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Standing Their Ground: How a Field Supervisor Helped Student Teachers Implement Classroom Management Strategies That Work

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Abstract:

Many new teachers struggle with implementing effective classroom management strategies to deal with student behavior. This study examined the role a university field supervisor played in supporting three student teachers in the area of classroom management. The author used cognitive coaching techniques to help her student teachers devise classroom management strategies to address students' behavioral issues. These coaching strategies included eliciting student teachers' input about students' specific behavior problems and their strategies for dealing with their students' behavior. As a result, student teachers developed classroom management strategies to help students with behavior problems follow the classroom rules and engage with the student teachers' instruction. This study is important because it showed that if student teachers receive support to successfully devise and implement effective classroom management strategies, they may be more prepared to teach full-time and remain in their positions over the span of their careers.

Introduction

A major problem impacting K-12 schools today is the number of new teachers who leave the profession within five years (Ingersoll, 2003). According to Kaiser (2011), 12% of beginning teachers leave teaching within the first two years. This number increases to 50% in the first 5 years (DeAngelis & Presley, 2011). This is a significant issue for our educational system, but it is also one that we have explored and identified. A primary reason for the new teachers' departure was their feeling unprepared to handle discipline problems in their classrooms (Deats, 2008; Freeman et al., 2014; Ingersoll, 2013; Washburn, 2018). Further, teachers stated they felt unprepared to handle classroom discipline problems; they believed they lacked the proper guidance in their teacher preparation program (Deats, 2014; Freeman et al., 2014; Washburn, 2018).

Several scholars have maintained that student teachers and new teachers are more likely to remain in the profession if they receive support and instruction about implementing classroom management strategies (Guskey, 2010; Freeman et al., 2014; Ingersoll, 2003; Martin et al., 1998; Mitchell et al., 2017; Watson et al., 2007). And there are numerous resources new teachers can access. They may participate in an induction program (a required program for newly hired teachers

that orients them to working as a full-time teacher). They may receive technical assistance and performance feedback from coaches (Joyce & Showers, 2007; Knight, 2007). Finally, teachers may get support from the school's administrators (Ingersoll, 2003). However, these resources may not be able to provide adequate or timely support to new teachers so that they can successfully address discipline problems in their classrooms.

One solution to this problem might be the preservice program and, in particular, the supportive guidance that university professors, cooperating teachers, and university field supervisors can provide. Currently, student teachers take a classroom management course as part of their preservice program (Freeman et al., 2014). Student teachers may also have master teachers with strong classroom management skills (Watson et al., 2007). With these resources, student teachers can devise and implement effective classroom management strategies to address ongoing student behavior problems. As a result, they may be more prepared and might stay longer in the classroom.

Of the resources mentioned, there is a particular factor that can help student teachers successfully prepare for the first year of teaching: the role university field supervisors play in observing student teachers' lessons and helping them develop classroom management strategies. Universities extend support to student teachers in the preservice program by hiring university field supervisors to observe student teachers' instruction and address concerns student teachers might have about the program. For example, at the university that served as the setting for this research, university field supervisors are retired K-12 teachers and/or administrators who are trained to coordinate their work with cooperating teachers and use evaluation documents to assess classroom instruction. As a result, student teachers get the benefit of having two people (cooperating teachers and university field supervisors) evaluate their instruction.

While several studies have acknowledged the importance of student teachers learning instructional and classroom management strategies from an effective cooperating teacher (Watson et al., 2007), few of them demonstrate the role field supervisors play in preparing student teachers for establishing classroom management strategies for their future classrooms.

The study is important because it describes the level of university field supervision support extended to student teachers when they implemented classroom management strategies to address students' behavior problems. This knowledge is helpful because if student teachers develop effective classroom management skills, they are more likely to begin their teaching careers successfully

and may be more likely to stay in the teaching profession. If we agree that retention and development of these new teachers is crucial to the educational field, it is important to identify and incorporate the resources that support them. This self-study explores my field supervision experience working with three student teachers. In analyzing my own practices, I seek to answer the question: how can I, as a university field supervisor, impact my student teachers' use of classroom management strategies to prepare them to be successful teachers?

Relevant Literature

This section looks at major concepts in the areas of classroom management, cognitive coaching, and post-observation feedback. In the classroom management area, three concepts form the foundation of this section. They are: instructional management, people management, and behavior management. In the next section, Cognitive Coaching represents an important strategy that university field supervisors can use to work with their student teachers. Finally, the section about post-observation studies describes the feedback that university field supervisors and cooperating teachers provide to their student teachers.

Research on Classroom Management

To help teachers improve the way they handle students' behavior issues, it is necessary to know what elements comprise the term "classroom management." Those who teach and support student teachers and new teachers can use this knowledge to help teachers create and implement effective classroom management strategies. According to Martin et al. (1998), classroom management describes "teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction and student behavior" (p. 3). Further, the authors define classroom management as a "multi-faceted concept that includes the three independent dimensions of instructional management, people management and behavior management" (p. 3).

"Instructional management" refers to the way instruction is organized. Thus, effective teachers present lessons that are well-organized and well-paced (Rutherford, 2008). Teachers organize lessons around a learning objective they present to students and use scaffolding to ensure students understand what the teachers are presenting (Mansor et al., 2012). Additional instructional strategies include: regular communication of learning and behavior expectations, specific praise of student behavior and work, multiple opportunities for students to respond (within the context of the whole class, or pair shares, for example), and active supervision by moving, scanning, and interacting with students (Freeman et al.,

2014; Mitchell, 2017; Simonsen et al., 2015). Another effective strategy that teachers use is wait time to ensure that students are focused when teachers are presenting instruction (Rutherford, 2008; Smith & Dearborn, 2016). According to Wong and Wong (2018), an important part of effective instructional management is the organization of the classroom. This organization includes how the teacher sets up the classroom and the procedures and routines teachers present to students on the first day of school. Examples of rules and procedures would include how students enter and exit the classroom and transition from one learning period to the next.

The term "people management" refers to the ways teachers can engage students. Several authors maintain that students are more likely to follow classroom behavior rules if they believe teachers care about them and want them to succeed. A key way teachers can do this is to devote time to learning about their students so that students feel a sense of belonging (Mansour et al., 2012; Smith & Dearborn, 2016; Washburn, 2018). Jung and Smith (2018) suggest teachers engage their students by spending 10 minutes talking with each one.

Finally, "behavior management" refers to behavior rules, consequences, and rewards teachers use to run their classrooms. Several authors discuss the value of teachers creating behavior rules they regularly review with students and enforce consistently (Hougan, 2011; Smith & Dearborn, 2016; Wong & Wong, 2018). Smith and Dearborn (2016) maintain that consequences should "be natural, provide some wiggle room for the teacher, stay within the teacher's comfort zone and be specific and concrete" (p. 210). An element of classroom management is the idea of "standing our ground" (Simmons, 2019; Smith & Dearborn, 2016). In other words, teachers need to stand firm when students question the enforcement of a rule. For example, one classroom rule could be that students use classroom time to complete assignments. If a student does not complete the work during class, the consequence could be that the student spends part of the recess completing the work. If a student refuses to work after the teacher gives them several reminders, the student is given the choice of staying in class during part of the recess or completing the work. If the student questions this decision and refuses to work, the teacher tells them they will discuss the matter during recess. It is crucial for teachers to enforce consequences consistently and fairly. Like consequences, rewards are an important part of the behavior management system. As Hougan (2011) states, "it is as important to have rewards for good behavior as is it to have consequences for bad behavior" (p. 100). He describes rewards as an ongoing system he uses throughout the year rather than a one-time event. Most of the examples he presents involve giving students positive acknowledgement and appreciation, such as calling home and spending time with each student rather than giving points or stars for

good behavior. Like Hougan (2011), Smith and Dearborn (2016) believe appreciation "can positively nurture our students without ever running out of steam or seeming false" (p. 243). Additionally, Smith and Dearborn (2016) believe in the value of students working to achieve a goal such as having a popcorn party by showing good behavior.

Cognitive Coaching

One powerful strategy university field supervisors can use to support student teachers' learning is cognitive coaching. According to Costa and Garmston (2002), "Cognitive Coaching describes the assistance provided to support a teacher in self-directed learning while improving instruction" (p. 13). The authors maintain that new teachers need assistance in handling the struggles that come with the first year of teaching. Cognitive Coaching gives them a model that fosters self-directed learning (p. 24).

There are several interrelated elements that comprise the Cognitive Coaching strategy (Knight, 2007). One component is "… an event, which usually is observed by the cognitive coach; and reflecting conversation (Knight, 2007, p. 11). When a university field supervisor works with a student teacher, the university field supervisor concentrates on the event: observing a planned lesson. After the lesson, the university field supervisor uses a formative evaluation document to converse with the student teacher about the lesson. As part of the post-observation process, the student teacher orally reflects on the university field supervisor's comments about the lesson.

During the post-observation process, there are several cognitive coaching factors that all parties can include for a successful session (Knight, 2007). One is voice. The coach and teacher need to express their opinions about classroom instruction (p. 25). In the relationship between the university field supervisor and the student teacher, both need to talk about how they believe the lesson went. Another factor of cognitive coaching is dialogue. The university field supervisor and student teacher need to speak freely, to listen closely to each other and fully understand what each side is saying (p. 25). This dialogue is an extremely important factor in the relationship between a university field supervisor and a student teacher when they participate in the post-observation process. University field supervisors present commendations and recommendations regarding a student teacher's lesson. In return, the student teacher is free to respond to this input and give their opinions about the lesson. Then, the university field supervisor and student teacher talk about classroom management strategies. While the dialogue is structured so the student teachers talk about the strategies they used, the university field supervisor listens

closely and asks questions to help student teachers refine their implementation strategies.

Collaboration best describes the goal of cognitive coaching. According to Knight (2007), "Collaboration is the lifeblood of instructional coaching" (p. 27). Using collaboration allows teachers to engage in reflective dialogue about teaching; that is the essence of the post-observation process. Costa and Garmston (2002) concur that using cognitive coaching as a strategy helps "…human beings construct their own meaning through reflecting on experience and through dialogue with others" (p. 7). Thus, when I used cognitive coaching, I encouraged student teachers to grow and improve in their teaching and classroom management practices.

Post-Observation Feedback

Several studies have discussed various aspects about the post-observation feedback that student teachers receive. This feedback can be a very valuable process for student teachers, especially if the student teachers get authoritative information. According to Hattie (2003), feedback, especially from those cooperating teachers who are considered experts, is a significant factor in advancing student achievement. In the feedback studies, university field supervisors and cooperating teachers post-observed student teachers using written and oral interactions (Akcan & Tatar, 2010; Fantozzi, 2013; Le & Vasquez, 2010; White, 2007). This feedback concerned analyzing the student teachers' lessons rather than pedagogical inquiry (White, 2007). Thus, the feedback from cooperating teachers and university field supervisors consisted of positive comments and advice about how to improve the student teachers' instruction. However, there were some differences in the way some field supervisors and cooperating teachers approached feedback for student teachers. In two studies, the university field supervisors were more concerned with teaching performance, while the cooperating teachers focused on instructional techniques (Akcan & Tatar, 2010; Christensen, 1988). This finding is important because it describes how university field supervisors and cooperating teachers can differ in the way they observe student teachers. Cooperating teachers may look at *instructional methodology* when observing a student teacher's lesson, such as how the student teacher is giving students the skills they will need to understand a lesson and successfully participate in the instruction. University field supervisors may focus on a lesson's *instructional procedures*, such as how student teachers begin their lessons with a learning objective and follow the steps outlined in a lesson plan.

Generally, the student teachers found the feedback from the cooperating teachers and university field supervisors to be valuable and necessary for improving their teaching (Akcan & Tatar, 2010; Fantozzi, 2013; Le & Vasquez, 2010; Wexler,

2020; White, 2007). Further, Wexler (2020) discussed a more innovative relationship between a cooperating teacher and student teacher: the student teacher was encouraged to experiment with instructional techniques, which stimulated the cooperating teacher to being open about her own practice.

Methodology and Methods

This section presents the essential elements of the study. The term Self-Study characterizes this study because it examines my practice of supporting my student teachers as a university field supervisor. It also looks at my post-observation process of examining my student teachers' lessons as an important data source of this study. Finally, this study has two themes: post-observation discussions with my student teachers and my conversing with my student teachers about discipline problems they were having in the classroom. The Data Collection and Data Analysis sections discuss how these themes were identified and analyzed.

Self-Study

The research question for this study is: how can I, as a university field supervisor, impact my student teachers' use of classroom management strategies to prepare them to be successful teachers? To answer this question, I conducted a self-study. Self-study is "the study of one's self, one's actions, one's ideas" (Hamilton & Pinnegar, 1998, p. 236). The focus of self-study is to examine an activity a person does while participating in a profession. The purpose of self-study is to understand, critique, and improve one's practice (Pinnegar & Hamilton, 2009). The current study is a self-study because I am examining my practice of coaching my student teachers in implementing classroom management strategies. I answer the research question by asking student teachers how they problem-solved ongoing student behavior problems. My questioning technique can be evaluated by determining how effectively student teachers developed problem-solving strategies to address their students' behavior problems.

My Classroom Observation Process

Before I became a principal, I had worked as a classroom teacher at the elementary and middle school grade levels. Later, as a principal, I regularly observed and evaluated the classroom instruction of teachers on my staff for eleven years. I used my experience as a former classroom teacher to observe my teachers' classroom instruction. I have also worked as a university field supervisor since 2013. I used these experiences when I observed the classroom instruction of these three student teachers. I used the lesson plan each student teacher provided. I noted

the lesson objective the student teacher wrote on the white board at the beginning of the lesson. I also looked at the lesson plan procedures the student teacher followed in presenting the lesson. However, my primary purpose was noting the students' level of engagement during the lesson. Equally important, I observed the way the student teacher scaffolded instruction so that students understood the lesson. Finally, I noted whether the student teacher was scanning the classroom to ensure the students were on task.

In my post-observation discussions with these student teachers, I used the university's formative observation document. This document is based on the Teaching Performance Expectations (TPEs) as established by the California Commission on Teacher Credentialing in the content areas and in instructional methodologies. I began each post-observation discussion by leading with the strengths I saw when I observed the student teachers' instruction. For example, I might note that students were very engaged in the art lesson the student teacher presented. Then I would discuss the improvements I would like the student teacher to work on for future lessons. For example, a student teacher had her back to her students while she wrote something on the board. During that time, I saw a student get up and wave his hands. In my post-observation discussion with the student teacher, I demonstrated a way for her to write on the board so that she could keep an eye on her students. After I completed reviewing the lesson's strengths and areas of improvement, I asked the student teachers if they had any questions or comments about my observation. Then we signed and dated the formative evaluation.

I observed these student teachers' instruction from August to the end of May. I observed each student teacher four times in each of the two grade levels in which they taught. The content areas I observed included English/Language Arts, Mathematics, Visual and Performing Arts, and Physical Education. Generally, I found the instruction of my student teachers to be well-organized and well-paced. However, when the student teachers first began teaching, they needed to improve in the areas of wait time and scanning the classroom during their lessons to ensure the students were focused on their instruction. Other areas I discussed were checking for understanding, getting the students' attention, and ensuring directions for doing tasks were clear and visible to students. In our post-observation talks, I discussed with the student teachers the importance of improving in these areas. In subsequent observations, I noticed that they improved in these classroom management areas.

Study Participants

The three student teachers participating in this study were in the process of completing their preliminary Multiple Subject teaching credentials at a private university. The student teachers did their student teaching at a Title I school. A school is designated Title I if at least 40% of students come from low-income families (U.S. Department of Education, 2015). At this school, the student teachers spent a year observing and student teaching in two classrooms that spanned Kindergarten through 5th grades. As part of their assignments, the student teachers spent equal amounts of time observing and teaching in a primary classroom (Kindergarten and grade one) and an upper grade classroom (grade 5). For the purposes of this study, each of the student teachers was given a pseudonym. One student teacher, Ruby, was assigned to a Kindergarten and a fifth-grade class. The other two student teachers, Mia and Megan, shared the same master teachers and classrooms. They were assigned a first-grade class and a fifth-grade class.

Data Collection

There were two sources of data collection in the study. One source of data was conversations I had with the student teachers after I post-observed four of their lessons during the Spring Quarter. I asked them two questions. I asked them to describe ongoing problems they were having with students, and then I asked them to describe the strategies they used to improve the disruptive students' behaviors.

The other source of data was recommendations I made on the formative evaluations I completed when I observed the student teachers' four lessons in the Spring Quarter. These recommendations concerned changes the student teachers could make in their instruction that would improve their classroom management. After we discussed these recommendations, the student teachers and I signed off on the formative evaluations.

Since the rationale behind the study is the retention of new teachers, much of the results themselves come from my post-observation conversations and interviews with the student teachers. I felt it was important to highlight their voices and experiences to show how our work together resulted in them thinking critically and developing their own classroom management strategies.

Data Analysis

As previously mentioned, the research question was: How can I, as a university field supervisor, impact my students' use of classroom management

strategies to prepare them to be successful teachers? In addressing this question, we used several data sources. They included interviews transcripts of the student teachers and my written formative observations that were used to supervise their lessons. Two themes emerged from the data. One was the student teachers' strategies for dealing with misbehavior. In my conversations with the student teachers, they described a particular behavior problem and their strategies for dealing with the misbehavior. Emerging from these conversations were the strategies the student teachers used in addressing the student behavior. Thus, success was judged by how effectively the student teachers redirected the students' misbehavior so the students followed the classroom rules and were engaged in the teacher's instruction.

The other theme was the student teachers' ability to implement successful classroom strategies so students focused on the student teachers' instruction. I presented these strategies in the form of commendations and recommendations after I post-observed the student teachers' instruction. I judged how successful these student teachers' lessons were if they implemented my recommendations which resulted in the students' increased focus and involvement in the student teachers' instruction.

Findings

Our research question is: how can I, as a university field supervisor, impact my student teachers' use of classroom management strategies to prepare them to be successful teachers? In reviewing the data of conversations and interviews with student teachers, as well as formative assessments, two themes emerged: directly addressing students' misbehavior and brainstorming solutions and encouraging the implementation of classroom management strategies.

Directly Addressing Students' Misbehavior and Brainstorming Solutions

The common topics the student teachers mentioned regarding students' misbehavior were: students being off-task, distracting others, breaking classroom rules and shutting down. The other major theme was brainstorming strategies for improving student behavior. The major topics were talking with the student, using an artifact to support a student's good behavior such as an incentive, a behavior contract or sentence frames, working one-on-one with a student, and asking the cooperating teacher for suggestions.

After each post-observation in the Spring Quarter, I talked with the student teachers about how they addressed students' behavior problems using classroom

management strategies. These discussions were different than our post-observation discussions. In post-observation discussions, I gave them recommendations for improving their instruction. By contrast, when talking with these student teachers about the classroom management strategies they used with students who had ongoing behavior problems, I used active listening skills as they reflected on problem-solving strategies they used. One skill I used was paying attention. This strategy is characterized by giving them an opportunity to think and speak (Center for Creative Leadership, n.d.). Another skill was asking clarifying questions. This skill was important because it helped student teachers reflect and use problem-solve strategies for handling behavior issues (Center for Creative Leadership, n.d.). When I sat down with my student teachers, I would ask them to describe ongoing behavior problems they were having with students. Then they discussed the strategies they devised to constructively deal with the student behavior. As they presented these strategies, I would ask them clarifying questions such as what alternatives they could use if the initial strategy did not work. As they were talking, I would take notes on our conversations. For example, I asked the student teachers to describe behavior problems they were observing in their classrooms. Ruby stated that students tattled on each other. She wanted to teach them to resolve minor conflicts. In Mia's fifth grade class, one student broke the classroom rules and owed many class assignments. Megan had a student who was shutting down, so she was trying different strategies to encourage him to engage in the instructional activities she was presenting.

In Ruby's Kindergarten class, she had a student who was frequently off-task. I asked her to describe the behavior he was displaying. She said he was having difficulty staying on task and sitting still. He bothered other classmates and pounded his markers on the table. He was frequently on a "red light," which meant that his behavior was considered unacceptable because he was not following the classroom rules. I asked her to choose which of his behaviors concerned her the most. She said the behavior that affected her instruction the most was when students were on the carpet. At those times, the student remained at his desk or distracted others on the carpet. I asked her what strategy she used to get him to come to the carpet. She said she would try and talk with him; if necessary, she would offer him an incentive, like getting an item from the treasure chest if he came to the carpet. I asked her what strategies she tried to keep him engaged. She said she had the student sitting with her facing the rest of the class. "Because, for some reason, when he has the whole class looking at him rather than just me looking at him, he tends to behave better. He'll still kind of act out, but I gently tap him; he'll usually stop for a few more minutes and then I gently tap him to remind him."

Mia was working in 5th grade in the Spring Quarter. I asked her about the challenges she was experiencing at that grade level. She said some boys were disrespectful and challenged her authority as a teacher. One student, for example, was not working in class. He owed her several assignments. When he talked out, she wrote his name on the board. He continued talking out. When I asked how she responded, she said she sent him to another 5th grade class with work. Mia said she wanted a more proactive strategy to deal with his behavior because he was breaking classroom rules, so she decided to sit down with him to write a behavior contract together. She believed it would help the student accept more responsibility for his behavior. "I think after a student…continuously misbehaved, having a conversation with them about why they are acting that way that has helped me a lot more. One, connect with my students and get to know them, but two, prevent the behavior from spiraling even more. Come up with a solution together." I asked her if the contract worked with the student. "That really helped for a while. And just having conversations—I would do it again." I asked her what she learned from working with this student. "I'm going to try to teach students some more about self-awareness and how their actions affect themselves and others, such as being more aware of their choices; they have choices and their control of their outcomes."

Encouraging the Implementation of Classroom Strategies

The other major theme I demonstrated as a field supervisor was encouraging student teachers to implement effective classroom strategies as a foundation for their future classrooms. In comparison to the first theme, which was specific to individual behavioral issues, this topic is broader in terms of establishing procedures that start at very beginning of the class and are consistent throughout the academic year. These strategies came in the form of checking for understanding, getting the students' attention, giving clear directions for doing class work and using wait time, and scanning the classroom to ensure students were focused on instruction.

My goal in asking my student teachers questions about overall classroom management strategies was helping them work with the students whose behavior did not conform to other students' behavior and interfered with their instruction. If I could help my student teachers develop foundational strategies to address students' behavior, the student teachers would have a better chance of ensuring students were engaged in the teachers' instruction as detailed in the following post-observations discussion.

The conversations I had with student teachers about working with students having behavior problems seemed to help the student teachers. Providing them a

space to think about developing effective classroom management strategies gave them time to come up with solutions that could work. Equally important, using coaching skills such as listening to them prompted them to evaluate and try different strategies to address students' behavior. As a result, student teachers showed they could stand their ground; they were ensuring students were following the classroom rules and participating in the student teachers' instruction. For Megan, standing her ground meant "I was really very consistent with what I said and what I did. There was really no wiggle room." Another benefit of these discussions was the student teachers reflecting on their practice. Ruby found the opportunity to reflect helpful. "Obviously, the sooner you reflect the better; so obviously it won't be possible to take time after every single class period to reflect. So taking time each day—at least each week will just help me in the long run."

I asked Megan what strategies she used with students who were off task or not following classroom rules. She said she based her strategies on her master teacher's behavior. When Megan had a problem with a student, she would ask for tips from her master teacher or other teachers at the school. These strategies included consistency in enforcing classroom rules and making students accountable for their behavior.

Discussion

Field supervisors provide such an opportunity for student teachers to reflect on their experience in general and on classroom management specifically. They are uniquely positioned to address what other resources may not. They can focus on areas of instruction that master teachers and their program instructors do not. In doing so, they can encourage student teachers to brainstorm solutions to students' behavioral issues and create practical classroom management strategies for their future classrooms. They can ask questions, based on their experience and observations, that motivate student teachers to consider the importance of classroom management to their pedagogy.

As a field supervisor, I believe post-observation discussions with student teachers are valuable activities that I plan to continue when I work with future student teachers. These conversations represent a natural extension from talking about a student teacher's lesson effectiveness to discussing classroom management strategies that enable students to participate successfully in the instruction the teacher presents. Student teachers can use two valuable strategies in preparing to become first year teachers: problem solving and reflection. Problem solving is important because these new teachers can visualize the strategies they may use to ensure students are on task and following the rules. These teachers can also decide

and implement a plan of action for students who have behavior issues that prevent them from benefiting from the teacher's instruction.

Reflection is an important strategy because teachers can evaluate the classroom management strategies they are using and change them if necessary. According to Zeichner and Liston (2014), reflective teaching is an important strategy for addressing behavior problems in the classroom. "A reflective teacher examines, frames, and attempts to solve the dilemmas of classroom practice" (p. 6). The authors used an example in which a teacher was having problems with a group of 4th grade students being off task in a 40-minute free-choice period. Her solution was to structure this activity so the students could be more closely monitored (p. 3). Reflective teaching readily describes the actions the student teachers in this study took to redirect the students' behavior. In particular, Ruby was able to think through her strategy of getting her student to join the other students on the carpet and stay on task with his classmates. Reflection as a practice can encourage teachers to think of teaching, and specifically classroom management, as a process where improvement is possible.

Implications

Having university field supervisors converse with student teachers specifically about classroom management strategies is an area that should be pursued at the university level. Those who are responsible for training field supervisors should work with them so they can begin these conversations with their student teachers. One strategy is teaching coaching skills (such as active listening and providing space for student teachers to devise classroom management strategies) to university field supervisors. University staff and field supervisors can engage in roleplay to model and practice active listening and brainstorming skills. University field supervisors can then help their student teachers become better prepared to manage students' disciplinary issues as first year teachers.

Credential programs and their faculty and staff see student teachers as new members entering a long and rewarding career and community. Taking note of the challenges and empowering student teachers to "stand their ground" ensures the very sustainability of our profession.

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