



From Novice to Professional: Steps for a Successful Transition

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Background

The transition from university student to professional teacher requires constant examination of one's instruction, analysis of student progress, and a metamorphosis of self identity. Through narrative inquiry, the aim of this study was to describe the changes in prioritization and mentality that occur over the first year of one's career as a music educator.

Conclusions

The quality of pedagogy is directly correlated with the number of interventions used to critique current teaching. Most novice teachers continue to perpetuate and master teaching practices introduced to them during their undergraduate curriculum and subsequent student teaching. Refinement and expansion of teaching practices are derived from critical examination of one's teaching practices and the additional suggestions and criticism from outside mentors and colleagues.

Results

1. Improvements in quality of culturally-responsive curriculum through examination of student demographics, after school activities, and student employment.
2. Improvements in motivation via the introduction of student directed activities.
3. Improvements in the number of teaching strategies used and consequential quality of student work.

Implications

The communication and collaboration between new teachers and their colleagues is imperative to the refinement of current teaching practices as well as the introduction of new strategies for engagement. Student teaching and district induction programs should therefore prioritize and subsidize opportunities for new teachers to observe and be critiqued by specialists in their field of study.