

Robert V. Bullough, Jr.

First-Year TEACHER



A Case Study

First Year Teacher A Case Study

Zugelder, Bryan S.,L'Esperance, Mark

First Year Teacher A Case Study:

First-year Teacher Robert V. Bullough, 1989-01-01 Providing hands on information this work is an in depth case study of the first year and a half of a 7th grade teacher s experience *Case Study Analysis in the Classroom* Renee W. Campoy, 2004-09-13 Case Study Analysis in the Classroom encourages students to consider best practices in teaching and to solve problems concerning students who are gifted underachieving resistant to classroom learning or who have special needs This book is a valuable way to introduce students to the complex world of teaching and learning Arthur T Costigan Queen s College City University of New York Stories of students in need or of teachers who are struggling draw readers into the process of solving classroom problems in a manner that traditional textbook formats are unable to match Presented in an engaging and stimulating manner Case Study Analysis in the Classroom Becoming a Reflective Teacher provides beginning teachers a variety of typical classroom problems to analyze and solve Solving the case study problems helps new teachers develop the knowledge bases they need to solve real problems in their own classrooms More than a book of cases it is an important starting point for students learning about case study research especially the analysis of cases and their potential uses in the classroom In addition readers will also be guided through the process of reflective problem solving developing an educational philosophy and writing their own case studies Author Renee Campoy has written cases that tackle challenging and controversial problems Her approach rests on the foundation that authentic learning and growth are best achieved through ideas that challenge assumptions and preconceived notions about education A matrix of case studies is included that groups the cases by grade level case focus and primary educational topic allowing students and instructors at all levels to customize their use of the book Case study topics include Low academic achievement Learning disabilities Low motivation Misbehaving and disruptive students Reluctant readers High stakes assessment Inappropriate scaffolding Cultural conflict Socioeconomic issues Attention deficit hyperactive disorder Parent conferences Bilingual education To support the problem solving process each case study includes a rubric that provides feedback to the reader about the quality of their solution The rubric is research based and written according to the King and Kitchener model of reflective judgment This approach encourages teachers to apply their classroom experiences knowledge of content and understanding of learning theory during classroom problem solving Case Study Analysis in the Classroom is well suited as a text for courses throughout education curricula including educational foundations research methods field experience and practicum and instructional strategies courses It will also be an invaluable desk reference for practicing teachers and administrators who need additional guidance on classroom problem solving *A Life Saver for New Teachers* Richard E. Lange, 2011-06-16 Navigating the initial years of teaching can be daunting yet exhilarating While all new teachers want to do their best to help their students succeed they also need to learn how to navigate the often bumpy road of education This book contains interesting scenarios and case studies that ask the reader to solve everyday school situations Teachers will have varied reactions to each case study as the

scenarios are designed to challenge readers to decide What is the key issue Who would you go to for help What is your action plan to solve the situation This book guides new teachers through difficult situations towards viable solutions Great care has been taken to relate real life stories from classroom and school situations New teachers and mentors alike will have ample opportunity to read compelling stories and decide on the best ways to resolve these every day challenges of school life

Prepared To Teach, But Not To Be A Teacher: Case Studies of First Year Teachers, 2004 Britt 1998 indicated that to get to the heart of the complex issues first year teachers face it is necessary to give first year teachers an opportunity to tell their own stories of their experiences as neophytes The purpose of this study was to share the experiences of first year teachers Of particular interest was how well these first year teachers believed their teacher preparation program had prepared them The research question posed for this study was How do graduates of Mississippi State University describe their first year teaching experience A multiple case design was used in this research study Because this research was exploratory and descriptive and because it had multiple cases the replication approach to multiple case studies was employed The researcher was the instrument used for the collection of data Five first year teachers participated in this study All graduated from Mississippi State University and were teaching for the first time during the 2003 2004 school year Six major themes emerged from the data These themes were a a feeling of being overwhelmed b dealing with student misbehavior c concern for student learning d ineffective mentoring e understanding the local culture particularly in the area of discipline and f lack of commitment to remain in the teaching profession Three additional concerns of three participants emerged as well These were a negative student teaching experience b conflict with parents and c difficulties with other professionals Recommendations included a re examining the practicum experience throughout the teacher education program b implementing a follow up program for graduates of the teacher education program c re examining the critical needs scholarship and d implementing a study concerning student teacher placement

Case Studies of First-year Elementary Teachers on St. Croix to Develop a Model for Teacher Leadership Ruth Harrigan Beagles, 2021 First year teachers in the St Croix School District represent an infusion of new blood into the profession whose retention personal and professional growth are of paramount importance to the future of the profession The purposes of this research were 1 to examine the assumptions concerns beliefs and perceptions of first year teachers about their entry into the teaching profession 2 to investigate the beliefs concerns perception and assumptions of central office administrators a teacher educators a member of the Board of Education experienced teachers principals assistant principals coordinators secretaries parents and paraprofessionals have about support needs for first year teachers 3 to explore the need for teacher leadership at the classroom level where effective teachers will be prepared to support each other through empowerment communication trust vision and generative and 4 to design a model for teacher leadership which will promote the concept that teachers at the classroom level can exert leadership in providing support for first year teachers A phenomenological and ethnographic

approach in the naturalistic setting of the St Croix School District determined the perceived assistance and support needed by first year teachers Data for case studies of five first year teachers were collected from classroom observations group meetings journals audiotapes and videotapes In varying degrees first year teacher in the St Croix School District had major concerns about receiving the initial paycheck on time isolation classroom discipline motivating students dealing with individual differences among students assessing students work relationship with parents organizing classwork lack of communication with administrators being assigned as substitute teachers and having insufficient materials and supplies Naturalistic research methods were used to collect information from 30 key participants whose role in the educational system impact on the success or failure of a first year teacher The teacher leadership preparation model includes five essential themes of leadership 1 empowerment 2 vision 3 communication 4 trust and 5 generativity This model will aid experienced teachers in articulating their teaching expertise to others and raising first year teachers and themselves to higher levels of professionalism

Case Studies of Teacher Development Barbara B. Levin, 2003-01-30 This book represents the results of a 15 year longitudinal study based on in depth case studies of the development of four teachers pedagogical thinking These studies illustrate how teachers thinking about children s behavior development learning and teaching develops over time based on their personal and professional life experiences It is an especially significant book because understanding how pedagogical thought develops over time and how these ideas are put into action in classrooms can be used to improve teacher education teacher induction and teacher retention programs Case Studies of Teacher Development An In Depth Look At How Thinking About Pedagogy Develops Over Time provides insight into reasons why some teachers remain and others leave the teaching profession combines narrative with scholarship highlights the voices of four educators through extensive quotes from their interviewees includes vignettes of their classroom teaching and incorporates their own writing contributes to the field of teacher education and teacher development because of the long duration of the four case studies 1985 2000 and the accompanying scholarly analysis of internal and external influences on their lives as teachers and addresses changes in the nature of qualitative research as it influenced this longitudinal study over time At a time when teacher induction and teacher retention are critically important this book will help teacher educators school and district leaders and policymakers understand better how to retain novice and experienced teachers by supporting their professional growth and development

Case Studies of Beginning Teachers Theodore J. Kowalski, Roy A. Weaver, Kenneth T. Henson, 1994 This collection of 35 first year teaching experiences bridges educational theory and practice to shed light on actual challenges new teachers often confront

The Preparation and Education of First-year Teachers Jennifer Alayne Tygret, 2017 The purpose of this multiple case study was to provide a policy analysis of the Council for the Accreditation of Educator Preparation CAEP standard that requires teacher preparation programs to provide evidence that their graduates are positively impacting student growth and achievement displaying evidence of effective teaching and

that the graduates and their employers are satisfied with their preparation and performance in order to receive nationally recognized accredited status Using the Colorado Teacher Quality Standards as a conceptual framework this qualitative multiple case study explored the perspectives of three cases first year teachers principals and university supervisors Interviews and observations with first year teachers were conducted at the beginning middle and end of the school year to discover five first year teachers perceptions of their preparation needs level of confidence in all areas of teaching and the ways in which they could have been better or more prepared for the classroom Interviews with the principals of the the first year teachers and university supervisors from the teacher preparation program where they graduated were conducted to gather insight into their perspectives of the first year teachers preparation and training The first year teachers annual teacher evaluations provided insight to their evidence of effective teaching and impact on student growth The overall finding among the three cases was that the first year teachers received a strong foundation in preparation however there were areas of need that the cases all identified The need for more preparation in differentiating instruction and classroom management strategies to meet the needs of diverse learners was the most common theme By following the CAEP policy practical suggestions for change in improving the preparation and education of first year teachers were discovered

Stories of Beginning Teachers Alysia D. Roehrig, Michael Pressley, Denise A. Talotta, 2002 *Stories of Beginning Teachers* offers insight into the challenges and triumphs of beginning teachers presenting both research findings and case studies on the challenges faced by new teachers More than twenty categories and five hundred specific examples of potential problems and issues are cited in Part 1 of this book Armed with such useful information about the most frequent serious and persistent challenges Roehrig Pressley and Talotta assert a young educator will be better prepared to teach and more likely to succeed Part 2 contains stories of the teaching experience of participants in the University of Notre Dame's Alliance for Catholic Education Included are nine vivid stories of the struggles and successes of new teachers reflecting on their first year as well as sixteen shorter summaries of the daily lives of beginning teachers Reading this book a novice teacher will better understand student motivation student learning human development classroom organization classroom management assessment techniques and the administration of schools

1694, [Handbook of Research on the Educator Continuum and Development of Teachers](#) Zugelder, Bryan S., L'Esperance, Mark, 2022-06-24 In light of recent sociological events and the COVID 19 pandemic education has undergone an incredible change in both policy and delivery As a result many educators have sought different career paths It is essential to maintain a concentrated effort to retain educators however recruiting teachers into the profession is only one area of focus there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles The *Handbook of Research on the Educator Continuum and Development of Teachers* expands on the body of research related to the educator continuum with a holistic view of teacher development This book combines theory concepts and research studies that pinpoint facets of the educator continuum

providing researchers with scholarly contributions that advance the profession Covering topics such as instructional coaching special educator career development and teacher retention this major reference work is a valuable resource for educational faculty and administration teacher colleges educators of K 12 and higher education pre service teachers government officials teacher education administrators libraries researchers and academicians *First-year Teachers' Perceptions of Writing and Writing Instruction in Their Primary Classroom* Kathleen Whitby McDonnold,2011 This interpretive case study is an investigation of three first year teachers perceptions of student writing and writing instruction in second grade classrooms The portrayals describe each teacher s early experiences with literacy and their professional path that led them to the classroom The case studies also present the knowledge and the resources these three teachers report drawing on during their first year as a professional A description of the each classroom and an account of writing instruction further contextualizes the interpretation of the perceptions about student writing and writing instruction each teacher Classroom observation and interview data were collected during the spring semester of these three teachers first year as a professional in the classroom Data analysis was ongoing and inductive Glaser Strauss 1967 Recurring themes and patterns across the cases were used to build representations that most exemplified each teacher s perceptions The findings in this study suggest that novice teachers draw from multiple sources of knowledge as they teach writing for the first time The findings also suggest that the strongest influences on beginning teachers writing instruction are their own experiences as a writer their assigned mentor and their grade level team members From the classroom observations and debriefing interviews the findings further suggest that beginning teachers assume writing ideas come from teachers and that there is a particular writing process that is to be followed systematically The findings also suggest that beginning teachers believe public displays of student work should be perfect and therefore place great importance on the conventions and mechanics of writing The implications for this study and suggestions for future research relate to the potential for first year teachers to draw from multiple sources in their teacher education programs the potential for school based mentoring programs where mentor teachers receive training to support their work with new teachers especially as it impacts their practice and develops their expertise as they teach writing and the potential for first year teachers to take the initiative for their own professional development as they continue to improve their practice teaching writing *First-Year Experiences of Novice Urban Educators* Kate Rollert French,2017 UNDERSTANDING HOW AND WHY A FIRST YEAR TEACHER IMPLEMENTS READING INSTRUCTION: A CASE STUDY. ,2001 The National Reading Panel 2000 asserts that there is a lack of research related to beginning teachers once they enter the classroom for the first time The purpose of this study was to understand how a first year teacher who was a student in the researchers reading and language arts courses used the knowledge she gained in her undergraduate program during her first year of teaching reading Five research questions were posed for this study a How did a first year teacher implement components associated with balanced literacy instruction which she was

taught in her undergraduate coursework b How well prepared for teaching reading did a first year teacher perceive herself to be c In what aspects of reading instruction did a first year teacher believe she needed support d As the year progressed how did the first year teachers implementation of balanced literacy instruction change e How did the school context influence how the first year teacher taught reading A qualitative case study design was used in this research study The researcher was the instrument for data collection Data were collected through interviews observations and teacher artifacts One first year teacher participated in this study who was teaching for the first time during the 2006 2007 school year Constant comparative analysis yielded five themes The themes were balanced literacy instruction preparedness concerns change and enhancers Balanced literacy instruction was implemented similar to the way the first year teacher was taught in her undergraduate coursework The first year teacher believed she was prepared to teach reading although she demonstrated personal initiative and desired to learn more during her first year The areas of concern for the first year teacher were related to reading instruction and general concerns Although her classroom instruction did not change she did change her schedule School related contextual features such as coaching mentor teach "Teaching Through what They're Going Through" Eileen Montalvo Wertzberger,2022 In the immediate aftermath of the WHO s COVID 19 pandemic declaration school district administrators and teachers hurried to shift their classrooms to alternative modalities In a matter of weeks schools across the country transitioned entire components of their institutions to new platforms with little guidance from state and federal governments Turner Adame shifts in COVID 19 protocols at the state and district level and disruptions in the school year as districts transitioned between remote hybrid and in person instruction Goldstein Rivas Shakya Riegle Rios Torres Muldofsky 2020 For first year teachers who began their careers during the 2020 2021 school year their induction into the profession would be marked by this new educational landscape one that looked significantly different from the one they had prepared for in their teacher preparation programs This case study informs the existing body of research on teacher induction by capturing this unique induction to the teaching profession specifically through a qualitative examination of how the pandemic affected participants sense of professional efficacy as well as their teaching practices This research is an extension of a longitudinal case study conducted by researchers from Kansas State University College of Education KSU COE in meeting the Council for the Accreditation of Educator Preparation s CAEP Standard 4 Capturing Completer Impact on PK 12 Students Kansas State University College of Education 2022 Specifically this present study applies Grounded Theory to a series of five CAEP 4 focus group data encompassing 17 first year teachers whose induction into the teaching profession occurred Fall 2020 From this data a complex portrait of the impact of COVID 19 on their induction emerged Open coding revealed 47 recurring codes from which 4 key axial codes emerged in describing participants experiences as affected by the COVID 19 pandemic 1 Teaching Practices 2 Teaching Values 3 Changes to Teaching Environment and 4 Teaching Challenges Furthermore the data offered grounding for the claim that COVID 19 did not merely affect first year teachers experiences it

significantly altered the educational spaces and professional dynamics in which first year teachers found themselves This concept was further examined through in depth interviews with three participants from the original CAEP 4 focus groups In total six interviews were conducted two per participant in which they shared their teaching induction experiences After concluding the interviews each participant shared an additional written reflection pertaining to their experiences in teaching and how they see their futures in teaching Theoretical analysis of this data utilizing Social Cognitive Theory and Critical Spatial Theory revealed insights into how their induction experiences as altered by COVID 19 affected their sense of efficacy and their teaching practices

Resources in Education, 1991

Case Studies in Abnormal Psychology Thomas F. Oltmanns, Michele T. Martin, 2018-12-28 Case Studies in Abnormal Psychology presents actual clinical cases providing developmental histories essential to appropriate diagnosis and treatment of mental disorders This text presents 23 distinct case studies applying abstract theoretical research to real world situations Each study describes the clinical problem demonstrates the formulation and implementation of a treatment plan and discusses evidence of potential causes and prevalence This comprehensive examination includes cases ranging from psychotic and personality disorders including schizophrenia and bipolar disorder to those concerning child development and aging such as attention deficit and hyperactivity disorder Coverage of sometimes controversial subjects including dissociative identity disorder gender dysphoria autism spectrum disorder and posttraumatic stress disorder ensures contemporary relevance Suitable for undergraduate and graduate study of abnormal psychology this book presents an honest and unbiased view of the limitations and benefits of various treatment plans Discussions of alternative methods including medication electroconvulsive therapy and psychosurgery augment primary cognitive behavioral approaches allowing students a solid foundational knowledge of the subject

Case-studies in Teaching George W. Perry, Pauline Perry, 1969

A Case Study Janice Hyde Eckola, 2007 This case study examines the perceptions of first year traditional teachers regarding their induction process with a primary purpose to better understand both the beneficial and challenging elements in the beginning teacher s first year in the profession

The Seemingly Downward Spiral of a First Year Teacher that Actually Turns Out Alright in the End Aria D. Crawford, 2019 My first year as an educator has followed a tumultuous pattern Not only was I exploring who I was becoming as an educator but I was also a full time graduate school student I attempted to collect student data through a variety of ways including formal and informal assessments and listening to student anecdotes which proved to be more difficult than anticipated When I began writing this narrative I had yet to step foot into a classroom and work with children I had a different idea and perspective than I did after becoming a teacher of record Throughout the year my mental and physical health was altered multiple times There were times when I let my own school work suffer in favor of my work with my students and vice versa There were times when I fantasized about dropping out of graduate school and quit my job and there were times when I thoroughly enjoyed working on my homework and going to work This narrative is a reflection of

those ups and downs and tracks the progress of myself and the students I have interacted with What follows is a yearlong exploration of myself my environment and my students who have proven to be simultaneous sources of stress and comfort

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