

## Appendix F: How NCTQ develops standards for the *Teacher Prep Review*

NCTQ has honed its process for developing its central standards over the course of 10 reports<sup>27</sup> issued over nearly a decade. Our development process for standards begins by studying the topic at hand as thoroughly as possible. We do a literature review and examine teacher preparation materials (most often syllabi and course textbooks, but often student teacher handbooks or other available documents) to develop an understanding of the context, research and common practices in an area of preparation. While this exploration sometimes informs us that the data we are seeking are not found in materials available to us, in this case — examination of instruction on and practice with research-supported classroom management strategies — we have found a plethora of useable information.

Development of standards always involves consultation with leading experts in the field. We supplement the advice provided to us by these experts with that of advisors on the *Teacher Prep Review's* Technical Panel, always aiming to have adequate representation of all points of view *for which there is strong scientific support*.

After taking several different approaches to field tests, ranging from national to state studies, we've honed the most successful method, which is an internal field test that generates a published report. These internal field tests examine at least 50 teacher preparation programs so that we can more readily adjust the standard and its evaluation protocol based on new evidence that emerges from what is usually a great deal of variation across programs.<sup>28</sup> In this case, our internal field test involved not 50 but 122 undergraduate and graduate, elementary and secondary teacher preparation programs. We are currently conducting seven internal field tests to develop or support standards planned for use in the next three editions of the *Teacher Prep Review*.

### The challenge of developing a standard in classroom management

The story of developing a classroom management standard started in 2010, when a number of new standards (including one on classroom management coursework) were field-tested in a state study of teacher preparation in Illinois.<sup>29</sup> Without the analytical freedom afforded to us by an internal field test, the standard simply could not be adjusted to illuminate classroom management practices in coursework; we resolved to set aside the issue of evaluation of coursework until we could take a closer look at the topic.

Our first breakthrough came through our examination of student teaching observation/evaluation instruments in the national study of student teaching.<sup>30</sup> The variation we found in these instruments' indicators on classroom management, ranging from virtually non-existent to reasonably detailed, led us to conclude that we could assess program quality on the nature of the feedback candidates received in this area. With the assistance of the *Teacher Prep Review's* Technical Panel, we crafted a standard for evaluation of feedback on classroom management.

A major impetus for this study was reexamination of the potential for incorporating evidence from coursework into a refashioned Classroom Management Standard for future editions of the *Teacher Prep Review*. Unfortunately, we have decided once again that it would not be feasible due to the common practice of dispersing classroom management topics across an array of courses. Identifying these courses would be nearly impossible without the full cooperation of the programs. While this field test did not yield a new standard, it nonetheless has value: It sheds light on how teacher preparation approaches teaching classroom management, provides targeted recommendations on how that might be improved, and suggests ways to strengthen the classroom management standard that will be used in *Teacher Prep Review 2014*.



In continuing to focus exclusively on student teaching observation/evaluation instruments for the Classroom Management Standard, we are asserting a common-sense principle: as the defining capstone experience of traditional teacher preparation programs, student teaching *must* include feedback to the candidate on how well he or she enacts research-based techniques of classroom management. Candidates receiving such feedback will be more likely able to apply such techniques in their own classrooms, while those who do not will probably think whatever they may have learned in coursework is merely “theoretical” and therefore of little benefit to them or their students.

While the field test did not lead us to expand the aperture of our analysis to include coursework, it did spur us to align the indicators of the Classroom Management Standard more explicitly with the research base on the topic. As a result, we will now look to see whether student teachers are given feedback on their use of praise to keep their classrooms functional and their students on track.