A Descriptive Analysis of Mentoring on Pre-service Teachers Related to Behavior Management: A Case Study

The purpose of this study was to explore the development of instructional management behaviors of pre-service teachers, who have received pre-service preparation through a course in behavior management and who receive supervision and mentoring specifically in regard to behavior management. An intensive mentorship of two pre-service teachers occurred over the course of five weeks. The data were collected and triangulated through interviews, observations, field notes, video recorded lessons, and artifacts such as lesson plans. The findings of this study suggest a favorable relationship between mentoring pre-service teachers and observable teaching behaviors related to behavior management.

*Keywords*: behavior management, mentoring, field experience, pre-service education

In order to have a quality-learning environment in an educational setting, a teacher must be able to simultaneously manage the routines of the class and direct student behavior. Collier and Hebert (2004) surveyed over 300 in-service teachers in five different states and found that the teachers believed one of the most important skills for effective teaching was behavior management. Efficient behavior management allows teachers to effectively facilitate learning, promote safety and motivate students.

Although the educational environment has changed drastically over the past 30 years, misbehavior of children is not a new phenomenon. Socrates (469 b.c.) believed the youth of his era were disrespectful to their elders, had bad manners, and had contempt for authority. Furthermore, although they lived in the “lap of luxury”, they contradicted their parents, were impolite to visitors, and terrorized their teachers. Similarly, in contemporary society, young people exhibit disruptive and escalating behaviors, which are attributed to social diversity, technological advances, changing dynamics of the family structure that include more single
parent homes, and the media’s ability to sensationalize inappropriate behavior of sport figures and celebrities (Dove, 2004).

**Behavior Management**

There is no single behavioral management approach that works for all teachers. However, in order to meet the complex needs of individuals in a diverse environment, Lavay, French and Henderson (2006) identified three approaches to assist teachers in decreasing inappropriate behaviors while increasing and maintaining appropriate behaviors. These approaches are behavioral, humanistic, and biophysical.

**Behavioral Approach**

The behavioral approach uses the principles of operant conditioning to change behavior, which is often referred to as the ABC (antecedent-behavior-consequence) approach. The antecedent is the stimulus that occurs before a given behavior. Once the behavior has occurred, a consequence will follow that will increase, decrease, or maintain that behavior in the future. Graham (2001) suggests that when a child or class becomes disruptive, implementation of the teacher’s behavior protocols must occur. The use of pleasant consequences can be employed to develop, increase, and maintain positive behaviors. On the other hand, the use of unpleasant consequences to redirect or decrease inappropriate behaviors should be used in a consistent manner. Consistency insures a fair and predictable environment.

Lavay, French and Henderson (2006) emphasize the “behavior change process” to alter an individual’s behavior. The behavior change process is a four-step process that requires the teacher to: 1) identify, define and prioritize the behavior; 2) observe and record the behavior; 3) implement the behavioral intervention; and 4) evaluate the behavioral intervention. The first three steps often occur within a few moments of each other.
Identification of the behavior a teacher would like to develop, increase, maintain, or decrease is the first critical step in the behavioral approach. Identification begins by asking the questions: “What do I consider appropriate and inappropriate behavior?” and “What behaviors do I want the individual or group to possess?” Once the behavior has been identified, the teacher must then define the behavior. The behavior must be an observable, measurable act in order for the teacher to describe exactly what the individual is doing responsibly or inappropriately. After identification of a definable behavior, the teacher must prioritize the behavior from most important to least important. The most important behaviors that need to be addressed involve the safety of the student or students. Other high priorities are social issues, group control problems, and following directions. The severity of each behavior must be considered, along with the duration and frequency of the behavior (Lavay, French, & Henderson, 2006).

**Humanistic Approach**

The humanistic approach to behavior management is based on the responsibility model and focuses on personal and social responsibility, interpersonal relationships, character development, intrinsic motivation, and the development of self-concept (Lavay, French, & Henderson, 2006). Responsibility is a choice that is motivated internally and people are capable of accepting responsibility for their actions as well as the consequences of their behavior (Hellison, 2003). It is critical to develop a trusting relationship with the students, understand the psychological causes of behavior, and teach self-control when using the humanistic approach to deal with disruptive behavior. Stiehl (1993) confirms that responsibility models provide children with the experiences that allow them to develop social, personal and environmental responsibility. The implementation of the humanistic approach to behavior management requires that educators be confident in their own abilities, reflective enough to analyze their own style,
and vulnerable enough to share problems with others (Hellison, 2003). The intent of the humanistic approach is not to focus on only the behavior, but to encourage responsibility, to change perceptions of one’s actions, and to promote character development (Lavay, French, & Henderson, 2006).

Hellison (2003) suggests that responsibility is best taught through role modeling and teaching self-control. Students are expected to take responsibility for their learning and lifestyle choices. Furthermore, the teacher should provide opportunities for children to understand what responsibility means, what to take responsibility for, to take responsibility for their own development, and to contribute to the well-being of others. Lavay, French and Henderson (2006) recommend that the teacher can develop responsible behavior in students by giving them reflection time to consider their actions and behaviors, providing for individual and group decision making, conducting group meetings, and affording informal individual and group counseling time. Hellison (2003) believes that if educators want responsibility to be a way of life for students, they cannot ask students to take responsibility without giving them responsibility.

**Biophysical Approach**

Lavay, French and Henderson (2006) discuss the biophysical approach that employs the educational setting to address issues related to stress, medical conditions, the use of medication, and nutritional deficiencies. The biophysical approach to managing behavior is based on the premise that behavior is often related to biological variables such as genetic abnormalities, neurological impairments, chemical imbalances, and diet. When utilizing the biophysical approach to manage behavior, it is vital that the teacher recognizes when a problem is too significant for him or her to resolve and seeks immediate help from other qualified professionals,
such as physicians, school counselors, dieticians, and special educators (Lavay, French, & Henderson, 2006).

Stress related issues are also addressed through the biophysical approach to managing behavior. Students who have an overwhelming amount of negative stress or anxiety in their lives are susceptible to self-destructive behaviors, such as cutting, drug and alcohol abuse and suicide. In the biophysical approach, music, exercise, relaxation training, and visual imagery are ways that an educator can reduce the level of stress a student is experiencing (Lavay, French, & Henderson, 2006).

**Mentoring**

School districts around the country may assist novice teachers with the initial transition from student teacher to teaching professional through the use of a mentor (McNally & Martin, 1998). A partnership is formed between a new teacher and an experienced teacher as a mentor. Ideally, the mentor’s role is to help novice teachers explore and integrate the theoretical base of effective teaching principles emphasized in higher education institutions and facilitate the application of those concepts to teaching practice (McNally & Martin, 1998). Mentorship programs have achieved various levels of success, with much of the success attributed to the relationship between the mentor and the beginning teacher (Martin, 1994; McNally & Martin, 1998).

Different programs and methods are in place to assist teachers as they transition from student to teaching professional, such as new teacher orientation, in-service training, postgraduate teacher education programs and induction mentorship (Koetsier & Wubbles, 1995; McNally & Martin, 1998; Rippon & Martin, 2003; Veenman, 1984). Typical orientation programs may provide opportunities for beginning teachers to hear district and school
information regarding employment policies and regulations, discuss common issues for beginning teachers through group meeting, consult with experienced teachers about workshops, teaching load reductions, supervisor conferences, and a multitude of other activities. Each of these opportunities may contribute to the “reality shock” of new teachers (Veenman, 1984).

In-service training programs provide information throughout the school year to a new teacher who is adapting to a new role in a new environment with seemingly endless responsibilities. Much of the information provided during in-service training programs is often procedural in nature (Rippon & Martin, 2003). New teachers are provided general information related to district policies, school policies and procedures, implementing district programs, technology training and identifying alternative teaching materials (McCarthy, 2006). Subject specific information and individual support and development are usually the focus of in-service teacher training programs (Rippon & Martin, 2003). There is little mentioned about classroom and behavior management policy in these in-service trainings. One has to wonder how much of the general information is retained, much less applied, by new teachers who are trying to survive the challenges of managing a classroom.

Postgraduate teacher education programs are another venue utilized by many institutions of higher education to bridge the gap between student teaching and the first solo year of instruction (Koetsier & Wubbles, 1995). Postgraduate teacher education programs are intended to develop new teacher competencies, simulate a realistic level of work pressure, and provide independent practice. This program is viewed as an extension of a teacher education undergraduate program, with the triad of a university supervisor, cooperating teacher and novice teacher in place. Koetsier and Wubbles (1995) found that postgraduate program participants
benefited from continued professional supervision and demonstrated improved abilities to plan and implement instruction in the classroom. On the other hand, the development of novice teachers’ technical teaching behaviors, such as assessment, was decreased. The decrease was a result of the necessity to function independently in a complex situation, increased work pressure, increased responsibilities, and discipline problems.

**Purpose of Study**

The purpose of this study was to explore the development of instructional management behaviors of pre-student teachers, who have received pre-service preparation through a course in behavior management and who receive supervision and mentoring specifically in regard to behavior management. Specifically, this study considered whether there was a relationship between mentoring pre-service teachers who have had a course in classroom and behavior management and the development and improvement of these observable teaching behaviors. Additionally, the study investigated whether regular assessment and guided reflection on management behaviors enhanced classroom and behavior management proficiency, thus improving the teaching performance of novice teachers.

**Methodology**

In order to examine the relationships that mentoring had on third year pre-student teachers in regard to classroom and behavior management, a qualitative research approach was needed to appropriately address the research goals. Qualitative techniques, specifically case study, allowed the researcher to collect, organize and interpret the data assembled from the following question in this study: What is the relationship of mentoring and the behavior management practices of pre-student teachers?
The data were collected and triangulated through pre-practicum and post-practicum interviews, video recorded lessons on the first and last day of the practicum, individual bi-monthly in-depth interviews with the pre-student teachers, and field notes created by the researcher. Interview questions were initially crafted to ascertain management strengths and weaknesses of each pre-student teacher as well as the extent of their classroom and behavior management content knowledge prior to beginning the practicum.

Participants

The participants in this study were a convenience sample of two (one female and one male) third year, pre-student teachers at a university located in the southwest area of the United States who were completing an elementary practicum within the a public school system for the last five weeks of the academic semester. A pseudo-identity (Anne and John) was assigned to each participant to allow for participant confidentiality. Each participant was in the classroom for the first ten weeks of the semester and in a practical placement for the last five weeks of the semester. The elementary placement was selected by the researchers because of the type and amount of appropriate classroom and behavior management techniques required for elementary age students as well as the diverse behaviors of children in an elementary setting that will be encountered by the pre-student teachers. The participants were in their second semester of pre-student teaching and were completing the practical requirement of the management course. The researcher had direct and regular access to the participants.

Data Collection and Procedures

A variety of data collection techniques were utilized to enhance the trustworthiness of the study. All categories and emergent themes were identified and analyzed. Data were collected and triangulated through: a) individual pre-practicum and post practicum interviews; b) individual bi-
weekly interviews; c) two weekly observations using the Physical Education Classroom and Behavior Management Instrument (PECBMI), d) analysis of two digitally video recorded lessons using the Physical Education Teacher Assessment Instrument (PETAI) (Phillips & Carlisle, 1983a); and e) field notes created by the researcher.

*Interviews*

In order for participants to explain, describe and elaborate their perceptions of what was occurring in each pre-student teaching situation, audio taped individual interviews were conducted. A total of four interviews were conducted with each participant: (a) pre-practicum in the week prior to the beginning of their pre-student teaching practicum; (b) during the practicum at weeks two and four; and (c) at the conclusion of the practicum.

*Observations*

The researcher observed each participant twice a week throughout the practicum and gathered data using the Classroom and Behavior Management Inventory (CBMI). The CBMI is a systematic observation instrument developed by the researcher to observe, analyze and evaluate pre-service teachers in clinical and field settings. Three main sections comprise the instrument with multiple subsections that are observed and recorded.

The CBMI was designed to provide information about proactive techniques that a pre-student teacher might use to enhance management; such as reinforcing the appropriate behaviors, communicating expectations, designing developmentally appropriate activities, social interactions and reflective teaching. The classroom management component focuses on areas such as time management, signals, transitions, equipment procedures, facility use, supervision and the organizing of partners, groups or teams. The behavior management component focused on the behavioral, humanistic and biophysical approaches that were utilized to manage behavior.
A field note section was incorporated in the CBMI to allow the researcher to elaborate and supplement all of the above areas.

**Data Analysis**

All data were continuously revisited, reviewed and summarized. Reduced information was organized into a case study database and coded by means of descriptive and topic coding. Themes were organized by category and interpreted in order to analyze, synthesize and formulate findings in a case study format.

**Trustworthiness of the Data**

The trustworthiness of the data was established through the gathering of data from multiple sources and the use of multiple methods to crosscheck and corroborate the information and identify multiple categories (Creswell, 1998; Denzin & Lincoln, 1994). Once all data had been categorized, three alternative constructs of credibility, transferability, and dependability were used to enhance trustworthiness of the data (Lincoln & Guba, 1985).

**Results**

Anne

A survey in the management class identified whether a person had tendencies toward either one of the three approaches, behavioral, humanistic or biophysical, and Anne replied, “I think I am humanistic, but I don’t remember. I’m wondering if I’m a mix of all of them because I really don’t think I can be just one. I don’t think I can just say that I’d just be humanistic because the behavioral, the positive reinforcement, I’m all for that, along with the biophysical and music and all that stuff, so I think I’d be all three”

Anne’s response to her strengths in general regarding Behavioral Management leaned toward the Behavioral Approach:
I think I am definitely good at positive reinforcement, tangible stickers that would be a
great way, especially since I’m leaning more towards elementary; I think stickers are a
great way to go. I really like the discipline menu that was discussed

The element that Anne would like to improve upon related to behavior management is the implementation of the behavioral intervention. Anne mused,

Enforcing or having the person who misbehaved do what they’re supposed to do, but also keep focus on the whole class without just focusing on that one person because let’s say I do have a discipline menu, having them do that item, but also trying to watch the other students; I think I may need a little bit of help on that you know just to make sure they are not off task.

**Behavioral Approach**

In regard to the Behavioral Approach, Anne intended to use a large amount of “positive reinforcement” to maintain and increase positive behavior and decrease inappropriate behavior throughout her practicum:

For behavioral, I would use positive reinforcement such as stickers or little rewards. I will also use verbal praise or non-verbal praise like high fives. Also rewarding them with physical activity by letting them pick some of the things they’d like to do.

After observing her first lesson, we discussed the need to give more specific feedback to individual students or the class in general in order to maintain and increase positive behavior and decrease inappropriate behavior. Anne provided 18 specific comments in a 52-minute lesson. Specific feedback was an element focused on in the first part of her practicum and she incorporated it with some corrective methods:
I’ve been doing that every class. I tried to talk to both individuals and groups. Also the
time outs, they do work because I’ve had kids who were not following the rules then I’ll
have them sit by me for 30 seconds, a minute or whatever and then I’ll tell them what
they did before they go in. I had this kid pushing and before I had him get back in, I told
him what he needed to do. He didn’t do it again so I mean that’s working, the time outs
are working.

In her final lesson, Anne gave over 70 specific comments.

*Humanistic Approach*

Although Anne initially identified in the first interview that she thought that she would
take a humanistic approach to behavior management, her response was behavioral in nature
when asked what she would implement in the humanistic domain:

I’d really like to try out that discipline menu. I know that it is both behavioral and
humanistic, but I really think it is humanistic because they are picking the intervention
themselves. Something that I definitely will use is time out, like a self time out. They can
choose if they are getting frustrated or just throwing a fit, then maybe they need to take a
time out to think about what they are doing and then come back in. They are watching
everybody behave the way they are supposed to and then they’ll see, “ok that is what I
need to do,” and they’ll come back in. So time out is a good thing especially with
elementary.

Although Anne had difficulty separating the humanistic from the behavioral domain in
the first interview, she did promote responsibility throughout her practicum. Students helped
distribute and collect equipment and some became leaders who assisted her:
I am having them put it up and take down the equipment themselves. I pick the people that are focused or the people that I know can actually pick up and collect it. The most focused people also got to be leaders. I think there were five or six leaders that put out the hurdles and then they put them back while everybody else came in, so that’s a big responsibility. The whole class sees it, so if they want to be picked as a leader, they know that they have to be focused to help the teacher so that promotes responsibility.

*Biophysical Approach*

The Biophysical Approach to behavior management was the third technique of interest to this field study. Anne mentioned “music” and “relaxation” as two methods she might use in her practicum:

I really don’t know. The only thing I can think of is the music, but I like relaxation. There was a time at one of my placements that the kids were all rowdy and the teacher had them lay on the floor and just stay still for a little bit, which kind of let them unwind before he sent them off to the teacher. I could always do that for biophysical.

Anne had success using music throughout her practicum:

I definitely liked the music. That was something we talked about in class. The kids really like music, they like to move to music and that really helps. In the scooter activity and the roller racer game we used music during that portion, and they were able to dance to it. It kept them on task and interested. I think that’s all I really used for biophysical, but I used it everyday and pretty much in every lesson music was involved.

*John*

A survey was conducted in the management class to determine if a person had tendencies toward one of the three approaches, behavioral, humanistic or biophysical:
I’m in between behavioral and humanistic. I think I fall right in the middle of those two, and I find myself using both, but it also depends on the situation. I would say is a strength of mine is I’m a positive guy. Plus I’m always encouraging “Good job,” “high five,” “thumbs up,” that stuff just providing the kids with a quick feedback to know that they’re doing what I want them to be doing.

John related his perceptions of his abilities to manage behaviors to his experience as a parent:

I think I can I relate well to kids having kids myself. I feel comfortable interacting with kids. I know that’s something a lot of beginning teachers might not feel as comfortable with. I haven’t seen extreme behaviors. I was fortunate enough in class time (referring to his peer lesson in the management class) to be in a good setting. So I didn’t have to see any violence or fighting or any that stuff. That’s something that worries me but I think if you have a good connection with the kid that it will minimize some of those behaviors. You’re still going to have some problems sometimes. But just like I said earlier talking to the students, talking about myself, stories, getting to know the kids, a lot of times simple things like that can decrease misbehaviors Everyone’s going to have a bad day and there will be misbehaviors, but hopefully they won’t be to the extreme.

**Behavioral Approach**

John discussed in the first interview that he would employ “positive reinforcement” and “positive pinpointing” when implementing the Behavioral Approach to managing behavior. He provided some examples to reinforce his approach, such as “thank you for doing this,” “I like the way you’re listening.” He would also ask for volunteers, “would someone like to come up and
demonstrate,” “because a lot of times kids want to.” “That’s one of the things I see myself using and would like to use as far for behavioral approach.”

Efforts were focused on the amount of specific feedback related to behavior. During John’s first forty-five minute lesson in his practicum, he gave a total of nine specific comments with four of those comments related to behavior. Although there were plenty of behaviors to comment on, he was actually silent for the majority of the lesson. Implementation of the Behavioral Approach is directly related to reinforcing the appropriate behaviors:

I think in giving feedback I have improved. Especially specific feedback, such as “thank you for lining up” or “you are both waiting so good.” Also just getting the kids attention when they’re behaving correctly, “I love the way you’re focused so you’re going to be the first bowler.” All of a sudden everyone’s is focused and wants to be next.

John’s improvement in utilizing specific feedback within the Behavioral Approach was evident in his final lesson, where he made a total of 30 general comments and 58 specific comments. The majority of his statements were reinforcing the appropriate behaviors.

I think when I first started; I was so worried about the lesson going exactly how I had planned it. That was really my focus, “get through the lesson, I have to cover these four or five activities.” I was not clueless, but kind of. I guess the behaviors and feedback and stuff isn’t in the front of your mind so it’s not something I was really thinking about. By the end, I was a lot more comfortable in a sense, had a lot more tools and things to work with, so I was able to give good feedback. I think giving specific feedback for behavior was my biggest improvement.

Early in the practicum, we discussed to need to employ corrective methods if needed:
I haven’t had to use many corrective methods, just quick verbal warning and a couple time outs for the more extreme pushing, shoving, and bad language. It fixed it pretty quickly, and I wanted to make sure with the time outs that I talked to them about why they were in time out. Like the kid who was using profanity. I said “it is unacceptable here in PE. I don’t think your parents would appreciate you talking like that at home,” and he was “oh no they wouldn’t. I didn’t have major problems. The one thing that sticks out in my head was those two boys pushing and shoving. I thought just address it quickly and they both just sat in time out. After they cooled off a little bit, I went to talk with each of them calmly.

*Humanistic Approach*

In our initial interview, John had a great deal of insightful information to share when asked about the humanistic domain:

Humanistically, I think we have the opportunity to not only impact their skills and strategies for different games, but we have an opportunity to teach the real world. I think when opportunities come up to discuss or talk about character things, I think its important to maybe spend a couple extra minutes talking about it. Like “hey I really love the way you guys were working together as a team today.” I would just spend a couple extra minutes. If you spend a couple extra minutes talking about responsibility or behavior or teamwork, I think that’s big in my view. In our classroom there are so many skills and character traits that we can develop. We can have a positive impact. If they can take something away positive from my class, learn something about teamwork or sportsmanship or whatever it might be, I think I’ve made a positive contribution in this short time.
John promoted responsibility and character development frequently, so he did not require feedback related to the Humanistic Approach:

One of the things I’ve been talking about in this unit that we are in, the steal the beanbag game, is just cooperating, working together as a team, showing responsibility. If kids were arguing in games, I brought them in and talked about the problem and put the responsibility on them to fix. I used the humanistic approach all the time. I would say “I’m looking for people who are focused, ready, being responsible,” “I’m looking for five people who are doing a good job with this activity and who are going to help me clear the field and pick up equipment.”

*Biophysical Approach*

The only method John identified that he would use when asked about implementing the Biophysical Approach was “music.” He said, “I think I see myself using music (laughter), because I don’t have much experience with stuff like yoga just a class here. But I can see where it is very beneficial.”

Throughout his practicum, John used music and began to see the benefits of using music to affect behavior:

I thought the music was the best. You were here one day when I didn’t have the music on during our activity. So I cranked up the music and instantly the mood changed. Everyone was on task and having a good time, doing what they were supposed to be doing. I think that was a great way to manage behavior. I even used it for transitions, starting and stopping activities. Just used it all time, so that was a big improvement for me.
Discussion

In the field of education, the mentor often is selected based on educational experience and academic position to serve as tutor, counselor, role model and assessor (Watkins & Wally, 1993). Martin (1993) reported that mentoring is a valuable element in teacher development and beneficial to both the mentee and mentor. Moreover, the mentoring process in teacher education plays just one part of pre-service teachers’ whole experience by facilitating the development of the skills required for teaching (Wally & Watkins, 1993).

The research goal of this study was to explore the relationship between mentoring pre-student teachers and their behavior management behaviors. The themes that emerged throughout the study related to improvement in teaching behaviors associated with behavior management were: a) frequency of feedback and b) type of feedback. Through the twice a week observations and delivery of regular positive and constructive feedback, the presence of strategies and demonstrated behaviors for behavior management were enhanced, as did confidence. Anne expressed a favorable outcome from receiving positive and constructive feedback on a regular basis regarding specific components of behavior management. She also stated, “my confidence went up as a result of the mentoring.” Anne also reinforced what is evident in the literature, that many teachers leave the profession mainly due to a lack of effective behavior management skills. “At the very beginning, I could not manage and I was so frustrated.” John expressed a similar experience and stated, “that a direct, positive result of being mentored was I had more tools in my toolbox,” referring to the skills needed to be an effective teacher.

Graham (2001) believes that the teacher who promotes a positive learning environment will prevent the majority of inappropriate behaviors. Both Anne and John were able to proactively manage behavior by providing their students with more specific feedback and
realized the value in reinforcing the appropriate behaviors on a regular and consistent basis. From the video footage analyzed for Anne and John’s first and final lessons, a frequency count was conducted of the general and specific feedback they provided in their classes. Both participants made considerable gains. Anne increased feedback counts from eight general comments and ten specific comments to 55 general comments and 70 specific comments. John also increased from eight general comments and nine specific comments to 30 general comments and 58 specific comments.

**Conclusion**

Veenman (1984) states that, “difficulties associated with the first year teacher point to the need of a specialized form of in-service training” (p.165). Education programs have no control over teacher induction programs, but can implement specialized programs within their curriculum to lessen the “reality shock” of first-year teachers and reduce teacher attrition. Based on the findings of this study, it is evident that there was a favorable relationship between mentoring pre-student teachers and observable teaching behaviors related to behavior management. Both Anne and John perceived the mentoring to have been favorable because of the frequent observations and the amount and type of feedback they received. The positive feedback related to their teaching behaviors reaffirmed the success they experienced, while the constructive feedback provided the direction to make necessary adjustments and changes. As a result, their self-efficacy in proactive planning and reflective teaching was enhanced.

The intensive mentorship occurred over the course of five weeks with two observations per week. An unforeseen mentoring opportunity emerged as one participant was able to observe the other teach and learn from what was observed. Conversation could then guide the participant in the discovery of options to modify the management situation. For example, while John was
teaching, Anne could observe the entire lesson and analyze and learn from the field notes collected and the feedback given to John. The next day, a different person would teach first. On a daily basis, this system enabled each pre-student teacher to ask questions as the lesson progressed and learn from the mistakes that occurred or the methods that were successful, which cut debriefing sessions down considerably.

Behavior management issues plague beginning teachers and lead to high attrition rates within the first five years of teaching. When new teachers are left on their own with little reinforcement, they become overwhelmed and discouraged with their abilities to rectify their situation. The struggles of new teachers may be diminished if assistance is provided to help them think on their feet and address management issues that occur within their classroom. Because the pre-service teachers in this study received mentor assistance during their professional preparation program, there is anticipation that they will enter the beginning years of teaching with a stronger self-efficacy toward meeting daily behavior management issues. Mentoring support and accountability to proactive and reflective teaching strategies are necessary elements for positive, effective, and sustainable teaching development. The development of effective behavior management behaviors will ultimately lead to stronger engagement of students and increased learning time.
References


