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USD Teacher Residency Program Impact: Classroom Management

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USD TEACHER RESIDENCY PROGRAM IMPACT

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

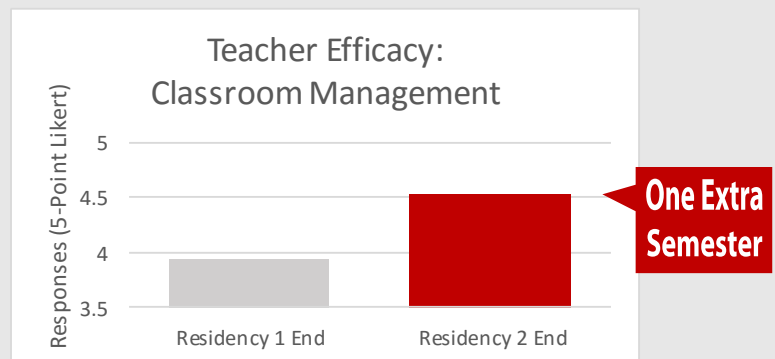
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TRAINING TEACHERS FOR CLASSROOM MANAGEMENT

Developing the "toolbox" teacher candidates use to manage their classroom environment.

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.

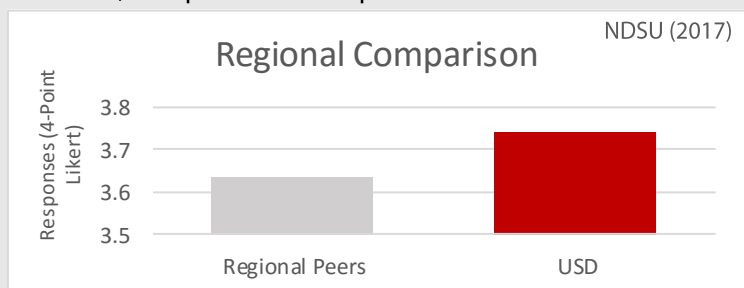


IMPLICATIONS FOR PRACTICE

Classroom management becomes easier when students are engaged and enjoying content. Frenzel, Goetz, Ludtke, Pekrun, and Sutton (2009) found that teachers who were overtly enthusiastic about what they taught mediated a relationship of enjoyment for both teachers and students.

PEER ANALYSIS: LEARNING ENVIRONMENT MANAGEMENT

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:

- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117.
- Frenzel, A. C., Goetz, T., Ludtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment. *Journal Of Educational Psychology*, 101(3), 705-716. doi:10.1037/a0014695
- North Dakota State University (2017). *Common Metrics: Fall 2016-summer 2017 Exit Survey*. Unpublished report, Network for Excellence in Teaching (NEXT).



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