

STUDENT TEACHERS AS CLASSROOM MANAGERS: CRITICAL REFLECTION OF THE TEACHING SELF

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Student teachers commonly report both anxiety and excitement about the process of learning to teach during residency. A key aspect for teacher candidates is feeling “whole” or “ready” as it relates to understanding effective and ineffective classroom management strategies and the contexts in which these strategies are employed. This self-efficacy about the ability to handle the complexities of classroom management impacts a sense of self as teacher. This study explores how student teachers perceive their proficiency in effective classroom management skills and the impact on their professional identity. A qualitative examination of teaching reflections, teaching evaluation comments, and focus group discussions revealed the sources of and kinds of transformational changes in their professional craft and their evolving identity. It identified the reflective stances needed in identity development.

