school".

Immediately after Marilyn was hired she was at Midvalley learning all
she could about the school, students, community, and fellow teachers. She
soon learned that she was not the only new "teacher" in the school because
there were two university interns. The interns would be under the mentorship
of the school's "teacher facilitator", Dianne. The fifth grade team consisted
of Marilyn, Sam, who was an intern, and Barbara, the team leader who had 19
years of teaching experience and was considered an outstanding and supportive
teacher.

Findings

This section of the paper lays out in chronicle order the significant
images and events that shaped her first year of teaching. For the purpose of
this paper, the intricate narrative of Marilyn's story will be used as a
context for understanding how she dealt with classroom discipline and
developed as a classroom manager. The findings from Marilyn's case study
highlight how a beginning teacher's metaphor and the lack of it is a powerful
and influential force in determining classroom practice, teacher thinking,
socialization, and development.

Early Metaphors and Implicit Theories

Marilyn's family and school experiences were the driving force in
developing her conceptions of school, teaching, and self as teacher. Her
childhood years shaped her memories into a life-long ambition to become a
teacher, yet, those memories were limited, as Marilyn confessed:

I can't tell you anything that went on in any of my classrooms [as
a child]. Nothing specific ... but I can tell you that I liked my

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teachers and in my mind I can see myself talking to them and they

were always gentle. They were always positive...."

From these experiences and feelings, two metaphors formed: "teacher is haven-maker" and "teacher is rescuer".

As a "haven-maker", Marilyn sought to create a refugee, a place of security and love, for both herself and her students, like the oasis she experienced long ago as a frightened student. But this was no ordinary haven, it was to be highly structured. Although, Marilyn's fantasized herself as a creative and spontaneous teacher, she "decided upon a structured curriculum in order to reduce her anxieties about being a first year teacher". She sought to accomplish this aim through a heavy reliance on the textbook. The teacher's edition of the textbook provided a daily road map of topics, assignments, and learning activities which she would follow.

Marilyn had a second metaphor, "teacher is rescuer". This metaphor reflected her desire to give students the warmth, love, and positive self-esteem that she received as a child from teachers. When compared to the need to "save children", academic learning played a secondary role. Such things as reading, writing, and math fit in somewhere between the primary focus to enhance students' self-concepts, make learning fun, and create a classroom where students felt loved and, especially, secure.

Despite the rich context of Marilyn's two metaphors, she was quiet about how she pictured herself as a classroom manager. "Thinking about discipline makes me very nervous ... I'm very anxious about doing it ... you see, to be honest with you, I don't have any idea what to do about discipline ...." Marilyn's teaching schema did not contain any images of herself as classroom manager. Moreover, her education program had failed to significantly fill in the blanks. Student teaching in the spring had meant coming into an already well established and functioning classroom that placed few management demands on her.

What images of classroom management she did have, came from her experiences as a school secretary. Marilyn was aware, for example, that

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students could easily become unruly and teachers complacent: "I saw some things that went on [in that school] that were inconceivable to me ... that's what my fear is in an upper grade classroom."

Lacking positive images and ideas for classroom management and desperately wanting help, Marilyn was open to virtually any suggestion. She adopted Midvalley's school-wide discipline strategy called the Point Out System: "[Their discipline program] is something I had never heard of. It's called the "Point Out System". When this school opened four years ago the Principal put it into effect." The Point Out System was a modification of assertive discipline with the addition of a "time-out" desk. If a student was disruptive, the teacher pointed to a desk in the back of the room where the student was to go and quietly work. If there were further student violations, then the teacher would point to the door and the student would go to another teacher's room and sit in the back of that room. Although she now had a system to follow, Marilyn still unable to see herself as a classroom manager. Feeling insecure, during the week prior to school, she practiced using the Point Out System.

The First Weeks

Consistent with her schema of teaching in a highly structured classroom and her need to love her students, Marilyn's first days as a new teacher were filled with "fun games, puzzles, and creative writing assignment ... not much academic work." As days turned into weeks, Marilyn's classroom and curriculum resembled the structure and predictability she imaged. Each day was routinely scheduled with reading, language arts and math in the morning. The afternoon schedule included spelling, science, health, and art. Each subject was highly routinized, emphasizing getting through the textbook activities and involved the use of direct instruction. For instance, reading instruction came right out of the Science Research Associates, Inc. program, a scripted curriculum of stories, questions, and workbooks. Even art was highly structured, she stated: "sometimes the art lessons require the use of ditto sheets and standard images. I ditto a 4 page art project". Social studies involved the

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students reading the textbooks, answering questions at the end of chapter, and participating in discussions. Marilyn's discussions were also structured being guided by questions in the teachers' manual. Standing in front of classroom with the manual cradled in her arms, Marilyn read the questions from the manual and then called on someone to answer them. At times, the discussion would stray from the list of questions, but soon Marilyn would pull the discussion back on track by referring to the next question in the teachers' manual.

Tensions Increase

Marilyn's struggles as a classroom manager threatened any peace and predictability she hoped to achieve. The "haven" was being undermined because Marilyn lacked an acceptable image and metaphor to bear that image of herself as a classroom manager and was unable to establish a consistent classroom management system. She lamented:

> I have not been consistent in my discipline. Sometimes I will let
> some talking out go on and won't say anything or won't point
> anybody out. I know I have to be consistent with everyone and not
> be unfair to anybody else.

And yet, she was inconsistent in implementing the Point Out System. Marilyn was unclear about who she was a classroom manager. She confessed: "Everybody says be real firm the very first day. I thought I was ... so I find out the third week I was not firm enough because now they're just getting more and more out of hand."

Marilyn was unable to act consistently as a classroom manager because she did not have an image of herself as a classroom manager. Marilyn struggled to define herself as a classroom manager, and to understand the relationship between being a disciplinarian and that of a "rescuer" and "haven-maker". She realized that being a disciplinarian was not an element of either metaphor, and was incongruent with both conceptions of herself as teacher. Indeed, providing order in the classroom and having students follow Marilyn's commands would, at least at first, create unhappy students who were

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dissatisfied with being in her classroom. Under such conditions, Marilyn's need to have a comfortable and fun classroom--a "haven" would be compromised. Furthermore, Marilyn wondered how she could be an authoritative teacher and still be caring and comforting to her students--being the nurturing "rescuer".

Unable to find an acceptable definition of herself as a classroom manager, Marilyn continued to struggle, and her anxieties about teaching and feelings of incompetence skyrocketed: "I'm grouchy [and] I'm the one that is getting myself all worked up. Then I take it out on the students. That's not how teaching is supposed to be."

By the end of October, Marilyn was still uncertain about who she was a classroom manager, and her management was still inconsistent and her classroom was often out of control. For example, she tried getting students to quiet down when she "counted to five". So, she counted and counted and counted in frustration. And, the students talked and talked and talked.

The tension and disorder continued. And, through it all, Marilyn plowed ahead and taught her lessons out of the textbook and over the chatter, all the while yearning for a "haven".

Amid the turmoil of her own classroom, Marilyn searched for ideas and images about being a classroom manager. She sought help from Barbara, the fifth grade teacher and leader across the hall. Marilyn shared her management concerns and received some disturbing advice. Barbara was firm and direct: she told Marilyn that management strategies without consequences were inappropriate and harmful to the classroom environment, Marilyn needed to develop and enforce a sound set of consequences for disruptive behavior. Marilyn was devastated: "I didn't have any consequences [other than issuing referrals]. I was a nervous wreck ... I shouldn't be teaching. I'm going to fail. I don't have consequences!"

Barbara's remarks highlighted Marilyn's need for definition as a classroom manager and her lack of management skill. While looking for aid and comfort, Marilyn found herself feeling even more alone in the classroom and ineffective as a teacher. The few remaining remnants of the "haven" were

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crushed; and she felt nothing like a "rescuer". She wondered, what to do? Who should she be as a classroom manager? And, how did being a disciplinarian fit in with being a "rescuer"? How could she create a "haven"--a place of comfort and warmth--amid the responsibilities of enforcing rules and consequences? Feeling at a loss she began to question whether or not she should leave teaching? Leaving teaching meant leaving more than a job, however, it meant abandoning a lifetime ambition. Unable to leave teaching, and unable to establish herself as a classroom manager, a "rescuer", and a "haven-maker", Marilyn continued to be inconsistent in managing student behavior, and put up with, and ignored, her noisy, bored, and distracted students.

By the end of November Marilyn looked worn out. The strain of dealing with the uncomfortable noise level and her constant reminders to students to be quiet were taking their toll. Each day was a battle to gain control of the students and create an acceptable image of herself as classroom manager. With The classroom was far from being enjoyable, comfortable, secure, and predictable--it was a miserable place to be, a war zone, not a "haven". Her inconsistent management of the classroom, above all else, was the magnifying glass that illuminated her unsettled conception of herself as teacher. She searched among her metaphors of "rescuer" and "haven-maker" for images of herself as disciplinarian. She came up with only contradictions.

The Rescuer Needs Rescuing

Needing to resolve her glaring management problems and relieve her growing anxiety, Marilyn looked to be rescued. She found, Dianne, who acted as Marilyn's mentor. Dianne made herself available several times a week to observe Marilyn and teach lessons for her. By having Dianne teach, Marilyn was able to observe an experienced and excellent teacher who modelled effective practices.

Unlike Barbara's advice about consequences that devastated Marilyn, and highlighted her management inconsistencies, Dianne told Marilyn: "Don't worry! It's okay [because] you don't have to have a consequence for what happens

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...." It' not a big deal." However, Dianne's encouragement and Marilyn's interpretation of it obscured Marilyn's problems and failed to recognize the need for Marilyn to establish an acceptable image of herself as a classroom manager. The students didn't quiet down, and the noise level continued to compete with the stability and peace Marilyn so desperately sought day in and day out in her classroom. She stated: "I'm remaining calmer and ignoring a lot of [bad] behavior." Her response was not a solution but a substitute for dealing with the hell she felt inside her classroom and within her own mind. Marilyn remained inconsistent and unsettled about who she was a classroom manager. She continued to search for pieces of that image among her metaphors, and came up only with contradictions.

Tensions Continue

Although Marilyn was, at times, aware of her inconsistencies, she seemed helpless to resolve the problems. And, despite the assistance that other teachers gave her, she continued to be fraught with self-doubts. As November moved into December, and still seeking help, Marilyn enrolled, along with the other members of her fifth grade team, Dianne, and several other Midvalley teachers, in a management class offered by the school district entitled, "Elementary Solution Book Training".

With the district's instruction on assertive discipline and a better understanding of the Point Out System, Marilyn believed that she had found a structured routine to follow for management. It was a structure that appealed to the "haven-maker" in her. However, the skills she had learned in the district class did not result in the development of a clear image of herself as a classroom manager that she so desperately needed to guide her in the use of the skills.

By the middle of February, life in the classroom was far from perfect and the "haven" seemed elusive. Her solutions for managing student misbehavior were inconsistent, inadequate and incomplete. Marilyn's anxiety continued to rise as she searched for an identity of herself as a classroom

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manager. Marilyn continued to deal inconsistently with students, negating the effectiveness of her new found discipline skills.

Year's End

As March turned into April, tensions between Marilyn's metaphors, "teacher is haven-maker" and "teacher is rescuer" still remained. She continued to use the textbook for structure and guidance yet in doing so she undermined her desire to be responsive to students' interests. Marilyn ended the year much as she began it with both metaphors intact and their contradictions unresolved. Furthermore, by the end of the school year, Marilyn's image of herself as a classroom manager remained unclear, and her problems with classroom management, although slightly less severe, endured. In May, she lamented: "my discipline is lacking, somewhat. Today, for instance, the kids were pretty noisy." Despite her inability to define herself as a classroom manager and to be consistent in handling misbehavior. The tension of battling with students had not been resolved, her inconsistency as a classroom manager was evident throughout each school day. She was devastated by the uncertainty of who she was a classroom manager. She lacked any sense of herself as a disciplinarian. Furthermore, whatever image she sought conflicted with her needs to "rescuer" children through love and self-esteem building. Marilyn, finished the school worrying and wondering how to establish a "haven-like" classroom when she needed to discipline children she knew needed positive attention. How could there peace with sternness and restrictiveness was called for? As the year ended, Marilyn lamented within her soul about who she was a classroom manager and what that elusive image meant to her dreams to be a "haven-maker" and "rescuer"?

Theoretical Orientations

Recently, several approaches have examined more closely the process of becoming a teacher. Some of the orientations, such as the constructivism, schema theory, and interactive teacher socialization present useful frameworks for understanding the problems of beginning teachers. Often the orientations share common themes, yet, also, fail to comprehensively explain the process of

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becoming a teacher. The findings of Marilyn's case study will be discussed in light of the various teacher development orientations.

The constructivist orientation to teacher development and education is a useful framework to begin a discussion on the findings of Marilyn's case study. The approach takes into account the beliefs (i.e. Crow, 1987), expectations (i.e. Weinstein, 1989), preconceptions (i.e. Cole, 1989), and schema (Bullough, Crow, Knowles, in press) of the learner. Indeed, the shift in the research questions is from how teachers think about their work and what they do, to an examination of what teachers know, how they know it, how they organize the knowledge, how they use the knowledge within varying contexts, and what are the sources of influence (Barnes, 1990). Central to this emerging framework of cognitive and social factors is the notion that teachers, including prospective and beginning teachers, construct their conceptions of knowledge based on an interaction of prior knowledge, engagement in activities, and contexts. Grimmett (1988:50) reports: "The constructivist approach ... begins with the (teacher's) concerns and prior conceptions of teaching and learning as they pertain to specific classroom contexts ...." Cole (1989:6) further argues that "... these preconceptions remain unarticulated, or if made explicit are accorded little or no validity; yet, they are the personal foundation upon which professional practice is built." For Marilyn, her sense of herself as teacher was built upon a background of knowledge developed as an elementary school student. She wanted to give love, warmth, and care as she built a "haven" and refuge for her students: so similar to when she was a student in kindergarten and had been rescued. The conceptions of herself as rescuer were strong and she played out her images, when possible, in her classroom. The structure she wanted, envisioned, and needed was also present in her classroom. The textbook and teachers' manuals became the realities that she had only imagined prior to the start of her first school year. Marilyn's metaphors of "haven-maker" and "rescuer" were insightful to understanding the images guiding much of her teaching practice.

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As Bullough, Knowles, and Crow (forthcoming) argue, metaphor provides a useful frame in the conversation of schema: metaphor is the language applicable to describing a teacher's sense of his/herself. And, the personal pedagogies, preconceptions, and implicit theories that several researchers (i.e Barnes, 1990; Cole, 1989; Goodman, 1986) outline in the literature are embedded in the language of metaphor. Bullough et al (forthcoming) explain: "... the meanings forming the self ... are layered ... and tacit, unarticulated." An additional layer of the picture is composed of schemata. Rumelhart (1980) believes that schemata is developed in response to a person's need to make meaning out of events, objects, or situations that are faced.

Using metaphor as the operational frame for understanding the implicit theories that compose a teacher's sense of her/himself as a teacher provides a theme common in schema theory. The findings of this study support the contention that a pivotal point for understanding teacher development is the idea of frames, scripts, and/or schemata (Barnes, 1990). Sternberg and Caruso (1985) believe that schema theory helps to explain how teachers are able to use knowledge to guide their thinking and actions in practical situations, like teaching. Nisbett and Ross (1980) explain the use of schemata and images and suggest that constructing meaning in a dynamic social context, like a classroom, depends upon the teacher's: a) background or prior knowledge about contexts, events, and students, and b) perception of relationships between and among those prior knowledge structures and the present situation. For Marilyn, when and where she had those reserves of prior knowledge, background, and memories, she was able to make sense of her life and practice as a teacher.

However, Marilyn's case study highlights what can happen when there is not a fully developing and/or functioning "teacher role identity". As a result, Marilyn's metaphor only seemed to speak to her life as a teacher who guides instruction, works with students, and creates classroom environments. Missing fro her metaphor were images protraying implicit theories about being a classroom manager. Clark (1988:7) points out: "Undoubtedly, (preservice

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teachers; conceptions of teaching are incomplete, for they typically see and hear only the performance side of classroom teaching." Despite a few scholars (Clark, 1988; Weinstein, 1989) discussion of the incomplete teaching metaphor or "teacher role identity", few researchers have seriously considered the implications of partial images in guiding beginner teachers' practices. The constructivist orientation does not fully account for the immature images, implicit theories, or preconceptions found in the findings of the case study of Marilyn. What happens when the "teacher role identity" is nncomplete because: a) there is a lack of prior knowledge structures or b) the implicit theories are not successful in guiding practice? There are very serious ramifications for incomplete or insufficient implicit theories that guide clasroom management practice. In Marilyn's case, a major void in her image of herself as a teacher disrupted almost every segment of her teaching practice and day.

Several scholars (i.e. Posner, 1978; Simon, 1977) suggest teachers schema are organized into specific storage systems of information and by scanning their repertoire of "knowledge clusters", teachers are able to access pertinent information for the specific situation. However, void of any "knowledge clusters" or implicit theories, the teacher is not capable of constructing, storing, or utilizing knowledge. Marilyn's case study paints a depressing picture when the ability to construct meaning and knowledge about classroom management strategies and beliefs is lacking. For instance, Marilyn was presented again and again with such classroom management strategies, as the Point Out System, assertive discipline education, district discipline education program, experienced teachers knowledge, and modelling from an outstanding teacher. Void of any schematic structures upon which to "hook" the information, the strategies and theory became useless: Marilyn became frustrated. Posner (1978) notes that schema theory suggests that previous background knowledge allows one to search and interpret one's environment for meaningful and useful cues.

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Another notion useful in expanding the constructivists' framework concerns the complexity and relationship of implicit theories to each other. Little is yet understood about the interconnectiveness of implicit theories and the elaboration of those theories that must occur befcre they are integrated into existing knowledge structures that constitute a complete and well functioning "teachor role identity". One unique feature that Marilyn's case study suggests is that "tri" and metaphor may be composed of a complex web or matrix of images/scripts/beliefs that vary in strength, influence, and relationship to each other. For instance, Marilyn had a strong images and needs that guided her actions in curricular and instructional planning. However, the strength of those images could substitute for the lack of image about classroom management. And, the classroom discipline strategies s.e attemptec to adopt required continual matching and congruence testing with the other aspects of her "teacher role identity".

In sum, while the constructivist orientation and that of schema theory offer important clues to the development of teachers, further refinement of the approaches may need include the idea of a "teacher role identity" and metaphor in which essential components are constructed by a matrix of images and beliefs. The constructivist framework needs to outline considerations about the absence and consequences of images, beliefs, and preconceptions. Conceptually, Marilyn's life as a first year teacher proposes new conceptual tenets for a constructivist's approach to teacher development. Furthermore, the idea of including a classroom management as key implicit theory that helps to construct the "professional identity" or "teacher role identity" is crucial to the development of a comprehensive framework of teacher development.

Classroom Management and Teacher Socialization

The importance of being a classroom manager is essential to establishing the tone and atmosphere for learning in a classroom. Doyle (1986) states that establishing and maintaining order in the classroom is one of two major tasks facing any teacher. Wishing to positively influence student learning, Brophy and Good (1986) further argue that classroom of effective teachers are

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characterized by the key attributes describing effective classroom managers: order, organization, and effective rules, and procedures.

Although being an effective classroom manager is important, variety still exists in the style of management used in the classroom. For instance, Hoy and Woolfolk (1990) portray a continuum of styles and attributes that classroom managers may exhibit. In particular, pupil control may identify effective teachers, but a teacher may have a custodial or humanistic orientation to managing a classroom. Hoy and others' (i.e. Hoy, 1972; Hoy and Rees, 1977) work of almost twenty five years indicates that prior to starting their student teaching, teacher candidates exemplify a much more humanistic approach in which they view classrooms as cooperative, educational, and democratic communities where self discipline is substituted for strict teacher control. Humanistic teachers work with their students to develop the management strategies, set norms, and problem solve difficulties. Accordingly, Feiman-Nemser and Buchmann (1989) report that elementary education students expect to teach children like themselves and will be expected to show warmth, patience, and care as a teacher.

However, once the novices emersed into the conservative and bureaucratic school system they are much more custodial approach to management. Believing the student are irresponsible and undisciplined individuals, teachers react to students in a more autocratic, impersonal, pessimistic, mistrustful, and rigid manner. The humanistic to custodial shift is consistent with Zeichner and Tabachnick's (1981) progressive to traditional shift in attitudes of beginning teachers.

Not all student teachers exhibited the shift (Zeichner, 1980). Moreover, Tabachnick and Zeichner (1984) found that student teachers remained much more humanistic and were able to resist the custodial socialization norms of the schools when they were prepared in inquiry based teacher education programs. And, cooperating teachers who were more humanistic in their approach also positively influenced student teachers' humanistic orientations (Zeichner and Grant, 1981).

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The findings from Marilyn's case study and the constructivist's approach to teacher development may provide some insight into possible explanations for the shift in the attitudinal outcomes. Novice teachers may be more prone to adopt the custodial norms and values of the profession if they do not have firmly developed schema for being a classroom manager. In deed, most people are more than willing to grab at any life raft of discipline procedures and policies if they believe they are sinking in an ocean of student unrest. Certainly in Marilyn's case study, not having a sense of herself as a classroom manager, and consequently, not having appropriate management skills primed her for readily accepting the school's conservative and mechanical discipline rules and procedures. As the case study findings report, Marilyn's entire first year of teaching was make up of a series of desperate management strategies grasps. Mariln, like so many beginning teachers, are confused, frustrated, and anxious. Searching for answers, the solutions are readily available from the experienced teachers and overseeing administration: indeed, the new teachers socialized quickly and are absorbed into the school system.

Ignorance is Bliss

Marilyn's problems with classroom management and her life as a first year teacher are consistent with the literature on beginning teachers' problems. The literature is full of research findings what indicate first year teachers are lost, discouraged, and perplexed. However, there is an interesting twist in the teacher development research. Having left teacher preparation programs in which their personal pedagogues were either unchallenged or undeveloped, they enter teaching possibly similar to Marilyn: void of any significant guiding image, frame, script, or schemata about who they are as classroom managers.

However, the hellish life some beginning teachers apparently comes to them as somewhat of a surprise. Concerns and problems with classroom management so vividly haunting to novice teachers are not even perceived by prospective teachers. Evans and Tribble (1986) report that novice teachers in an introductory education course were less concerned than beginning teachers

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about classroom discipline. In a follow up study, Weinstein (1988) found that preservice teachers, prior to starting their student teaching, were also "unrealistically optimistic" about their ability to maintain discipline, establish procedures, and enforce rules.

If preservice teachers lack a framework schema for understanding the contexts and difficulties of classroom management, then as Weinstein (1988) argues the prospective teachers "will lack the motivation to become a seriously engaged in teacher preparation" (p.39). Furthermore, she explains: "Given the fact that optimistic biases bolster self-esteem and are reassuring in the face of uncertainty, it will not be simple to reduce the tendency to believe 'it [problems] won't happen to me" (Weinstein, 1988:39). As in the case of Marilyn, she moved through her teacher preparation program and, then, student taught for 10 weeks unaware of potential problems classroom discipline problems she would encounter as a beginning teacher. Lacking a relevant implicit theory about herself as manager, and unaware of the difficulties lying ahead of her, Marilyn left her teacher education program confident and happy that as a first year teacher her classroom would be a haven.

The countless hours of "teacher watching" described by Lortie (1975) develops strong beliefs, but incomplete images about being a teacher. The novices' high expectations reveal their arrogant projections of life as teachers. The inability to accurately predict classroom management events indicates the prospective teachers did not have appropriately developed schema that contained credible information. Indeed, not having an image may mean not being able to envision future events and contexts. Without a sense of life in the classroom as a disciplinarian, some prospective teachers' first year becomes a "reality shock".

Furthermore, development of a "teacher role identity" useful enough to interpret the classroom environment, construct meaning, organize knowledge, and assimilate new information is not an easy task. In Marilyn's case, her first year ended much as it began: 1) she was unsure about who she was a classroom manager, 2) she was unable to articulate a congruent and complete

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classroom management strategy, 3) she was highly anxious about classroom discipline, and 4) she was unable to establish and maintain appropriate classroom discipline. The end of Marilyn's first year is consistent with the findings of Adams and other researchers (i.e. Forgarty, Wang, and Creek, 1982; Veenman, 1987). In an effort to systematically and longitudinally study teacher development, Adams (1982) collected data on teachers as they moved from student teaching through their first, third, and fifth years of teaching. Consistent with Veenman's (1984) review of the research, Adams found that classroom management problems greatly plagued first year teachers. Like Marilyn, the teachers reported discipline concerns throughout their next year and into their third year of teaching. The shift in teachers' concern about discipline problems did not occur until the third year mark (Adams, 1982; Ayers, 1980). Consistent with the perspectives and feelings reported by Marilyn at the end of her first year, many beginning teachers felt overwhelmed, frustrated, and confused by the discipline problems and their inability to effectively or satisfactorily deal with those concerns. Adams (1982) and Veenman (1984) both noted that the high levels of grief and disappointment over the management issues became the most cited reason for teacher burnout and attrition.

The findings from Marilyn's case study provide a promising alternative explanation for the reported attitudinal shift from humanistic to a custodial approach to classroom management. Without a sense of themselves as classroom managers, beginning teachers enter a chaotic classroom and rapidly grasp for the first "tried and true" methods that work, at the same time, they quickly abandon the "theory" from the university. Additionally, the fragile or nonexistent classroom disciplinarian schemata may contribute to the confidence and optimism extruded by prospective teachers. Finally, from a cognitive perspective, learners who do not have appropriate schema become cognitively incapable of assimilating the theoretical/practical classroom management strategies presented to them during their preparation program education instruction and experience. As in the case of Marilyn and so many other

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novice teachers, their first year of teaching becomes an introduction to the horrifying experience of "reality shock".

Implications

The findings of the present study can be examined with respect to their implications for teacher education, teacher development research, and teacher socialization research. First, prospective teachers leave their education programs and begin their teaching career without having addressed their most fundamental beliefs about teaching, learning, learners, and self as teacher (McDiarmid, 1990). The novices leave their preparation programs confident in their ability to teach students and manage classrooms. Possibly, one reason that teacher candidates leave preparation programs confident in their ability to teach students and manage classrooms (Weinstein, 1989) is because they lack realistic or developed implicit theories about the actualities of being a classroom manager. Without implicit theories of classroom managment, beginning teachers are left with incomplete "teacher role identities". As Crow (1987) and Weinstein (1990) both report, one function of a "teacher role identity" and preconceptions is to project the novice teachers into a classroom situations in which they view themselves as teachers, teaching, and interacting with students. Without appropriate personal theories or preconceptions that form "tri's, the prospective teachers are unable to: a) frame the relevant classroom management issues, b) see the need for further skill development, c) view the possible problems of discipline, and d) develop appropriate and firm classroom management strategies. Consequently, the candidates ignorance of life as a classroom manager may initially create bliss but left unattended until the first year of teaching, teaching reality becomes a shock.

Teacher educators need to challenge prospective teachers preconceptions of classroom management in a number of explicit ways. Scholars like Barnes, (1987); Clark (1988), and Posner, Strike, Hewson, and Gertzog (1982) are correct in their calls for a teacher education curriculum that stresses teaching for conceptual change. Cole (1989) describes an inquiry based

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teacher preparation program in which candidates are required to integrate an experiential learning cycle (adapted from Kolb, 1984 and Hunt, 1987). The learning activities provide opportunities for students to create, recall, or recreate experiences and related beliefs that exemplify their knowledge structures about various aspects of teaching. Students move through a series of cycles that help them individually and collectively understand their cognition and schema. Used as foundational understanding, teacher candidates could develop early in their preparation career a implicit theories about classroom management that they would then test throughout their preservice program, induction stage, and professional development phase.

Second, beginning teachers start teaching unaware of how they organize knowledge and construct meaning about being a teacher (Barnes, 1990). As a result, the first year teachers face rising flood waters of problems and concerns, yet they are unable to competently cope with their contexts. Possibly lacking a relevant and useful implicit theory about being a classroom manager, beginning teachers are not capable nor motivated to resist the temptation of adopting the conservative and custodial norms of the schools. Consequently, the professional development of beginning teachers may be permanently hindered because attention is directed to adopting "survival skills" instead of developing useful "teacher role identities" capable of enhancing learning (Veenman, 1987; Huling-Austin; 1966).

Therefore, induction programs and mentor projects designed for beginning teachers could help novices understand their classroom management schema in light of teaching full time. Using the beginner teachers' implicit theories about classroom management as a starting point, mentors; teacher educators; staff developers; and administrators could guide novices' thinking about the custodial and humanistic approaches to classroom discipline. The hope would be that beginning teachers, understanding their own schema and the norms of the school could create more humanistic approaches to education early in their careers.

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Third, despite a general agreement that classroom management is the most serious problem experienced by first year teachers, the literature is sparce on understanding why teachers have these concerns. The research that has been done on the constructivist's approach to teacher education is largely characterized by tantalizing bits and pieces of data. For instance, Weinstein's research (1988;1989) on "unrealistic biases", Evans and Tribble's (1986) investigations into beginning teachers' efficacy, Clark's (1988) work in teacher thinking, and Barnes (1987) proposals on developing schemata all point common themes. Veenman (1984) and Weinstein (1988) cite the work of Muller-Fohrbrodt, Cloetta, and Dann (1978) that postulate that personal causes (i.e. career choice and personality traits) and situational causes (i.e. teacher preparation and work place may explain why some beginning teachers face crisis in classroom management and why a few novices are almost unaffected by discipline concerns. However, Weinstein (1988:32) is correct when she argues: "while the factors (causes from Muller-Fohrbrodt et al., 1978) are undoubtedly important, analysis of reality shock is incomplete unless one considers the way prospective teachers think about the work of teaching".

The implications are clear that empirical and conceptual attention needs to focus on the constructivist's approach to beginning teachers' problems with classroom management. The research studies have not specifically linked teacher candidates preconceptions and images with development of classroom management schema. Veenman's (1987:19) review of the literature indicates that "not all beginning teachers are plagued or troubled by problems or experience these problems to the same degree or intensity. This raises the question of what factors account for these differences?" The research and literature on preservice and beginner teachers' role identities, biographies, metaphors, and preconceptions may contribute linkage between the constructivist's orientation and the first year teacher research.

Fourth, the literature and recent research on teacher development exploded with Fuller's stages of development (Fuller, 1969). In 1975, Fuller

and Bown proposed three distinquishable concerns and stages of teacher development; survival, teaching tasks, and student development. Fuller believed that the concerns associated with the survival stage must be resolved before moving on to the next stage, and then the third stage of student development. Katz (1972) also recommended a developmental orientation concentrating on four stages; survival, consolidation, renewal, and maturity. Further thought and research needs to examine the relationship among the developmental theories of becoming a teacher and the constructivists concepts of preconceptions, frames, and scripts. Linked to this discussion is the relationship of metaphors to the stages of development. Do teachers' metaphors change as they move through the various stages of development? If so, are the changes and respective metaphors consistent with the stage research evidence?

The teacher socialization literature and research also added useful information on the attitudinal outcome changes. While the research was important is was also unidirectional. The traditional teacher socialization literature considered prospective teachers as passive individuals who readily accepted whatever norms and values they came in contact. In the late 1970's and early 1980's a new direction emerged that explored the interactive nature of socialization. Upon the emerging scene came an intriquing series of studies explosing the importance of biography, implicit theories, and personal pedagogies. Additionally, out the cognitive camp came the constructivists approach to learning and teacher development. With emphasis on preconceptions, knowledge structures, constructivists theory, and teaching for conceptual change.

From the fifteen years of research on teacher development, biography, socialization, conceptual change, and schema theory comes an assortment of research termiology, labels, and frameworks similar in nature. For instance, linked to the constructivist's orientation is the literature on personal history. Connelly and Clandinin (1987) argue that personal history can be composed of biographic and autobiographic study. Connelly et al. believe that

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personal history is, "the history of how particular people came to be the way they are ... and is an empirical study of concrete, experiential events" (p. 132). Berk (1980) and other scholars in the area of personal histories (i.e. Butt, 1985; Grumet, 1978; Pinar, 1981) cite the need for prospective, beginner, and experienced teachers to develop educational personal histories for the purpose of gaining insight into their own beliefs and consequences of those b liefs. The development of personal histories may play a very significant role in helping teachers reconstruct a new consciousness about their present situations. Such an exercise is very valuable and should have a definite place in every teacher education curriculum and induction program. Berk (1980), playing off Dewey's theory of inquiry, recommends in a that biography focus on problematic situations and examines the big events in one's life. However, Connelly and Clandinin (1985; 1988) believe that a narrative form of personal history writing offers the participant the opportunities to investigate the daily events of one's life. They argue that the narrative biography exposes "images" and "metaphors" and that these concepts are "often more telling of how students and teachers know their classroooms than are terms associated with the tensions of problem-solving and confrontation." (p. 136).

The implications are clear. There is a strong need for a review of literature on such orientations as; biography, schema theory, metaphor, role identities, constructivism, teacher developmental theories, and teacher socialization. The time has come for the teacher education community to review the pertinent research, make sense of the appropriate literature, note the conceptual gaps, and propose alternative frameworks. Such a review of the literature would have deep implications for the practice of teacher education in the development of teachers and the research agendas.

In conclusion, there is much work that lies ahead about understanding how teachers develop. The problems of first year teachers only begin to highlight what little we know and how important it is to know it. In Marilyn's case, her "teacher role identity" was illuminated by understanding

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her root metaphors. And, within her metaphors laid the images and implicit
theories yet undeveloped about being a classroom manager. Consequently,
unable to interpret her classroom context and make congruent meaning with her
other held personal theories, Marilyn struggled throughout her first year.
Classroom management was a nonexistent from the first day of teaching, unable
to construct appropriate knowledge structures and facilitate school and
district management policies, Marilyn stumbled as a first year teacher.
However, her story is not unlike the classroom discipline problems highlighted
by Veenman's (1987) review of the literature on beginning teachers.
Consistent with literature reviewed in this paper, Marilyn's confident beliefs
about managing students with warmth and love soon disappeared into days of
custodial management. The teacher education community's address and
understanding of the beginning teachers' problems is necessary and urgent.
The call should go forth from the preservice teacher education curriculum that
the personal histories which novices bring with them into the program are
recognized and valued as important tools in the educative process. Until the
curriculum addresses the contribution of personal histories to teachers'
thinking and practice, the sad lessons learned from Marilyn's case study will
be repeated again and again.

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