USD Teacher Residency Program Impact: Classroom Management

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USD's yearlong Teacher Residency Program involves teacher candidates in a full year of teaching experience incorporated into their four-year program. This provides teacher candidates a real-life teaching experience that allows them to connect theory to practice. USD's residency program is nationally recognized for its innovation and success in preparing teachers.

USD Teacher Residency Program

The faculty in the School of Education have identified three core values and seven professional competencies to which coursework and fieldwork are aligned.

Core Values:
1. Cultural Responsiveness

2. Differentiated Instruction

3. Instructional Technology

Competencies:
1. Planning and Preparation
2. Learning Environments
3. Instructional Support

4. Classroom Management

5. Assessment
6. Student Engagement
7. Professionalism

Bandura (1993) states that teachers who believe they can manage their classroom have an easier time managing the stress and anxiety associated with challenging students and situations, and can often lead to longer teaching careers.

Having an extra semester of teaching residency greatly improved teacher candidates' confidence in classroom management. On a five-point Likert scale, student teacher efficacy significantly improved by 0.58 (11.7%) between the ends of the first and second semesters.

Teacher Efficacy:
Classroom Management

Responses (5-Point Likert)

Residency 1 End
Residency 2 End

One Extra Semester

Regional Peers USD

Responses (4-Point Likert)

Regional Comparison NDSU (2017)

Compared to other teaching programs in the region, USD teacher candidates report a greater ability to manage their learning environment, compared to their peers.

Sources: