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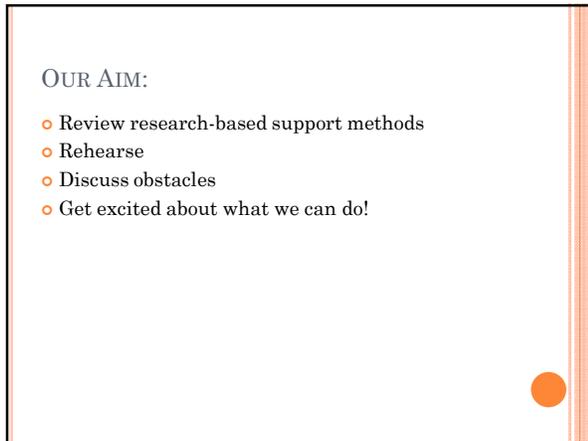
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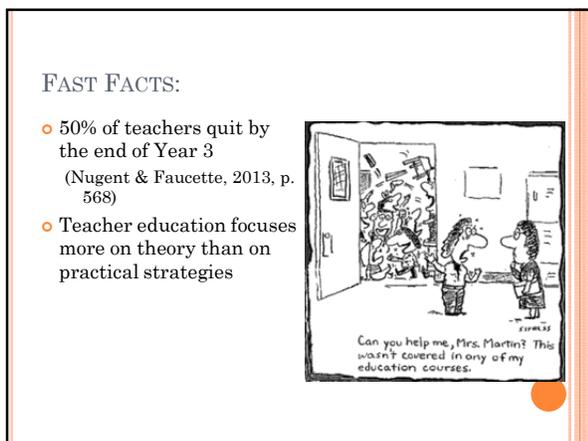
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TWO SIDES OF THE SAME COIN:

Why is it so difficult for new teachers to manage the classroom?

And:

What characteristics of new teachers leads to classroom management success?



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THE GREATEST CHALLENGE

- New teachers find it difficult to enforce classroom rules.



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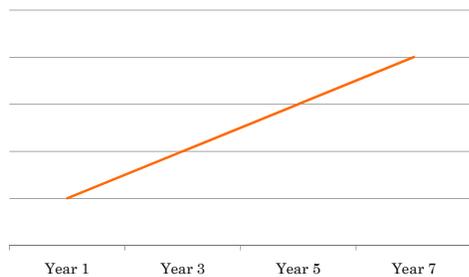
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A TYPICAL TEACHER'S PROGRESSION

Level of Preferred Control



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### WHY?

- Teacher education programs emphasize “student empowerment,” perhaps to counteract teachers’ natural gravitation towards high levels of control
- New teachers may not understand the concept of “benevolent control,” thinking that strictness is a necessary evil



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### START SMALL

- Give new teachers smaller workloads
  - Replace 25% of teaching time with:
    - Observation of experienced teachers
    - Collaborate on lesson planning
    - Discover research based teaching strategies
    - Just catch up on routine tasks
- (Nugent & Faucette, p. 569)



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### PRACTICAL STRATEGIES

1. Practical advice
2. Emotional support
3. Assign experienced mentors to advise beginning teachers
4. Assign interns to work under beginning teachers



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### STRATEGY 1: PROVIDE PRACTICAL ADVICE

- Start by listening
  - Teachers may blame themselves globally for their difficulty, rather than their specific undeveloped skills
  - They may therefore be unable to articulate the specific areas where they need help
- Ask specific questions



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### PROVIDE PRACTICAL ADVICE

- Ask specific questions
  - Anticipate common problem areas
  - Blame the situation, not the teacher
    - Don't get into student-blaming either!
  - Keep that focus on areas that can be changed
    - Classroom environment
    - Structure
- Open that window... and step back
  - Let them know they can come to you



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OBSTACLES TO GIVING ADVICE

- Fear of rejection
  - Inquire, don't interrogate
  - Avoid provoking defensive pride
    - Assume the teacher is doing great – maybe they are!
    - At the same time, acknowledge possible difficulties
  - Example:
- Teachers may feel criticized
  - Show understanding of their difficulty
  - Refrain from unsolicited advice
- Teachers might demand too much help
  - Give them homework ☺



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PROVIDE PRACTICAL ADVICE

- Observe the teacher's classroom skills in vivo
  - Unclear rules (especially at year's start)
    - The first two weeks should be focused on establishing rules
  - Inconsistent discipline
  - Fear of student disapproval
  - Weak lesson structure



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PROVIDE PRACTICAL ADVICE

- Point out areas of improvement sensitively
  - Especially important for inexperienced teachers, who struggle with low self-efficacy
- Start with focus on positives
- Deliver suggestions indirectly
  - "I wonder what would happen if, instead of ignoring interruptions, you would remind the students of the 'No Talking' rule."



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PROVIDE PRACTICAL ADVICE

- Show respect for the extreme difficulty of a teacher's job
- If you've been a teacher, remind yourself why you decided on a career change ☺
- If not, acknowledge that to yourself, and be a listener. Learn about the complexity of teaching
  - Skilled teaching requires seamless shifting between many different roles
  - Seamless shifting requires fluency in each role, which only comes with years of experience



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PROVIDE PRACTICAL ADVICE

- Meet teachers on their own turf, to add a personal aspect to your working relationship.
  - Builds trust
  - Only works if you aren't seen as a supervisor who may use information as cause for discipline



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SUMMARY: PRACTICAL ADVICE

- Listen
- Mention positives
- Anticipate problems to increase comfort with sharing problems
- Make it collaborative



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REHEARSE

Teachers have been complaining that Joe/Jane's classroom is so noisy that it disturbs the nearby classroom. However, the children love this teacher, and go home happy every day.

You have never spoken to this teacher other than "Hi, how are you?" and a minor issue with an ill child.

SP: Approach this teacher, using previous slide.

Teacher: React as you think a teacher might.



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REVIEW

Rate yourselves 1 – 10.

What are the difficulties that might come up?



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STRATEGY 2: EMOTIONAL SUPPORT

- Research shows that emotional support greatly reduces burnout and turnover
- Teachers get very little adult contact, which lessens opportunities for support
- Often, the little adult contact they get consists of criticism



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EMOTIONAL SUPPORT

- Teaching is full of strong emotions
  - Beginning teachers are highly affected by student disapproval
  - Their confidence is easily shaken when goals aren't met, which is often



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EMOTIONAL SUPPORT

- Regulating emotions is essential for discipline
  - Teacher negativity affects students directly and indirectly
  - Misbehavior is encouraged when teachers overreact



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EMOTIONAL SUPPORT

- An attentive ear can make a tremendous difference
  - Feeling less alone in classroom struggles
  - Changes the perspective from personal to situational
  - While the difficulties are still there, they seem more manageable after sharing them



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EMOTIONAL SUPPORT

- Can be as simple as showing interest in their well-being
  - Listen to personal issues as well
  - Keep the focus on how to function well in the classroom despite the external problems
  - Keep the relationship professional
  - Focus on building their confidence



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SUMMARY: EMOTIONAL SUPPORT

- Provide listening time even for personal aspect
- But guide conversation to professional issues
- Use teacher's strengths as proof that they are capable



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REHEARSE

5<sup>th</sup> grade teacher Jack/Jill has been showing up to school late and lashing out at students. Follow previous slide as a guide.



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REVIEW

Rate yourselves 1 – 10.

What are the difficulties that might come up?



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POTENTIAL CONFLICT

- Teacher asks for help in disciplining a student



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POSSIBLE SOLUTION

- Focus on building teacher's self-confidence
  - Look for and highlight teacher's good responses
  - Don't take the bait of being the "ultimate authority"
  - Ask leading questions to help the teacher find the solution on their own



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POSSIBLE SOLUTION (CONT.)

- Disclaimer: beginning teachers need a lot of handholding
  - After observing a class, be frank about areas of improvement. Beginning teachers will appreciate this if done sensitively
  - Give pertinent background info about specific students
  - Acknowledge the specific difficulties the teacher faces
    - Use your knowledge of the students to give specific advice



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STRATEGY 3: ASSIGN MENTORS

- Emotional support
  - Most mentoring is focused on this area
- Instructional support
  - This may be more important, according to research



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ASSIGN MENTORS

- Ensure enough time with the mentor
- Who tends to spend more time with their mentors?
  - New teachers who are confident in the classroom
  - New teachers who cannot manage the classroom



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ANSWER:

- Teachers who are confident in classroom management
  - Tend to focus on instructional support
  - Management issues overshadow instructional issues
- Teachers who need the most help are least likely to ask for it
  - It's important to be proactive
  - Anticipate defensiveness; use observational data



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ASSIGN MENTORS

- Same subject area
- Similar age group
- They've been through it, and know how they dealt with it
  - Understand the importance of tight structure along with positive attitude



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STRATEGY 4: ASSIGN INTERNS TO NEW TEACHERS

- Provide collegial support – another adult to share the workday
- Seeing the intern's mistakes raises awareness of their own performance
  - It's easier to see another person's mistakes than your own
  - Reframes the difficulty as a common issue rather than a unique, personal problem



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### SUMMARY

To help new teachers:

- Be a good mentor
- Assign them mentors
- Turn them into mentors!



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