



Appendices

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Appendix A: Teacher preparation programs included in the study

INSTITUTION	State	Program	Analysis 1	Analysis 2	Analysis 3	INSTITUTION	State	Program	Analysis 1	Analysis 2	Analysis 3
The University of Alaska – Fairbanks	AK	G-S	✓		✓	Richard Stockton College of New Jersey	NJ	G-S	✓		
The University of Montevallo	AL	G-S	✓			New Mexico State University	NM	G-E	✓		
Arizona State University	AZ	U-E	✓	✓*		New Mexico State University	NM	G-S	✓	✓	
Arizona State University	AZ	U-S	✓			Great Basin College	NV	U-S	✓	✓	
University of California – Davis	CA	G-E	✓			Great Basin College	NV	U-E	✓	✓	
University of California – Davis	CA	G-S	✓	✓		CUNY – Hunter College	NY	G-E	✓		
Colorado Mesa University	CO	U-S	✓			CUNY – Hunter College	NY	G-S	✓	✓	
University of Colorado Denver	CO	G-E	✓	✓		CUNY – Lehman College	NY	G-E	✓	✓	✓
University of Colorado Denver	CO	G-S	✓			CUNY – Lehman College	NY	U-S	✓		
American University	DC	G-E	✓			CUNY – Lehman College	NY	G-S	✓		
Delaware State University	DE	U-E	✓			CUNY – Queens College	NY	G-E	✓	✓	
Delaware State University	DE	U-S	✓	✓		CUNY – York College	NY	U-E	✓		✓
The Florida State University	FL	G-E	✓	✓		CUNY – York College	NY	U-S	✓		
Augustana College	IL	U-E	✓	✓*		SUNY Binghamton University	NY	G-E	✓		
Blackburn College	IL	U-E	✓			SUNY – University of Albany	NY	G-S	✓		✓
Chicago State University	IL	U-E	✓			Bowling Green State University	OH	U-S	✓		
DePaul University	IL	U-E	✓			Cameron University	OK	U-S	✓		
Eastern Illinois University	IL	U-E	✓			Cameron University	OK	U-E	✓	✓	
Eastern Illinois University	IL	U-S	✓			Northeastern State University	OK	U-S	✓		
Elmhurst College	IL	U-E	✓			Northeastern State University	OK	U-E	✓		
Eureka College	IL	U-E	✓	✓*		Arcadia University	PA	U-E	✓		
Illinois State University	IL	U-E	✓			Arcadia University	PA	U-S	✓		
Kendal College	IL	U-E	✓			Bloomsburg University of Pennsylvania	PA	U-S	✓		
Lake Forest College	IL	U-E	✓			Bloomsburg University of Pennsylvania	PA	U-E	✓	✓	
Loyola University Chicago	IL	U-E	✓			Pennsylvania State University	PA	G-S	✓		
University of Illinois at Urbana – Champaign	IL	G-E	✓			University of Pennsylvania	PA	G-S	✓		
University of Illinois at Urbana – Champaign	IL	U-E	✓			Rhode Island College	RI	G-S	✓		
Eureka College	IL	U-S	✓			Bob Jones University	SC	G-E	✓		
Anderson University	IN	U-E	✓	✓		Bob Jones University	SC	U-S	✓	✓	
Anderson University	IN	U-S	✓			Clemson University	SC	U-S	✓		
Northern Kentucky University	KY	G-S	✓			College of Charleston	SC	U-S	✓		
University of Louisville	KY	G-E	✓	✓		Winthrop University	SC	G-S	✓	✓	
University of Louisville	KY	G-S	✓			Northern State University	SD	U-E	✓		
Western Kentucky University	KY	U-E	✓			Northern State University	SD	U-S	✓		
University of Louisville	KY	U-E	✓			Austin Peay State University	TN	U-E	✓	✓	
University of Louisville	KY	U-S	✓			Austin Peay State University	TN	U-S	✓		
Gordon College	MA	U-S	✓			Lipscomb University	TN	G-E	✓		
University of Massachusetts – Boston	MA	G-E	✓			University of Memphis	TN	G-S	✓		
St. Mary's College of Maryland	MD	G-E	✓			Angelo State University	TX	U-S	✓		✓
St. Mary's College of Maryland	MD	G-S	✓			Dallas Baptist University	TX	U-S	✓		
Central Michigan University	MI	U-S	✓	✓		The University of Utah	UT	U-E	✓		
University of Michigan – Ann Arbor	MI	G-S	✓			The University of Utah	UT	U-S	✓	✓	
Western Michigan University	MI	U-E	✓			Bridgewater College	VA	U-S	✓		
East Carolina University	NC	G-E	✓			Christopher Newport University	VA	G-E	✓		
East Carolina University	NC	G-S	✓	✓*		Christopher Newport University	VA	G-S	✓		
East Central University	NC	U-S	✓	✓	✓	George Mason University	VA	G-E	✓		
Elon University	NC	U-E	✓			George Mason University	VA	G-S	✓		
Elon University	NC	U-S	✓			Regent University	VA	U-E	✓		
High Point University	NC	U-E	✓			University of Virginia	VA	G-E	✓		✓
High Point University	NC	U-S	✓			University of Virginia	VA	G-S	✓		✓
East Carolina University	NC	U-E	✓			Central Washington University	WA	U-E	✓		✓
Dickinson State University	ND	U-E	✓			Central Washington University	WA	U-S	✓		
Dickinson State University	ND	U-S	✓			Northwest University	WA	G-E	✓		
Minot State University	ND	U-E	✓			University of Washington – Bothell	WA	G-E	✓	✓	
Minot State University	ND	U-S	✓			University of Washington – Bothell	WA	G-S	✓	✓	
University of North Dakota	ND	G-E	✓			University of Washington – Seattle	WA	G-E	✓	✓	
Midland University	NE	U-E	✓			University of Washington – Seattle	WA	G-S	✓		
Midland University	NE	U-S	✓			Washington State University	WA	G-E	✓		
University of New Hampshire	NH	G-E	✓			Washington State University	WA	G-S	✓	✓	
University of New Hampshire	NH	G-S	✓			Western Washington University	WA	U-E	✓		
Richard Stockton College of New Jersey	NJ	G-E	✓	✓		Western Washington University	WA	U-S	✓		

Key: U-E: Undergraduate elementary; G-E: Graduate elementary; U-S: Undergraduate secondary; G-S: Graduate secondary

* Analysis not possible because relevant course syllabi not available.



Appendix B: Methodology

The study sample

Using course materials such as syllabi, textbooks and student teaching observation/evaluation instruments, this study examines classroom management-related professional coursework in 122 initial certification teacher preparation programs.¹ These programs are housed in 79 institutions of higher education (IHEs) located in 33 states (see Appendix A).

The sample of IHEs included is generally representative of the national population of IHEs offering teacher preparation (see Appendix G). However, the proportion of public IHEs in the study is greater than the national average because public IHEs have been obligated to comply with our requests for data through state sunshine laws.²

Teacher preparation programs within IHEs were selected to create a stratified sample with approximately equal numbers of both graduate and undergraduate elementary and secondary programs. In total, we examined 36 undergraduate elementary, 26 graduate elementary, 34 undergraduate secondary and 26 graduate secondary programs.³

Selection of coursework

With both aspects of preparation — instruction and practice — playing a role in classroom management preparation, it is important to distinguish between them and indicate how we examined each in three different analyses.

The **foundational coursework analysis** included professional courses from the 119 programs⁴ in the study that provide any kind of instruction on classroom management. This sample included the following courses:

- Every instructional course that mentions classroom management in its title, description or objectives,⁵ regardless of whether or not the course is exclusively focused on classroom management.⁶
- Practica that are closely aligned with instructional courses focused on classroom management and are therefore best examined in conjunction with such coursework rather than in conjunction with other clinical coursework in a program. For example, one program offers a course titled “Field Experience for Classroom Management,” which is taken concurrently with an instructional course on classroom management.

The foundational coursework analysis included 213 courses across 119 programs,⁷ with the number of courses examined in programs ranging from one to five.

Following are titles of typical courses in the foundational coursework analysis, some citing only classroom management — only 24 percent of programs have a course so titled — and some addressing classroom management and other topics:

Courses addressing primarily classroom management	Courses addressing classroom management and other subjects
Classroom Management	Foundations of Middle Level Education
Classroom Organization and Management	Curriculum and Methods of Teaching in Elementary Education
Creating Learning Communities	Introduction to Exceptional Children
Classroom and Behavior Management: Elementary Focus	Educational Psychology
Theories of Classroom Management	Teaching Techniques in the Secondary School

Unless otherwise noted, all references to “foundational coursework” include instructional coursework as well as practica closely aligned to instructional coursework that were drawn from the program’s clinical coursework.

A second **clinical coursework analysis** included professional coursework from 25 programs (selected from the full study set by a stratified random sample) and was designed to provide a picture of training in classroom management provided by general clinical coursework that places teacher candidates in classrooms to learn the full range of professional skills, classroom management presumably among them. This sample included all generic clinical coursework, all student teaching courses and seminars, and any secondary subject-specific clinical coursework that mentions classroom management in its title, description or objectives.⁸

The clinical coursework analysis included 43 courses across 25 programs.⁹ Following are some titles of typical courses in the second analysis:

Generic practica	Student teaching seminars	Subject-specific secondary practica
September Experience in the Schools	Reflections on Professional Practice Seminar	Practicum in Earth Science, Grades 7-9
Practicum/Teaching Techniques	Student Teaching Seminar	Field Experience in Teaching Social Studies
Elementary Methods Practicum III	Elementary Education Capstone Seminar	Practicum in Earth Science, Grades 10-12

A sample for **cross-program analysis** involved nine programs (selected from the full study set in a stratified random sample) and was designed to illustrate the comprehensiveness and coherence of classroom management training across all professional coursework (foundational and general clinical), including the feedback provided in student teaching placements.

For example, if an elementary program offers three instructional courses that touch on classroom management, an elementary education practicum and a student teaching placement, the cross-program analysis would examine the following: classroom management related lectures and assignments for all courses, the treatment of classroom management strategies in all relevant textbooks, and the classroom management sections of observation/evaluation instruments used to provide feedback to teacher candidates when they are in student teaching placements.

See Fig. 1 for an illustration of the three analyses and their relationship to coursework (see p. 9 of full report).



Analysis of syllabi and student teaching observation/evaluation instruments

Nearly all of the course materials that we obtained for this study were dated between 2009 and 2012. In a few cases, sets of syllabi collected during earlier NCTQ studies were also reviewed, but no syllabus included in the analysis predates 2008.¹⁰

The validity of using syllabi

Analyses of syllabi have long been an accepted part of the evaluation of teacher preparation. State agencies, accrediting organizations and multiple research studies use syllabi for the same purpose that these documents are distributed to students: to identify key topics that are covered by a course. NCTQ's methodology follows this approach, treating a syllabus as an outline of the broad topics considered essential. In addition, syllabi provide a host of other data, such as textbooks and other required and recommended reading, descriptions and grade weights of assignments and bibliographies on which coursework is based.¹¹

When syllabi are vague or unclear about the lecture topics or assignments, or when textbook chapter headings are unclear, credit was given for the broadest and most generous interpretation of their content.

Coding

In all three samples, data on classroom management instruction was gathered from course syllabi. The most relevant parts of the syllabi were lecture topics and schedules, assignment descriptions, and assigned textbooks, but other parts of the syllabus (e.g., course objectives) could provide context. Each relevant lecture topic and assignment was analyzed using codes related to specific classroom management approaches and techniques (e.g., rules, routines), models and ways of approaching classroom management (e.g., classroom management theories and research, philosophy of classroom management), and general or unspecified categories (e.g., classroom management — unspecified).

Analysis of programs in the cross-program analysis sample was supplemented with analysis of assigned textbooks that address classroom management in part or whole, as well as the observation/evaluation instruments used in student teaching. All components in the third sample — including textbooks and student teaching instruments — were analyzed using the codes noted for the sample's lectures and assignments.

Codes used in the foundational coursework and general clinical coursework analyses

	Classroom management strategies	Lecture codes	Paper- and pencil-assignment codes	Practice assignment codes
Big Five strategies	Rules	<ul style="list-style-type: none"> Rules Writing CM plan¹² 	<ul style="list-style-type: none"> Rules CM plan, general/unspecified¹³ 	<ul style="list-style-type: none"> Establishing rules and procedures/Prevention strategies Writing CM plan
	Routines	<ul style="list-style-type: none"> Time and materials management Routines and proactive strategies¹⁴ 	<ul style="list-style-type: none"> Time and materials management Routines 	<ul style="list-style-type: none"> Time and materials management
	Praise	<ul style="list-style-type: none"> Praise and criticism¹⁵ Rewards and punishments¹⁶ 	<ul style="list-style-type: none"> Praise and criticism¹⁷ 	<ul style="list-style-type: none"> Praise and criticism
	Engagement	<ul style="list-style-type: none"> Engagement 	<ul style="list-style-type: none"> Engagement 	<ul style="list-style-type: none"> Engagement
	Misbehavior	<ul style="list-style-type: none"> Responding to disruptive behavior 	<ul style="list-style-type: none"> Intervention strategies (misbehavior) 	<ul style="list-style-type: none"> Intervention strategies
Mixed support	Least obtrusive means	<ul style="list-style-type: none"> Responding to minimally disruptive behavior 	<ul style="list-style-type: none"> Least obtrusive means 	<ul style="list-style-type: none"> Least obtrusive means
	Physical environment	<ul style="list-style-type: none"> Organization of classroom 	<ul style="list-style-type: none"> Classroom organization 	<ul style="list-style-type: none"> Classroom organization
	Motivation	<ul style="list-style-type: none"> Motivation 	<ul style="list-style-type: none"> Not coded 	<ul style="list-style-type: none"> Motivation
	Parent/Community involvement	<ul style="list-style-type: none"> Not coded 	<ul style="list-style-type: none"> Not coded 	<ul style="list-style-type: none"> Not coded
	Diversity, cultural factors ¹⁸	<ul style="list-style-type: none"> Social, emotional, cultural factors 	<ul style="list-style-type: none"> Not coded 	<ul style="list-style-type: none"> Not coded
	Social/Emotional factors	<ul style="list-style-type: none"> Social, emotional, cultural factors 	<ul style="list-style-type: none"> Not coded 	<ul style="list-style-type: none"> Not coded
General classroom management	General	<ul style="list-style-type: none"> CM unspecified Philosophy of CM Theories and Research, General 	<ul style="list-style-type: none"> Unspecified Theories and research Personal philosophy Field experience (response, interview with teacher, etc.) 	<ul style="list-style-type: none"> Feedback on CM Skills – Simulation Feedback on CM Skills – Teaching episode Field experience (response, interview with teacher, etc.) Reflections Personal philosophy
	Unclear/Could not be determined	<ul style="list-style-type: none"> Unclear lecture titles¹⁹ 	<ul style="list-style-type: none"> Unclear assignments CBD 	<ul style="list-style-type: none"> Unclear assignments CBD
	None	<ul style="list-style-type: none"> Classroom management not mentioned 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
	Other	<ul style="list-style-type: none"> Other (including reflections) 	<ul style="list-style-type: none"> Other 	<ul style="list-style-type: none"> Other



Codes used in the cross-program analysis

	Classroom management strategies	Lecture codes	Paper- and pencil-assignment codes	Practice assignment codes
Big Five strategies	Rules	■ Rules/Standards of behavior	■ Rules/Standards of behavior	■ Rules/Standards of behavior
	Routines	■ Routines & procedures	■ Routines & procedures	■ Routines & procedures
	Praise	■ Praise/ Positive reinforcement	■ Praise/ Positive reinforcement	■ Praise/ Positive reinforcement
	Engagement	■ Engagement	■ Engagement	■ Engagement
	Misbehavior	■ Student misbehavior	■ Student misbehavior	■ Student misbehavior
Mixed support	Least intrusive means	■ Least intrusive means/ Proactive strategies	■ Least intrusive means/ Proactive strategies	■ Least intrusive means/ Proactive strategies
	Physical environment	■ Physical environment	■ Physical environment	■ Physical environment
	Motivation	■ Motivation	■ Motivation	■ Motivation
	Parent/Community involvement	■ Parent/Community involvement	■ Parent/Community involvement	■ Parent/Community involvement
	Diversity/Cultural factors ²⁰	■ Diversity/Cultural factors	■ Diversity/Cultural factors	■ Diversity/Cultural factors
	Social/Emotional factors	■ Social/Emotional factors	■ Social/Emotional factors	■ Social/Emotional factors
General classroom management	General	■ Classroom management – Not specified	■ Classroom management – Not specified	■ Classroom management – Not specified
	Unclear/Could not be determined	■ Unclear lecture titles	■ Unclear assignments	■ Unclear assignments
	None	■ Classroom management not mentioned	■ Classroom management assignments: none	■ Classroom management assignments: none
	Other	■ Other	■ Other	■ Other

Examples of coding from lecture schedules and assignment descriptions

The following examples come from real syllabi and show how lecture titles and assignment descriptions would be interpreted using our coding scheme.

Lecture schedule from “Child Development and Program Design in Childhood Settings Grades 1-6”

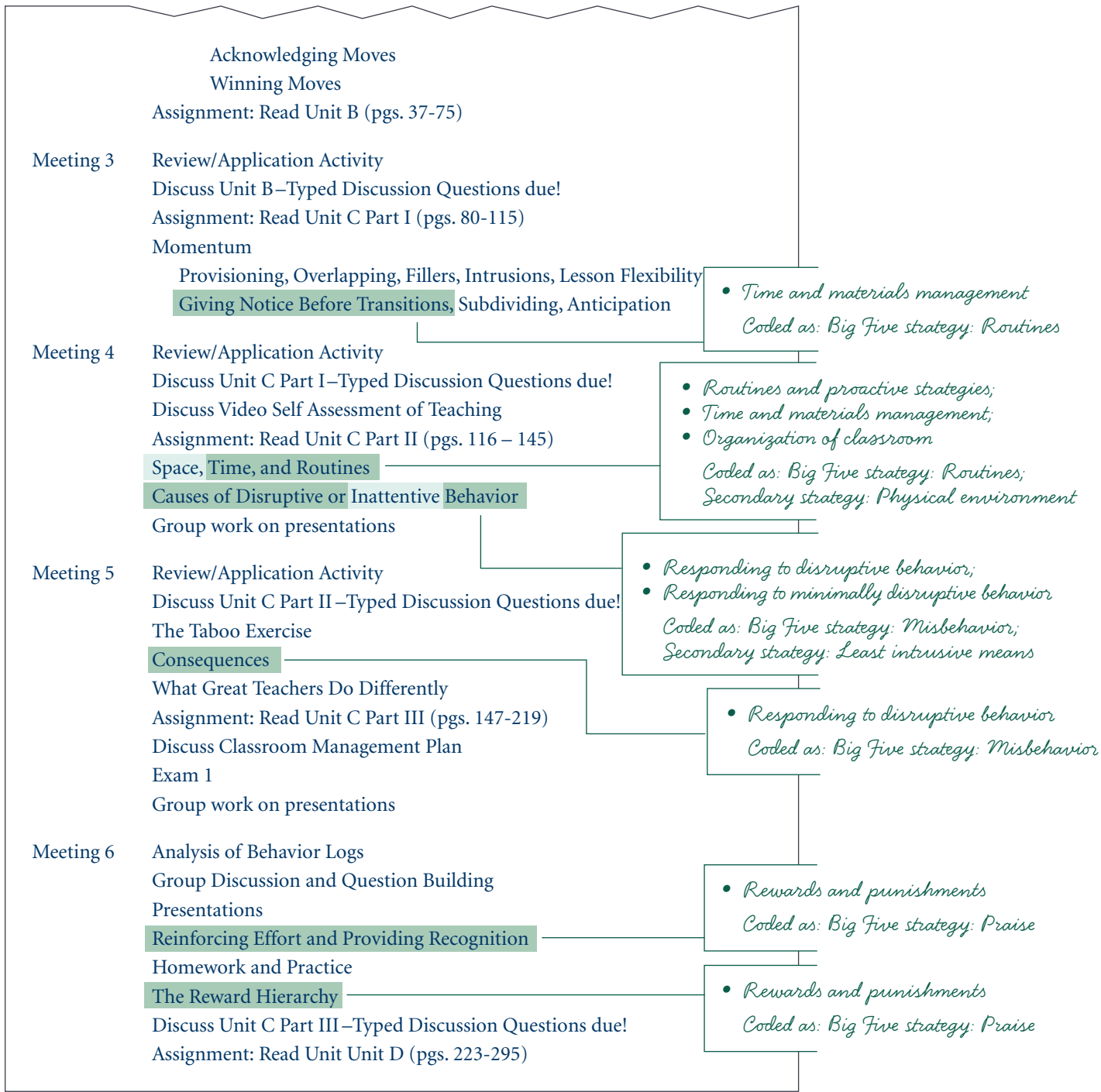
Anticipated Schedule — subject to change	
Date and topic	Readings and Assignments due
Sept. 2 – on campus Introduction Reflective Action in teaching	1 hour online – blog: digital cafe
Sept. 9 – online Classroom management	ONLINE Blog: respond to 4 vignettes
Sept. 16 – on campus The learning environment Meeting students needs in a diverse society	Eby Ch. 1, 2 & 5 Brooks & Brooks all Obs. #1 & 2 due 1 hour online – Blog: view 2 Differentiation videos
Sept. 23 – online Educational Philosophy	ONLINE Assignment section: Philosophy of Education questionnaire and reading
Sept. 30 – on campus Educational philosophy	Eby Ch. 4 & 9 Obs. #3 & 4 due

Classroom Management – unspecified

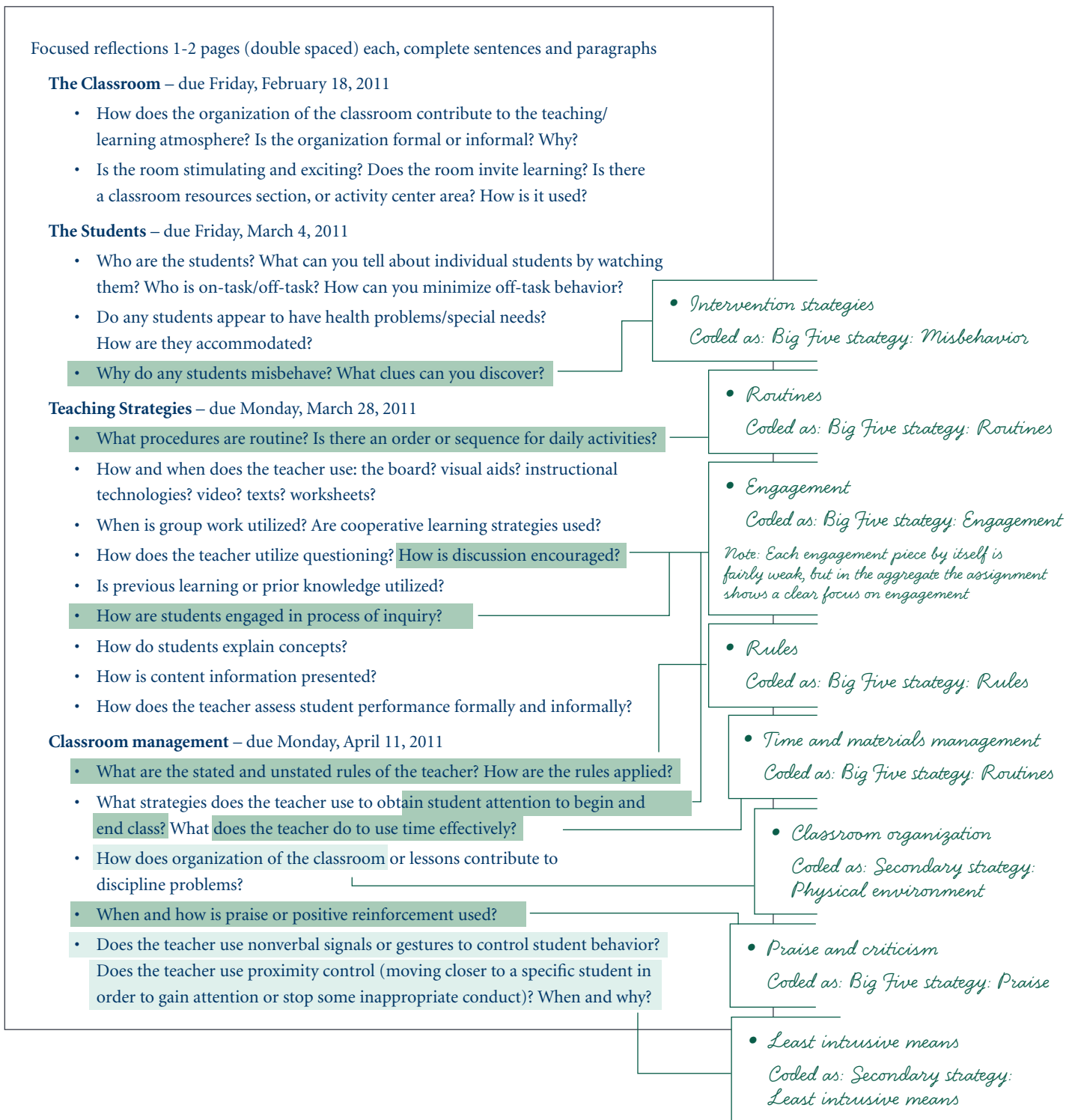
Lecture schedule from “Child Development and Program Design in Childhood Settings Grades 1-6”

II. COURSE OUTLINE AND SCHEDULE. Tentative schedule	
Meeting 1	Introduction to Class, Syllabus What is Classroom Management? Why is Classroom Management Important? Why is Classroom Management so Difficult Today? Characteristics of Effective Teachers and the Connection to Classroom Man. Classroom Management Basics The number one problem in education today... Read and review Unit A (pgs. 3-33)
Meeting 2	Review/Application Activity Discuss Unit A–Typed Discussion Questions due! Introduction to Management A Continuum from Authority to Attraction Desisting Moves Alerting Moves Enlisting Moves

Classroom Management – unspecified



Assignment from course “Field Placement – Mathematics”



Assignment from course “Field Placement – Mathematics”

FINAL 2-3 PAGE (double-spaced) REFLECTION PAPER – due Monday, May 9, 2011

Your 4884 final paper is an opportunity for you to reflect and comment on your experiences and observations in your field placement, by responding to the following questions:

- How will you teach in your own classroom? Do you envision it to be similar to the one you were in? What types of things would you do the same? Would you do differently?
- How will you manage your classroom?
- How do you know when a lesson is successful? How do you know when it is not?
- What do you see as your strengths and weaknesses as a teacher?
- What experiences provided the most opportunity for your own growth and learning?
- What was your favorite (best) lesson and why? Which was your least favorite (worst) and why? Looking back, how would you make it better?

• *Classroom Management – unspecified*

Lectures associated with classroom management

Lecture schedules were examined to determine which class meetings address classroom management. To determine the proportion of a total course that addresses classroom management, the aggregate amount of time spent on this topic in a program was calculated by dividing the sum of all class sessions addressing classroom management by the sum of all lectures in these courses.²¹ This calculation means that if a program has multiple courses that address classroom management, it is possible for the proportion of a course devoted to classroom management to be greater than 100 percent. If more than one topic was listed for a single course meeting, we gave each topic full credit and credited that entire lecture as addressing classroom management, even if only a portion of it actually did.

Occasionally, topical distinctions were impossible. For example, a reading assignment on “intervention strategies” might refer to techniques for responding to either or both off-task behavior and disruptive misbehavior. In such cases we used context clues from other parts of the syllabus to inform our interpretation of the term. If context clues did not help, we applied the most generous interpretation of the term, generally crediting it toward both strategies.

In some cases, a course syllabus indicates that theories or models of classroom management would be presented, rather than individual classroom management approaches and techniques.²² While there is no guarantee that an instructor teaching a model will also teach the specific approaches and techniques included in the model, our analysis gave credit for addressing the techniques and approaches associated with the model. (For example, the “Social Discipline Model” (Driekurs) is credited with addressing rules and standards of behavior and misbehavior.) See Appendix D for a full crosswalk of classroom management models and specific approaches and techniques.

Teacher candidate assignments associated with classroom management

Assignments that pertain to classroom management were also coded. The codes used differed from those for lectures because of the need to code some types of assignments that could only be related to practice (for example, feedback

on a teaching episode), because assignments could sometimes only be coded based on the type of assignment rather than on the content of it, and because assignments tended to use some different terminology than lecture topics.

For courses classified as clinical coursework and therefore placed in the clinical coursework sample, analysis of practice was supplemented by a category of codes not shown in the table above that enabled coding about the type of practice teacher candidates had in PK-12 classrooms: general observation, observation specific to teacher behaviors and observation specific to student behaviors, whole-class teaching episodes, small-group teaching episodes, and so on. Teaching opportunities were also coded for whether or not the course instructor — as opposed to the university supervisor or cooperating teacher — observed the teaching opportunity.

Texts associated with classroom management

Each required textbook for any course in any sample was analyzed based on the proportion of the textbook that is dedicated to classroom management. The first pass was basic: Using the descriptions of content found in chapter headings, textbooks were divided into one of three categories:

1. **FOCUSED** on classroom management, when 50 percent or more of the content deals with classroom management topics, broadly defined.
2. **INCLUDING** classroom management, when at least one chapter but less than 50 percent of the text deals with classroom management topics, broadly defined.
3. **NOT ADDRESSING** classroom management, when not a single chapter deals with classroom management topics, broadly defined.

A much more thorough analysis of textbooks was completed for any required texts included in the cross-program analyses. Each of those textbooks was reviewed independently by two analysts to provide information beyond its mere quantity of coverage

Relevance of observation/evaluation instruments to classroom management

In addition to examining courses and clinical work, student teaching observation/evaluation instruments were also analyzed for programs included in the cross-program analyses, ascertaining whether or not they are designed to provide feedback to the student teacher on each specific classroom management strategy addressed in this study.

The impact of ambiguous materials on the analysis

If a program's courses had syllabi for which descriptions of lectures or assignments are not descriptive enough to categorize, we removed the course or program from that segment of our analysis and our findings indicate as much.

The most significantly affected evaluation involved the calculation of time spent on classroom management lectures, where only 73 programs (61 percent of the sample) had syllabi that consistently included lecture schedules. There is no reason to believe that any of the evaluations based on only part of the sample produce biased results, because there is no plausible connection between a program's foundational coursework preparation in classroom management and its instructors' design of syllabi.



Appendix C: Inventory of research on classroom management in PK-12 classrooms

Studies investigating classroom management strategies that have been successful in improving student behavior and related outcomes

Research on classroom management is drawn from three sources: *Evidence-based practices in classroom management: Considerations for research to practice* (Simonsen et al., 2008); *Teacher classroom management practices: Effects on disruptive or aggressive student behavior* (Oliver et al., 2011); and *Reducing behavior problems in the elementary school classroom* (Institute of Education Sciences, 2008). Each of these studies extensively reviewed research on classroom management using rigorous screening criteria. These studies identified the skills, techniques and approaches to classroom management that had been proven effective.

In a vivid demonstration of the variation in the field, these three analyses together identified over 150 studies deemed rigorous and relevant to classroom management (spanning from the mid-1960s through just a few years ago). However, even though they each claimed to use similar rigorous methodology for identifying research, only nine of the 150 studies were included in more than one of the three analyses, and none was included in all three, perhaps because of the different screening criteria each employed. For example, a number of the studies cited by Simonsen relied on single-case studies. In contrast, Oliver's analysis only included studies that had experimental or quasi-experimental designs. These and other differences in screening processes contributed to the lack of overlap in research.

The meta-analysis by Oliver et al. identified studies with rigorous design and determined that teachers' classroom management practices reduce behavior problems. This analysis did not identify the specific elements of classroom management that are effective; the studies did not have enough statistical power to yield these findings. However, revisiting the studies that Oliver et al. included in this analysis allows the identification of the classroom management techniques they employed. While this analysis does not explicitly support specific classroom management techniques, it does suggest that using classroom management rather than relying only on effective instruction is more useful in maintaining student behavior.

Nearly half the studies identified by these three analyses were located. All available studies were reviewed to determine whether they meet either NCTQ's standards for strong research design or the Institute of Education Sciences' (IES) pilot standards for single-case designs. Studies that meet one or both of these standards were then analyzed to determine to which classroom management strategies they related. The studies in this collection may not appear in NCTQ's Classroom Management Research Inventory²³ (published in conjunction with the *Teacher Prep Review 2013*) because of the time period of reporting. That is, many of the studies predate this century.

Fig. 17 Studies that meet NCTQ's or IES's study design standards

Classroom management strategies

	Studies on strategies with STRONGER aggregated research support ²⁴					Studies on strategies ²⁵ with MODERATE or LIMITED aggregated research support ²⁶								
	Rules	Routines	Praise	Engagement	Misbehavior	Parental involvement	Least disruptive	Academic interventions	Teaching students problem solving, social skills	Teaching students to self-monitor	Peer monitoring & peer tutoring	Physical environment	School-wide behavior plan	Other
Abramowitz, A. J., O'Leary, S. G., & Futersak, M. W. (1988). The relative impact of long and short reprimands on children's off-task behavior in the classroom. <i>Behavior Therapy</i> , 19, 243-247.			✓		✓									
Acker, M. M., & O'Leary, S. G. (1988). Effects of consistent and inconsistent feedback on inappropriate child behavior. <i>Behavior Therapy</i> , 19, 619-624.					✓									
Austin, J. L., Lee, M., & Carr, J. P. (2002). The effects of guided notes on undergraduate students' recording of lecture content. <i>Journal of Instructional Psychology</i> , 31(4), 314-320.				✓				✓						
Barbetta, P. M., Heward, W. L., Bradley, D. M., & Miller, A. D. (1994). Effects of immediate and delayed error correction on the acquisition and maintenance of sight words by students with developmental disabilities. <i>Journal of Applied Behavior Analysis</i> , 27(1), 177-178.								✓						
Beard, K. Y., & Sugai, G. (2004). First step to success: An early intervention for elementary children at risk for antisocial behavior. <i>Behavioral Disorders</i> , 29(4), 396-409.	✓		✓		✓	✓								
Brodin, M., Bruce, C., Mitchell, M. A., Carter, V., & Vance, H. R. (1970). Effects of teacher attention on attending behavior of two boys at adjacent desks. <i>Journal of Applied Behavior Analysis</i> , 3(3), 205-211.			✓											
Cameron, J., & Pierce, W. D. (1994). Reinforcement, reward, and intrinsic motivation: A meta-analysis. <i>Review of Educational Research</i> , 64(3), 363-426.			✓											
Cameron, J., Banko, K. M., & Pierce, W. D. (2001). Pervasive negative effects of rewards on intrinsic motivation: The myth continues. <i>The Behavior Analyst</i> , 24(1), 1-44.			✓											
Carnine, D. W. (1976). Effects of two teacher-presentation rates on off-task behavior, answering correctly, and participation. <i>Journal of Applied Behavior Analysis</i> , 9(2), 199-206.			✓	✓				✓						
Colvin, G., Sugai, G., Good, R. H. III, & Lee, Y.-Y. (1997). Using active supervision and pre-correction to improve transition behaviors in an elementary school. <i>School Psychology Quarterly</i> , 12(4), 344-363.	✓						✓							
Craft, M. A., Alber, S. R., & Heward, W. L. (1998). Teaching elementary students with developmental disabilities to recruit teacher attention in a general education classroom: Effects on teacher praise and academic productivity. <i>Journal of Applied Behavior Analysis</i> , 31(3), 399-415.			✓						✓					

Classroom management strategies

	Studies on strategies with STRONGER aggregated research support					Studies on strategies with MODERATE or LIMITED aggregated research support								
	Rules	Routines	Praise	Engagement	Misbehavior	Parental involvement	Least disruptive	Academic interventions	Teaching students problem solving, social skills	Teaching students to self-monitor	Peer monitoring & peer tutoring	Physical environment	School-wide behavior plan	Other
Daunic, A. P., Smith, S. W., Brank, E. M., & Penfield, R. D. (2006). Classroom-based cognitive-behavioral intervention to prevent aggression: Efficacy social validity. <i>Journal of School Psychology, 44</i> , 123-139.									✓					
Davies, S., & Witte, R. (2000). Self-management and peer-monitoring within a group contingency to decrease uncontrolled verbalizations of children with attention-deficit/hyperactivity disorder. <i>Psychology in the Schools, 37</i> (2), 135-147.				✓						✓	✓			
De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. <i>Journal of Behavioral Education, 11</i> (4), 255-267.	✓		✓				✓							✓
Deci, E. L., Ryan, R. M., & Koestner, R. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. <i>Psychological Bulletin, 125</i> (6), 627-668.			✓											
Dolan et al. (1993). The short-term impact of two classroom-based preventive interventions on aggressive and shy behaviors and poor achievement. <i>Journal of Applied Developmental Psychology, 14</i> , 317-345.			✓	✓				✓						
Drabman, R. S., Spitalnik, R., & O'Leary, K. D. (1973). Teaching self-control to disruptive children. <i>Journal of Abnormal Psychology, 82</i> (1), 10-16.			✓						✓					
Dunlap, G., DePerczei, M., Clarke, S., Wilson, D., Wright, S., White, R., & Gomez, A. (1994). Choice making to promote adaptive behavior. <i>Journal of Applied Behavior Analysis, 27</i> (3), 505-518.				✓				✓						
DuPaul, G. J., Ervin, R. A., Hook, C. L., & McGoey, K. E. (1998). Peer tutoring for children with attention deficit hyperactivity disorder: Effects on classroom behavior and academic performance. <i>Journal of Applied Behavior Analysis, 31</i> (4), 579-592.			✓	✓	✓						✓			
Evertson et al. (1988-1989). Improving elementary classroom management: A school-based training program for beginning the Year. <i>Journal of Educational Research, 83</i> (2), 82-90.	✓	✓	✓	✓	✓							✓		
Gottfredson, D. C., Gottfredson, G. D., & Hybl, L. G. (1993). Managing adolescent behavior a multiyear, multischool study. <i>American Educational Research Journal, 30</i> (1), 179-215.	✓		✓	✓		✓								

Classroom management strategies

	Studies on strategies with STRONGER aggregated research support					Studies on strategies with MODERATE or LIMITED aggregated research support								
	Rules	Routines	Praise	Engagement	Misbehavior	Parental involvement	Least disruptive	Academic interventions	Teaching students problem solving, social skills	Teaching students to self-monitor	Peer monitoring & peer tutoring	Physical environment	School-wide behavior plan	Other
Greenwood, C. R., Hops, H., Delquadri, J., & Guild, J. (1974). Group contingencies for group consequences in classroom management: A further analysis. <i>Journal of Applied Behavior Analysis</i> , 7(3), 413-425.	✓		✓				✓							
Hall, R. V., Panyan, M., Rabon, D., & Broden, M. (1968). Instructing beginning teachers in reinforcement procedures which improve classroom control. <i>Journal of Applied Behavior Analysis</i> , 1(1), 315-322.			✓											
Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? <i>Child Development</i> , 76(5), 949-967.	✓	✓												✓
Hansen, S. D., & Lignugaris/Kraft, B. (2005). Effects of a dependent group contingency on the verbal interactions of middle school students with emotional disturbance. <i>Behavioral Disorders</i> , 30(2), 170-184.			✓						✓					
Hawkins, V. C., & Catalano, R. F. (1991). Reducing early childhood aggression: Results of a primary prevention program. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i> , 30(2), 208-217.	✓	✓	✓			✓	✓		✓					
Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. <i>Journal of Positive Behavior Interventions</i> , 11(3), 133-144.	✓		✓		✓								✓	
Ialongo, N., Poduska, J., Werthamer, L., & Kellam, S. (2001). The distal impact of two first-grade preventive interventions on conduct problems and disorders in early adolescence. <i>Journal of Emotional & Behavioral Disorders</i> , 9(3), 146-161.	✓		✓		✓	✓								
Ialongo, N., Werthamer, L., Kellam, S. G., Brown, C. H., Wang, S., & Lin, Y. (1999). Proximal impact of two first-grade preventive interventions on the early risk behaviors for later substance abuse, depression, and anti-social behavior. <i>American Journal of Community Psychology</i> , 27(5), 599-641.			✓		✓	✓								
Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. <i>Urban Education</i> , 40(3), 237-269.						✓								



Classroom management strategies

	Studies on strategies with STRONGER aggregated research support					Studies on strategies with MODERATE or LIMITED aggregated research support								
	Rules	Routines	Praise	Engagement	Misbehavior	Parental involvement	Least disruptive	Academic interventions	Teaching students problem solving, social skills	Teaching students to self-monitor	Peer monitoring & peer tutoring	Physical environment	School-wide behavior plan	Other
Kastelen, L., Nickel, M., & McLaughlin, T. F. (1984). A performance feedback system: Generalization of effects across tasks and time with eighth-grade English students. <i>Education & Treatment of Children</i> , 7(2), 141-155.			✓											
Kelley, M. L., & Stokes, T. F. (1984). Student-Teacher Contracting with goal setting for maintenance. <i>Behavior Modification</i> , 8(2), 223-244.			✓							✓				
Kern, L., Childs, K. E., Dunlap, G., Clarke, S., & Falk, G. D. (1994). Using assessment-based curricular intervention to improve the classroom behavior of a student with emotional and behavioral challenges. <i>Journal of Applied Behavior Analysis</i> , 27(1), 7-19.				✓						✓				
Kohler, F. W., Crilley, K. M., Shearer, D. D., & Good, G. (1997). Effects of peer coaching on teacher and student outcomes. <i>The Journal of Educational Research</i> , 90(4), 240-250.				✓							✓			
Lohrmann, S., & Talerico, J. (2004). Anchor the boat: A classwide intervention to reduce problem behavior. <i>Journal of Positive Behavior Interventions</i> , 6(2), 113-120.	✓		✓											
Main, G. C., & Munro, B. C. (1977). A token reinforcement program in a public junior-high school. <i>Journal of Applied Behavior Analysis</i> , 10(1), 93-94.			✓											
Montague, M., Enders, C., & Castro, M. (2006). Academic and behavioral outcomes for students at risk for emotional and behavioral disorders. <i>Behavioral Disorders</i> , 31(1), 84-94.														✓
Reid, R., Gonzalez, J. E., Nordness, P. D., Trout, A., & Epstein, M. H. (2004). A meta-analysis of the academic status of students with emotional/behavioral disturbance. <i>The Journal of Special Education</i> , 38(3), 130-143. ⁴														
Sasso, G. M., Reimers, T. M., Cooper, L. J., Wacker, D., Berg, W., Steege, M., Kelly, L., & Allaire, A. (1992). Use of descriptive and experimental analysis to identify the functional properties of aberrant behavior in school settings. <i>Journal of Applied Behavior Analysis</i> , 25(4), 809-821.			✓		✓									
Schuldheisz, J. M., & van der Mars, H. (2001). Active supervision and students' physical activity in middle school physical education. <i>Journal of Teaching in Physical Education</i> , 21, 75-90.							✓							

Classroom management strategies

Sutherland, K. S., Wehby, J. H., & Copeland, S. R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavioral Disorders*, 8(1), 2-8.

van Lier, P. A. C., Muthen, B. O., van der Sar, R. M., & Crijnen, A. A. M. (2004). Preventing Disruptive Behavior in Elementary Schoolchildren: Impact of a Universal Classroom-Based Intervention. *Journal of Consulting and Clinical Psychology*, 72(3), 467-478.

Webster-Stratton, C., Reid, M. J., & Hammond, M. (2004). Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical and Adolescent Psychology*, 33(1), 105-124.

Williams, R. L., & Anandam, K. (1973). The effect of behavior contracting on grades. *The Journal of Educational Research*, 66(5), 230-236.

Yarbrough, J. L., Skinner, C. H., Lee, Y. J., & Lemmons, C. (2004). Decreasing transition times in a second grade classroom. *Journal of Applied School Psychology*, 20(2), 85-107.

Studies on strategies with STRONGER aggregated research support					Studies on strategies with MODERATE or LIMITED aggregated research support								
Rules	Routines	Praise	Engagement	Misbehavior	Parental involvement	Least disruptive	Academic interventions	Teaching students problem solving, social skills	Teaching students to self-monitor	Peer monitoring & peer tutoring	Physical environment	School-wide behavior plan	Other
		✓	✓										
✓		✓		✓									
		✓		✓	✓	✓		✓					
✓	✓	✓		✓									
	✓	✓		✓									



Fig. 18 Studies that do NOT meet NCTQ's or IES's study design standards

Studies were not reviewed for classroom management strategies

Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2(2), 119-124.

Brantley, D. C., & Webster, R. E. (1993). Use of an independent group contingency management system in a regular classroom setting. *Psychology in the Schools*, 30, 60-66.

Broussard, C. D., & Northup, J. (1995). An approach to functional assessment and analysis of disruptive behavior in regular education classrooms. *School Psychology Quarterly*, 10(2), 151-164.

Fox, R. M., & Shapiro, S. T. (1978). The timeout ribbon: A nonexclusionary timeout procedure. *Journal of Applied Behavior Analysis*, 11(1), 125-136.

Fuchs, D., Fuchs, L. S., Thompson, A., Al Otaiba, S., Yen, L., Yang, J. J., Braun, M., & O'Connor, R. E. (2002). Exploring the importance of reading programs for kindergarteners with disabilities in mainstream classrooms. *Exceptional Children*, 68(3), 295-311.

Hall, R. V., Lund, D., & Jackson, D. (1968). Effects of teacher attention on student behavior. *Journal of Applied Behavior Analysis*, 1(1), 1-12.

Jones, R. T., & Kazdin, A. E. (1975). Programming Response Maintenance after withdrawing token reinforcement. *Behavior Therapy*, 6, 153-164.

Lannie, A. L., & McCurdy, B. L. (2007). Preventing disruptive behavior in the urban classroom: Effects of the Good Behavior Game on student and teacher behavior. *Education and Treatment of Children*, 30(1), 85-98.

Lewis, T. J., & Sugai, G. (1993). Teaching communicative alternatives to socially withdrawn behavior: An investigation in maintaining treatment effects. *Journal of Behavioral Education*, 3(1), 61-75.

Madsen, C. H., Jr., Becker, W. C., & Thomas, D. R. (1968). Rules, praise, and ignoring: Elements of elementary classroom control. *Journal of Applied Behavior Analysis*, 1(2), 139-150.

McAllister, L. W., Stachowiak, J. G., Baer, D. M., & Conderman, L. (1969). The application of operant conditioning techniques in a secondary school classroom. *Journal of Applied Behavior Analysis*, 2(4), 277-285.

McCullagh, J., & Vaal, J. (1975). A token economy in a junior high school special education classroom. *School Applications of Learning Theory*, 7(2), 1-8.

Mueller, M. M., Edwards, R. P., & Trahan, D. (2009). Translating multiple assessment techniques into an intervention selection model for classrooms. *Journal of Applied Behavior Analysis*, 36(4), 563-573.

Schunk, D. H. (1983). Reward contingencies and the development of children's skills and self-efficacy. *Journal of Educational Psychology*, 75, 511-518.

Sharpe, T., Brown, M., & Crider, K. (1995). The effects of a sportsmanship curriculum intervention on generalized positive social behavior of urban elementary school students. *Journal of Applied Behavior Analysis*, 28(4), 401-416.

Sheridan, S. M., Eagle, J. W., Cowan, R. J., & Mickelson, W. (2001). The effects of conjoint behavioral consultation: Results of a 4-year investigation. *Journal of School Psychology*, 39(5), 361-385.

Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000). Preventing school violence: The use of office discipline referrals to assess and monitor school-wide discipline interventions. *Journal of Emotional and Behavioral Disorders*, 8(2), 94-101.

Van Houten, R., & McKillop, C. (1977). An extension of the effects of the performance feedback system with secondary school students. *Psychology in the Schools*, 14(4), 480-484.

White-Blackburn, G., Semb, S., & Semb, G. (1977). The effects of a good behavior contract on the classroom behaviors of sixth-grade students. *Journal of Applied Behavior Analysis*, 10(2), 312.

Wilcox, R., Newman, V., & Pitchford, M. (1988). Compliance training with nursery children. *Educational Psychology in Practice*, 4(2), 105-107.

Winett, R. A., & Vachon, E. M. (1974). Group feedback and group contingencies in modifying behavior of fifth graders. *Psychological Reports*, 34, 1283-1292.

Yawkey, T. D. (1971). Conditioning independent work behavior in reading with seven-year-old children in a regular early childhood classroom. *Child Study Journal*, 2(1), 23-34.

Appendix D: Crosswalk of classroom management models and the Big Five

Because managing a classroom can seem to have so many moving parts, a number of individuals have developed classroom management models that “package” a number of approaches to classroom organization and interaction techniques. The table below lists the models encountered in instruction in the coursework evaluated for this study and identifies which of the Big Five are included in the model. As shown in the table below, if a course addresses “Assertive Discipline,” for example, the course is credited with addressing all of the Big Five.

Fig. 19

	Rules	Routines	Praise	Misbehavior	Engagement
Assertive Discipline (Canter)	✓	✓	✓	✓	✓
Child/Student-Centered Approach			✓	✓	
Choice Theory (Glasser)	✓				✓
Cooperative Discipline (Albert)	✓		✓		✓
Discipline with dignity (Mendler & Curwin)	✓		✓		✓
<i>First Days of School</i> (Wong)*	✓	✓	✓		✓
Love and Logic (Fay)	✓				✓
Positive Behavioral Interventions and Support	✓	✓	✓	✓**	✓
Positive Classroom Discipline (Fred Jones)	✓	✓	✓		✓
Self-Regulated Students	✓				
Teacher Effectiveness Training (Gordon Thomas)	✓				✓
Social Discipline Model (Driekurs)	✓				✓

* While *The First Days of School* is a book rather than a classroom management model, it is often used by teacher prep programs as shorthand in lecture schedules to refer to the set of strategies and approaches that Harry and Rosemary Wong advocate. Because of how this book is referred to in syllabi, the most fair way to credit teacher prep programs that reference this book in lecture schedules is by applying the same assumption used for classroom management models — that when a course references the model or book in a lecture schedule, that course also teaches all components of the book or model.

** The Positive Behavioral Interventions and Support framework addresses misbehavior within a multi-tiered prevention approach. When the school-wide or Tier 1 strategies of (a) teaching, modeling, and reinforcing rules, routines, and appropriate social behavior and (b) general non-aversive strategies (e.g., redirections, proximity) are shown to be ineffective, Tier 2/3 practices and systems are considered (e.g., function-based interventions, targeted social skills instruction, cognitive behavioral supports, school-based mental health) at the small group and individual student levels. This approach to classroom management is based on having a coherent school-wide approach to discipline. When this approach is taught in preparation programs, how much teacher candidates learn to address misbehavior in their own classrooms absent school policies on consequences is unclear.

Appendix E: Cross-program analyses

Following are cross-program analyses for nine programs in the study. Each analysis provides a comprehensive picture of instruction (from both lectures and textbooks) and practice on classroom management in all coursework, as well as feedback on practice provided in student teaching. In each analysis, a summary table for the program is followed by several additional pages of information that provide the basis for each checkmark in the summary table.

Program A: Undergraduate elementary

		Classroom management strategies												Classroom management: General references	
		Big Five					Secondary strategies								
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)		
Classroom Curriculum, Management and Assessment	≥1 Lecture														✓
	≥1 Assignment: pencil and paper														✓*
	≥1 Assignment: practice														
	Textbook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Educational Psychology	≥1 Lecture								✓				✓**		
	≥1 Assignment: pencil and paper								✓						✓
	≥1 Assignment: practice														
	Textbook	✓	✓	✓	✓	✓	✓		✓	✓	?		✓		
Pre-autumn Field Experience	≥1 Lecture	Course has no lectures.													
	≥1 Assignment: pencil and paper	✓	✓	✓***		✓		✓		✓		✓			
	≥1 Assignment: practice														
	Textbook	Course has no textbooks.													
Student Teaching	≥1 Lecture	No coursework that addresses classroom management.													
	≥1 Assignment: pencil and paper	No coursework that addresses classroom management.													
	≥1 Assignment: practice	No coursework that addresses classroom management.													
	Textbook	No coursework that addresses classroom management.													
Student Teaching	Observation/evaluation instrument		✓			✓	✓	✓	✓	✓	✓	✓	✓		

* No details on Integrated Unit Assignment are provided; however, a piece of it is due immediately following classroom management unit, implying that it does contain some classroom management.
 ** Lecture on "Effective Environments."
 *** Assignment is "suggested," not required.

Program A

Course: Classroom Curriculum, Management, and Assessment

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Classroom Management Unit: Dr. Harry Wong Video and Lecture from Charles' text; overview of classroom management

Classroom Management Unit: Charles, Chapters 1-4*

Classroom Management Unit: Charles, Chapters 5-7

Classroom Management Unit: Charles, Chapters 8-11

Classroom Management Unit: Charles, Chapters 12-15

												✓
												✓
												✓
												✓
												✓

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Classroom Assessment Unit: Burke, Chapters 1-3

Classroom Assessment Unit: Burke, Chapters 4-6

Classroom Assessment Unit: Burke, Chapters 7- Conclusion

Classroom Methods & Materials: Joyce, Chapters 1,2, 4

Classroom Methods & Materials: Joyce, Chapters 16-18

Classroom Methods & Materials: Joyce, Chapters 12-15

Classroom Methods & Materials: Joyce, Chapters 7,11,9

Classroom Methods & Materials: Joyce, Chapters 5,6,8,10

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Exam #1**

													✓
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Exams 2 & 3

- Design an integrated themed unit plan**
- Use *Backward Design* for curriculum planning (see Wiggins & McTighe, 2003).
 - Pose *essential questions* to focus student inquiry and to integrate curriculum (see Marzano, 2001).
 - Modify curriculum for at least *three special needs*, using current theories (i.e., Gardner's Multiple Intelligences, McCarthy's 4MAT) to describe a typical range of student learning characteristics and modify curriculum to accommodate a type range of special needs (see Tomlinson, 2000).
 - Identify and justify elements of *Models of Teaching* (Joyce) in the instructional design.
 - Design lesson plans incorporating least three different *Models*.

Notebook/ Portfolio

* While many specific topics are addressed in the Charles textbook chapters assigned (e.g., rules, routines, student engagement, addressing misbehavior), we cannot be certain that these topics were discussed in a lecture, especially given that the textbook often only briefly touches on these topics.
 ** Because Exam #1 follows the lectures on classroom management, we assume that it tests teacher candidates on classroom management.

Textbook relevant to classroom management:

Charles, C.M. (2005). *Building classroom discipline* (10th ed.). New York: Pearson.

Topic	How addressed
Rules/Standards of behavior	<p>Ch 5 "Morish asks teachers to train their students to comply with rules, limits, and authority. ... When you establish rules, you must commit to ensuring they are obeyed" (pp. 87-8; see also p. 93).</p> <p>Ch 6 "...even with good management teachers need a discipline approach that contains rules and consequences" (pp. 104-5).</p> <p>Ch 7 "Classroom rules are used to formalize expectations about behavior. General rules, fairly few in number, define the teacher's broad guidelines, standards and expectations for work and behavior. ... Specific rules relate to procedures and routines" (p. 124).</p> <p>Ch 8 "Work with students to establish standards of conduct in the classroom. ... Once agreements and consequences are established, they should be put in writing and all students should sign the document..." (p. 147).</p> <p>Ch 11 "The first thing you should do when students arrive for class the first day is to teach them exactly what the rules mean. ... In his book Classroom Discipline 101, you can find his exact wording for 11 rules and his suggestions for teaching them to students" (p. 197).</p> <p>Ch 16 <i>How Do I Finalize a System of Discipline Designated Especially for Me and My Students?</i>, Sec. Communicating My Discipline plan to Students and Others (p. 290).</p>
Routines & Procedures	<p>Ch 6 "To establish good procedures, do two things. First, decide what routines are necessary for the activities you will provide, and second, make lists of the procedural steps students must follow in order to participate in and benefit from the activities"; detailed discussion of various procedures follows, including: morning entry procedures; desk procedures; line-up procedures; lunch procedures; basic assembly procedures; and more (pp. 106-11).</p> <p>Ch 7 "To help teachers make a maximum use of time available for instruction, Jones recommends establishing a classroom structure that gives close attention to rules, routines, and responsibility training" (p. 123).</p> <p>Ch 11 "Organize procedures. Good organization is your best friend. Make sure you have procedures for everything..." (p. 203).</p>
Praise/Positive reinforcement	<p>Ch 4 <i>What are the Foundations that Underline Today's Best Systems?</i>, Sec. Congruent Communication, "Teachers Should Use Appreciative Praise..." (p. 69).</p>
Engagement	<p>Ch 7 Brief discussion includes: "Jones found the best teachers keep students actively involved in lessons. To help teachers maintain student involvement, Jones developed a teaching approach he calls Say, See, Do teaching." (p. 127).</p> <p>Ch 14 Brief discussion of using marker boards to maintain student engagement (pp. 263-4).</p>
Student misbehavior	<p>Ch 8 "Teachers must intervene when class agreements or rules are broken. These interventions, which should be nonpunitive, are intended to stop the misbehavior and get the student's mind back on classwork" (p. 148).</p> <p>Ch 9 Extended discussion of responses to different kinds of misbehavior: "attention-seeking behavior"; "attempts to avoid failure or embarrassment"; "angry students"; "control-seeking students"; "overly energetic students"; "bored students" and "uninformed students" (pp. 164-7).</p> <p>Ch 10 "On occasions when students fail to ... [behave], teachers can greatly improve their effectiveness by abandoning...damaging practices." (p. 186).</p> <p>Ch 10 Discussion outlines ten "damaging practices" and their preferred alternatives (pp. 186-8).</p> <p>Ch 11 Extended discussion of reasons for sending students out of the room: "In Segan's approach, only three things call for students to get sent from the room—defiance, repeated disruption, and gross disrespect" (pp. 207-9).</p> <p>Ch 14 ""Synergetic Management emphasizes the prevention of misbehavior, but it can also deal effectively when misbehavior when it occurs. ... four types of intervention are presented here ... Reminders and Body Language; Identifying and Addressing Cause of Misbehavior; Having the Student Identify More Responsible Behavior; Working Together to Find a Solution" [Given the range of techniques, this section is included in both "Student misbehavior" and "Least intrusive means/ Proactive strategies."] (pp. 256-7).</p> <p>Ch 15 Discussion of conflict resolution during group work: "Potential conflict should be addressed at the beginning of group work. Guidelines might include the need for all participants to give each other feedback online and directions on how to proceed when impasses or serious conflicts occur..." (p. 278).</p>
Least intrusive means/ Proactive strategies	<p>Ch 7 Discussion of use of nonverbal techniques in setting limits, including "eye contact," "physical proximity," "body carriage" and "facial expressions" (p. 126).</p> <p>Ch 10 "How To Intervene When Students Misbehave: ... "Suppose Syong is annoying Neri. Before saying anything to Syong, you would prompt her to stop by using an unobtrusive technique, such as facial expression, eye contact, hand signal, moving near Syong, changing voice tone..." (p. 186).</p> <p>Ch 11 Brief discussion of the use of eye contact: "Looking students in the eye and having them look you in the eye reinforces your authority. ... Remember, you are looking for full nonverbal and verbal compliance with your directions" (p. 203).</p> <p>Ch 14 "Synergetic Management emphasizes the prevention of misbehavior, but it can also deal effectively when misbehavior when it occurs. ... four types of intervention are presented here ... Reminders and Body Language; Identifying and Addressing Cause of Misbehavior; Having the Student Identify More Responsible Behavior; Working Together to Find a Solution" (pp. 256-7).</p> <p>Ch 16 <i>How Do I Finalize a System of Discipline Designated Especially for Me and My Students?</i>, Sec. Prevention (p. 295).</p>

Physical environment	Ch 2 Brief discussion of importance of reducing students' "physical discomfort" (p. 36).
	Ch 7 Brief discussion of room arrangement. "Jones urges teachers to maintain close contact with students and move among them while they are engaged in seat work and cooperative learning" (p. 124).
	Ch 11 Brief discussion of room arrangement. "Have everything in your room, including your materials, neat and organized..." (p. 203).
Motivation	Ch 5 Brief discussion of motivation and rewards: "...Real Discipline does not rely on high natural motivation. Instead, it teaches students how to persevere and work through activities that are not especially appealing" (pp. 95-6).
	Ch 9 Very brief discussion of internal vs. external motivation (p. 178).
	Ch 7 <i>How Does Fred Jones Establish Class Discipline?</i> , Sec. Increase Student Motivation and Responsibility through Judicious Use of Incentives (p. 128).
Parent/Community involvement	Ch 11 Brief discussion includes: "As for parents, Segan doesn't believe they will be of much help to you in discipline matters" (p. 209).
	Ch 9 <i>How Does Spencer Kagan Use Structures?</i> , Sec. Parent and Community Alliances and Schoolwide Programs (p. 167).
Diversity/Cultural factors	Ch 2 Sec. on Socio-Cultural Realities that Influence Behavior which includes the following subheadings: "Values That Are Usually Emphasized in Schools"; "Are Where Values May Come into Conflict"; "Economic Realities That Impinge on Student Behavior"; "Hidden Rules of Students in Poverty"; "Why Some Students Feel Undervalued and Powerless"; "General Suggestions for Working with Students from All Societal and Economic Groups" (pp. 28-31).
Social/Emotional factors	Ch 15 <i>How Does Van Wie Build and Maintain Democratic Communication?</i> , Sec. Regarding Standards of Social Emotional Learning (p. 275).
Other (specify)	

Program A

Course: Educational Psychology

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Motivation								✓				
Effective Environments												✓

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Introduction												
Development												
Development and Diversity												
Learning Theories												
Learning Theories and Instruction												
Constructivism and Accommodation												
Exceptionalities and Assessment												
Assessment												



Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Classroom Management Case Study

You will read one case study that presents one or more classroom management issues, locate and review current research articles from peer-reviewed scientific journals that address the same or similar issues and possible solutions, and write a paper in which you recommend a course of action. Case studies, a list of appropriate journals, and specific guidelines will be provided by the instructor. This paper must be posted in your LiveText portfolio, and I must be listed as a "Reviewer" for you to receive credit for this assignment. This case study is worth 52 points.

Imaginary Classroom Assignment

You and a partner will complete a multi-part assignment applying educational psychology concepts and practices to an imaginary classroom. Specific guidelines will be provided in a separate handout. This Imaginary Classroom assignment is worth a total of 150 points.

Tests

There will be four tests consisting of multiple choice and short answer questions, and covering material from the textbook and in-class lectures/activities. The lowest of your four test grades will be dropped from your final grade. The fourth test will occur during our scheduled final exam time, and will be cumulative. Each test is worth 75 points.*

												✓
												✓
							✓					✓

* We assume that the tests would cover the same classroom management topics that were addressed in lectures.

Textbook relevant to classroom management:

Slavin, R.E. (2006) *Educational psychology: Theory and practice* (8th Ed.). Upper Saddle River, NJ: Pearson.

Topic	How addressed
Rules/Standards of behavior	Ch 11 Brief discussion on "One of the first management-related tasks at the start of the year is setting class rules. Three principles govern this process. ..." (pp. 339-40).
Routines & Procedures	Ch 11 Brief discussion of transitions: "Transitions are the seams of class management at which classroom order is most likely to come apart..."; "When making a transition, the teacher should give a clear signal..."; "Before a transition is made, students must be certain about what they are to do when the signal is given" (pp. 334-5). Ch 11 Discussion of momentum (p. 333).
Praise/Positive reinforcement	Ch 11 Two methods discussed: 1) "praising behavior that is incompatible with misbehavior" ("That is, catch students in the act of doing it right."); and 2) "praising other students" ("It is often possible to get one student to behave by praising others for behaving.") (pp. 343-4). Ch 10 <i>Motivating Students to Learn</i> , Sec. Using Praise Effectively (p. 319). Ch 5 Possibly relevant text on "positive reinforcers" (p. 133).

Engagement	Ch 11 Brief discussion on “The best way to increase students’ time on-task is to teach lessons that are so interesting, engaging, and relevant to students’ interests that students will pay attention and eagerly do what is asked of them” (p. 333). Ch 11 Very brief discussion of “engaged time, or time on-task, the number of minutes actually spent learning” (p. 330).
Student misbehavior	Ch 11 Brief discussion of applying consequences “when all previous steps have been ineffective in getting the student to comply with a clearly stated and reasonable request” (pp. 344-5). Ch 11 Discussion of misbehavior including: how misbehavior is maintained by reinforcers; use of target behaviors and reinforcers; and the use of “punishers” (“a punisher is any unpleasant stimulus that an individual will try to avoid”); the only technique for addressing misbehavior discussed with any specificity is the time out, in which “The teacher tells a misbehaving student to go to a separate part of the classroom, the hall, the principal’s or vice principal’s office, or another teacher’s class” (pp. 345-50).
Least intrusive means/ Proactive strategies	Ch 11 Brief discussion of (pp. 342-4). The “principle of least intervention” and the importance of “prevention” both emphasized. Ch 11 A section discusses the importance of “nonverbal cues,” by the use of which “Teachers can eliminate much routine classroom behavior without breaking the momentum of the lesson...In contrast, verbal reprimands can cause a ripple effect”; “verbal reminders” are also discussed briefly (pp. 343-4).
Physical environment	Not addressed
Motivation	Ch 10 Sec. How Can Teachers Increase Students’ Motivation to Learn? Topics include: “intrinsic and extrinsic motivation”; the use of rewards; enhancement of intrinsic motivation; and extrinsic incentives (pp. 312-8).
Parent/Community involvement	Ch 4 <i>Student Diversity</i> , Sec. School, Family, and Community Partnerships (p. 97).
Diversity/Cultural factors	Ch 4 <i>Student Diversity</i> (p. 101). [Note: All of Ch. 4 is devoted to the topic of “Student Diversity,” but the material presented is not oriented toward classroom management concerns.]
Social/Emotional factors	Not addressed
Other (specify)	

Program A

Course: Pre-Autumn Field Experience

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None



LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

None

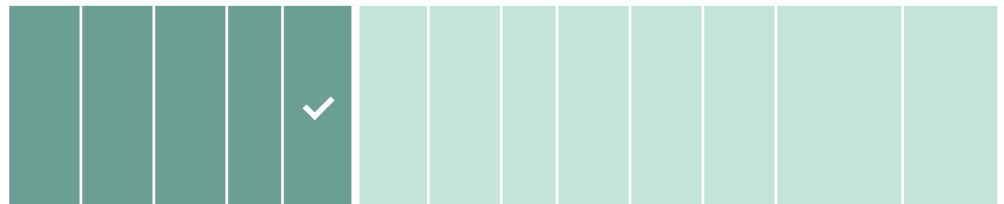


ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Suggested Learning Experiences

Observe and discuss with the cooperating teacher these components of the management program.

- Techniques for classroom management and discipline
- Techniques for establishing rapport with students.





Classroom management strategies

	Big Five					Other strategies							
	Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references
Suggested Learning Experiences 3. Assume responsibility for part of the classroom management, such as taking roll and distributing materials.		✓											
Suggested Learning Experiences Observe and discuss with the cooperating teacher, as the situation permits, the following methods and techniques: 8. Contract teaching – Consequences and rewards are stated.			✓		✓								
Observe and note the professional relationships among administrators, teachers, other certified and non-certified personnel, students and their parents. How are parents involved in the learning of their children?									✓				
Observe and note various classroom management procedures demonstrated by classroom teachers. 6. Establishing rapport with students											✓		
Observe Consequences for Infractions and mark as Effective/ Ineffective					✓								
Classroom rules, procedures and routines that affect the lesson	✓	✓											
Physical arrangement and grouping patterns that affect the lesson							✓						

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Identify and record aspects of the school's curricular and extra-curricular programs.	
Discuss community resources and services available to the classroom teacher.	
Discuss and record the organizational structure of the district.	
Observe and record information about the use of Constructivism in the PK-12 classrooms.	
Observe and describe the different teaching methods demonstrated by classroom teachers.	
Participate in selective instructional and student-related activities and attend professional meetings.	

No textbook relevant to classroom management assigned in this course.

Program A

Student teaching observation/evaluation instruments

Instrument titles:

Student Teaching Informal Observation Notes; Student Teaching Formal Observation Notes; Student Teaching Midterm Evaluation;

Student Teaching Final Evaluation

Topic	How addressed
Rules/Standards of behavior	Not addressed
Routines & Procedures	"Maintaining instructional momentum; Handling transitions effectively."
Praise/Positive reinforcement	No relevant language (except in video review)
Engagement	Not addressed
Student misbehavior	"Handling student disruptions quickly and effectively."
Least intrusive means/ Proactive strategies	"Monitoring the classroom effectively."
Physical environment	"Managing the physical environment of the classroom to meet instructional, social and physical needs of students."
Motivation	"Applying theory of human development to motivate students."
Parent/Community involvement	"Working with parents of students from racial and ethnic populations."
Diversity/Cultural factors	Not addressed
Social/Emotional factors	"Instructional Planning for Effective Teaching: Candidates must demonstrate their ability to design and manage the instructional and physical environment as well as the human dynamics of the classroom by: Understanding the use of research and experience-based principles and effective practice to encourage the intellectual, social, and personal development of students and including how status/historically marginalized families effects students."
Other (specify)	"Maintaining a positive affective classroom environment."



Program B: Undergraduate elementary

		Classroom management strategies												Classroom management: General references
		Big Five					Secondary strategies							
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	
Effective Teaching and Learning	≥1 Lecture							✓						✓
	≥1 Assignment: pencil and paper			✓				✓						✓
	≥1 Assignment: practice													✓
	Textbook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Field Experience in Teaching & Learning	≥1 Lecture	Could not be determined.												
	≥1 Assignment: pencil and paper			✓				✓						✓
	≥1 Assignment: practice													
	Textbook	No textbooks relevant to classroom management.												
Supervised Student Teaching and Weekly Seminar Course	≥1 Lecture			✓										✓
	≥1 Assignment: pencil and paper				✓			✓						✓**
	≥1 Assignment: practice													
	Textbook	✓	✓	✓		✓	✓							
Student Teaching	Observation/evaluation instrument			✓	✓	✓		✓			✓	✓		

* Lecture titled "Understanding Diversity in the Classroom" and "Personal, Social, and Moral Development" may be classroom management related.

** Classroom management is one topic that teacher candidates may address in assignment.

Program B

Course: Effective Teaching and Learning

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Theories of Motivation and Affect							✓					
Motivation and Affect in the Classroom							✓					
Classroom Management: Creating a Successful Learning Environment												✓

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Understanding Diversity in the Classroom*												
Personal, Social, and Moral Development**												
Educational Psychology: Becoming an Effective Classroom Teacher												
Assessing Learning through Standardized Testing												
An In-depth Guide to Using Technology in the Classroom												
Assessment in the Classroom												
Sociocognitive and Constructivist Views of Learning												
Complex Cognitive Views of Learning Technology												
Cognitive Views of Learning												
Behavioral Views of Learning												
Cognitive and Language Development												

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Reflections, Learning Logs/Discussion Boards Students will provide indications of learning through weekly online discussions on Blackboard and/or active classroom participation on the course content. You will maintain a log which will indicate your thoughts, reflections, critical review, and connections to readings and to experiences from the field. <ul style="list-style-type: none"> Quick Write on Motivation Quick Write on Classroom Management 							✓					✓
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* There is no indication that this course considers diversity in the context of classroom management.

** See above.



Classroom management strategies

	Big Five					Other strategies							
	Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references
<p>Field Experiences Each student is expected to participate in 14 hours of field experiences in order to understand children and adolescents across a range of student developmental levels, socioeconomic backgrounds, language proficiencies and disabilities through observations. <i>Handwritten field notes and typed reflections</i> are required to document experiences. Field assignments may also be provided which are specifically geared to connecting course work, class discussions, and readings to actual teaching practices. Assignments directly connected to Field Experience. See Course Outline and separate handout, where applicable. *</p>													✓
<p>Common Assignment Designing a lesson plan following the methodology, theories and pedagogy described in the course and in the text book. A sample lesson plan is provided for your review and use. It will include pre and post assessment, motivation, student engagement and rational [sic] for homework assessment. Emphasis will be placed on providing for individual differences. Remember to always plan with the end in mind</p>			✓				✓						
<p>Final Exam</p>													

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Written and Presented Lesson Plan/s with Reflections**

Reflect upon your specific lesson by maintaining an e-journal. For example, ask yourself: How did the students respond? What did you think about as you were facilitating the lesson? What changes did you make as you were presenting [sic]. What would you do differently, were you to present this lesson again? You can forward your reflections to me electronically for my review and comment.

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* We assume that this field experience addresses classroom management to some degree.
 ** Possibly relevant assignment, although there is no indication that classroom management is addressed.

Textbook relevant to classroom management:

Moreno, R. (2010) *Educational psychology*. Hoboken, NJ: John Wiley & Sons, Inc.

Topic	How addressed
Rules/Standards of behavior	Ch 11 <i>Classroom Management</i> , Sec. Classroom Rules (p. 417). Ch 11 "Classroom rules list the "dos and don'ts" of classroom behaviors and corresponding consequences and can be thought of as classroom expectations" (pp. 417-19).
Routines & Procedures	Ch 11 <i>Classroom Management</i> , Sec. Classroom Procedures (p. 416). Ch 11 Discussion of "how to manage transitions effectively" (p. 411). Ch 11 Discussion of classroom procedures: "Classroom procedures are the routines for approaching recurring classroom tasks, such as how students will turn in homework, go to the restroom, or transition from one activity to another" (pp. 416-17).

Praise/Positive reinforcement	Ch 9 <i>Theories of Motivation and Affect</i> , Sec. Rewards, Praise, and Feedback as Classroom Incentives (p. 332). Ch 5 Discussion of positive reinforcement: "...positive reinforcement requires the following four conditions: 1. A desirable behavior is displayed. 2. The reinforcer is temporally contiguous to the behavior. 3. The reinforcer is contingent on the behavior. 4. The reinforcer is a desirable consequence" (pp. 164-66).
Engagement	Ch 11 <i>Classroom Management</i> , Sec. Organization, "time-on-task" (p. 410). Ch 6 Brief discussion of attention: "Attention is the starting point of learning. Effective teachers are aware of the relationship between attention and learning and regularly monitor and direct students' attention to what is important in the classroom" (pp. 218-9).
Student misbehavior	Ch 11 <i>Classroom Management</i> , Sec. Intervening With Problem Behaviors, Communication and Strategies (p. 421). Ch 5 Discussion of "removal punishment," "time-out," "detention," "in-school suspension," "response cost," "presentation punishment," and "logical consequences" (pp. 174-77). Ch 5 Discussion of "ineffective forms of punishment" (pp. 178-79). Ch 11 Discussion of misbehavior: "Misbehaviors are any student actions that have the potential to disrupt classroom learning and activities..." (pp. 421-23). Ch XX Discussion of serious misbehavior (aggression, defiance, bullying and violence) (pp. 433, 436-8).
Least intrusive means/ Proactive strategies	Ch 11 <i>Classroom Management</i> , Sec. Behaviorist Strategies (p. 423). Ch 5 Brief discussion of "cueing": "Cueing happens when we use signals to indicate that a certain response is desirable or undesirable. ... Cueing can be verbal...or nonverbal, such as when a teacher uses body language (i.e. making eye contact, frowning) to let students know that an inappropriate behavior needs to cease" (pp. 172-3). Ch 11 Brief discussion of the principle of least intervention (pp. 423-24).
Physical environment	Ch 11 <i>Classroom Management</i> , Sec. Physical Arrangement (p. 414). Ch 11 Discussion of physical arrangement: "The way a teacher arranges students' desks, instructional materials, and equipment will likely affect students' behavior and learning" (pp. 414-16).
Motivation	Ch 10 <i>Motivation and Affect in the Classroom</i> (p. 368). Ch 9 Extensive discussion entitled "Theories of Motivation and Affect": discussions of "intrinsic and extrinsic motivation"; "behavioral theories of motivation"; "cognitive theories of motivation"; "sociocognitive theories of motivation"; "humanistic theories of motivation" (pp. 329-51).
Parent/Community involvement	Ch 11 <i>Classroom Management</i> , Sec. Parent Collaboration (p. 419). Ch 11 Brief discussion of "diversity in parents' involvement and expectations" (p. 441).
Diversity/Cultural factors	Ch 11 <i>Classroom Management</i> , Sec. Diversity in Classroom Management (p. 440). Ch 2 Extensive discussion entitled "Understanding Diversity in the Classroom." Sections include "Cultural, Ethnic and Racial Diversity"; "Approaches to Teaching in the Culturally Diverse Classroom"; "Language Diversity" (pp. 27-40). Ch 8 Brief discussion of "diversity in social learning and constructivist learning" (pp. 316-19).
Social/Emotional factors	Ch 10 <i>Motivation and Affect in the Classroom</i> , Sec. The Basis of Motivation (p. 369). Ch 2 Discussion of "Gender and Sex Diversity"; "Gender Differences in the Classroom"; "How Gender Bias Affects Students"; "Intelligence"; "Ability Differences in the Classroom"; "Cognitive Styles and Learning Preferences"; "Temperament and Personality"; and "Exceptional Students" (pp. 40-59).
Other (specify)	

Program B

Course: *Field experience in teaching and learning*

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]
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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]
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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Field: Create a learner analysis for the students engaged in your lesson plans.

- Meet with host teacher.
- Discuss a lesson plan you can develop for a group of students in the class.
- How do you plan to assess need and effectiveness of your planned lesson? How will you motivate students and teach for transfer? How will you engage them?
- Bring in artifacts from the lesson.

[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]
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Field: Bring in examples of lesson plan formats, activities and exercises from your host class. Indicate motivational strategies used by host teacher.

[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]
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Create or demonstrate a strategy, approach or format for effective classroom management you would use in your field.

[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Miscellaneous assignments related to:

- Selecting a school site
- Responding to required reading
- Discussing self-regulation and self-efficacy with parents
- Discussing cooperating teacher's learning theories
- Assessing student learning
- Researching differentiated instruction
- Observing cooperating teacher's assessments

[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]	[X]
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No textbook relevant to classroom management assigned in this course.

Textbook relevant to classroom management:

Price, K. M. & Nelson, K. L. (2010) *Planning Effective Instruction: Diversity Responsive Methods and Management*, Belmont, CA: Wadsworth Publishing.

Topic	How addressed
Rules/Standards of behavior	Ch 10 Section on “developing classroom rules” (pp. 112-114). Ch 11 Section on “communicating behavior expectations” (pp. 128-133).
Routines & Procedures	Ch 10 Section on “establishing classroom routines” (p. 114) Ch 12 Section on “managing transitions” (pp. 148-151).
Praise/Positive reinforcement	Ch 11 Section on “acknowledging appropriate behavior,” including “acknowledging frequently” and “acknowledging specifically” (pp. 131-135).
Engagement	Not addressed
Student misbehavior	Ch 10 Section on “selected behavioral interventions” and “when to use selected behavioral interventions” (pp. 120-123).
Least intrusive means/ Proactive strategies	Ch 12 Section on “monitoring student behavior” (pp. 139 – 141).
Physical environment	Ch 10 Section on “the physical environment” (pp. 110-111). Ch 12 Section on “considerations in room arrangement” (pp. 141-143).
Motivation	Ch 14 (only mentioned in the context of lesson planning, not classroom management)
Parent/Community involvement	Not addressed
Diversity/Cultural factors	Ch 10 Section on “responding to diversity when connecting with students” (p. 110).
Social/Emotional factors	Ch 10 Section on “responding to diversity when connecting with students” (p. 110). Section on “establishing social skills” (p. 114).
Other (specify)	

Program B

Student teaching observation/evaluation instruments

Instrument titles:

Student Teacher Observation Form: Childhood Education; Student Teaching Final Evaluation Form: Childhood Education

Strategy	How addressed
Rules/Standards of behavior	Not addressed
Routines & Procedures	Not addressed
Praise/Positive reinforcement	Not addressed
Engagement	“Students were actively engaged in all learning experiences included in the lesson.”
Student misbehavior	“4i. Used positive classroom management techniques that encourage mutual respect and positive recognition of all members of the learning community: In addition, the ST consistently employed techniques designed to foster a sense of mutual appreciation, tolerance and collegiality in the classroom. The ST may also have done a superb job in managing or diffusing a difficult situation, with the result of visibly increasing student confidence in the ST’s ability to maintain a stable and safe environment.”
Least intrusive means/ Proactive strategies	“The Student Teacher...was adept at using nonverbal cues to maintain class discipline, or convey other information, so as to minimize disruption and keep focus.”
Physical environment	No (references to safety only; no references to organizing the environment to improve management of classroom).
Motivation	“Used knowledge of individual and group motivation to foster active engagement in learning.”
Parent/Community involvement	No (references to collaborating with families to increase learning opportunities for students, but not for improving management).
Diversity/Cultural factors	No (references to appreciating cultural diversity, but not related to classroom management).
Social/Emotional factors	“The ST created an atmosphere that was enjoyable, inclusive, and nonthreatening for all students.” “The ST... demonstrated lack of tolerance for bullying, sarcasm, or ridicule.”
Other (specify)	“The ST uses instructional or management strategies that enforce democratic values, individual freedom of thought, and collective decision-making.”



Program C: Undergraduate secondary

Classroom management strategies

		Big Five					Secondary strategies							Classroom management: General references
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/ Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	
Secondary School Organization and Curriculum	≥1 Lecture						Could not be determined.							
	≥1 Assignment: pencil and paper													✓
	≥1 Assignment: practice					≥1								
	Textbook	No textbook relevant to classroom management.												
Teaching Techniques in the Secondary School	≥1 Lecture				✓				✓	✓			✓	✓
	≥1 Assignment: pencil and paper				✓				✓				✓	✓
	≥1 Assignment: practice													??*
	Textbook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Teaching Techniques in the Secondary School II	≥1 Lecture						Could not be determined.							
	≥1 Assignment: pencil and paper													
	≥1 Assignment: practice													✓
	Textbook	✓	✓	✓		✓	✓	✓		✓	✓		✓	
Child and Adolescent Development	≥1 Lecture								✓		✓	✓		
	≥1 Assignment: pencil and paper													??**
	≥1 Assignment: practice													
	Textbook***			✓		✓	✓		✓	✓	✓	✓		
Supervised Teaching in the High School	≥1 Lecture						Could not be determined.							
	≥1 Assignment: pencil and paper						Could not be determined.							
	≥1 Assignment: practice						Could not be determined.							
	Textbook						Could not be determined.							
Student Teaching	Observation/evaluation instrument	✓	✓		✓	✓	✓	✓		✓	✓	✓		

* No details are provided on the unspecified Classroom Management Assignment.

** Syllabus does not assign chapter 12 (see textbook detail below).

*** A case study is assigned, but no details are provided.

Program C

Course: Secondary School Organization and Curriculum

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Could not be determined

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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Reflection –

Reflect on observations, lessons, and activities.*

												✓
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Final Reflection –

Write a detailed account of your subjects (students) and the environment in which you observed. Be sure to include information on appearances, interactions, habits, and behaviors.

					✓							✓
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Personal Philosophy of Education –
Compose a philosophy of education

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Discussion Board Interaction

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Historical Timeline

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Organizational Structure Paper –
Observe, research, and document the structure, organization, and management of the secondary schools.

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Multiple Intelligences Paper –
Discuss activities that address learning styles and multiple intelligences of middle and high school students.

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School Event Write-Up

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Resume and Letter of Application –
Create a resume and letter of interest suitable for submission to prospective employers.

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Interview –
Interview a teacher in a teaching field other than the student's major or minor.

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Multi-cultural Report/Presentation –
Research and present a report that could be used to make an oral presentation regarding special populations and multicultural influences.

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* Assuming that some of this is may be relevant given description of final reflection.



Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Human Growth and Development (TEXES Competency 1)*							✓					
Learning Processes and Engagement (TEXES Competency 4)			✓									
Productive Classroom Climate (TEXES Competency 5)											✓	
Learning Environment for Managing Student Behavior (TEXES Competency 6) and Family Involvement and Communicating Effectively (Competency 11)								✓				✓
Appropriate Instruction that actively engages students (Competency 8)			✓									

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

First Chat												
Legal and Ethical Requirements (Competency 13)												
Second Chat												
Diversity, Learning and Assessment (TEXES Competency 2)**												
Designing Effective Instruction (TEXES Competency 3)												
Use of Technology (Competency 9)												
Final Chat												

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Classroom Management Assignment												✓
Final Exam***			✓				✓				✓	✓

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Discussion Board Responses												
Who am I?												
Unit Plan, Test, and Rubric												
Article Critique												
Powerpoint												
Video Reflections												
5 Lesson Plans												
Ron Clark Assignment												
Mini Lesson												

* TEXES Competency 1 discusses motivation.

** This lecture does not satisfy "Diversity and cultural factors" because there is no indication that these topics are addressed in the context of classroom management.

*** Assuming that the final exam addresses all classroom management topics covered in lectures.

Textbook relevant to classroom management:

Nath, J.L. and Cohen, M.D. (2005) *Becoming a middle school or high school teacher in Texas: A Course of study for the Pedagogy and Professional Responsibilities* (PPR) TEXES. Belmont, CA: Wadsworth/Thomson Learning.

Topic	How addressed
Rules/Standards of behavior	Ch 6 <i>Managing Middle School and High School Classrooms</i> , Section on Establishing Standards of Behavior (p. 216). Ch 6 "Students need to understand specific expectations, classroom rules, and the rewards and consequences that accompany them". Also discussion of avoiding "vague or unenforceable rules" (pp. 216-219).
Routines & Procedures	Ch 6 <i>Managing Middle School and High School Classrooms</i> , Sec. Classroom Routines and Procedures (p. 211). Ch 6 Discussion includes: "the handling of materials"; "reduc[ing] the number of transitions and interruptions that occur"; "specific procedures, or exact steps to follow, for transition periods"; "Begin transitions or give instructions only after you have the attention of every student" (pp. 212-213).
Praise/Positive reinforcement	Ch 8 <i>Actively Engaging Middle and High School Students in Learning</i> , Sec. Effective vs Ineffective Praise (p. 294). Ch 6 Brief discussion of the need to "Reinforce desired behaviors" (pp. 219).
Engagement	Ch 8 <i>Actively Engaging Middle and High School Students in Learning</i> (p. 258). Ch 6 Very brief discussion that "the best way to maintain discipline is to maintain interest" (p. 218).
Student misbehavior	Ch 8 <i>Actively Engaging Middle and High School Students in Learning</i> , Sec. Reinforcement, Sec. Punishment (p. 288). Ch 6 Extended discussion of: "Once a system of rewards and consequences has been established and the students understand it, the teacher must enforce it consistently and impartially"; "learn to distinguish between minor distractions and truly disruptive behavior"; avoid "Punishment that is excessive or humiliating or that is delivered without support or encouragement for improving behavior," "Ignoring misconduct," and "Overuse of teacher sanctions" (pp. 218-9). Ch. 6 Additional discussions of "techniques that backfire"; "specific discipline programs"; "consequences for misbehavior"; "avoiding problem escalation by resolving conflicts through peer mediation" (pp. 220-3).
Least intrusive means/ Proactive strategies	Ch 6 <i>Managing Middle School and High School Classrooms</i> , Sec. Preventing Classroom Discipline Problems (p. 216). Ch 6 Brief discussion of the need to "Be proactive rather than reactive in your system of discipline" and "Often your physical presence or proximity to a student who is disruptive or off-task will be enough to redirect his or her behavior." (pp. 218-9).
Physical environment	Ch 5 <i>Establishing a Safe and Productive Classroom Climate</i> , Sec. Creating a Positive Physical Environment (p. 192). Ch 5 Brief discussion of "Storage space," "display areas," "traffic flow," and "arrangements of furniture." (pp. 192-93). Ch 6 Brief discussion of "structure the environment to support appropriate behavior" and "arrange the room for safety, ease of movement, and monitoring" (p. 213). Ch 8 Brief discussion (pp. 296-97).
Motivation	Ch 8 <i>Actively Engaging Middle and High School Students in Learning</i> , Section on Self-Perception and Motivation (p. 291). Ch XX "Variation in activities is critical for learners' interest and motivation" (pp. 260-61). Ch 8 Extensive discussion of motivation in Part II: "Extrinsic and intrinsic motivation"; "General approaches to motivation"; "self-perception and motivation" (pp. 286-92).
Parent/Community involvement	Ch 4 Discussion of "home and community factors that impact learning" including: "parenting styles" ("authoritative, authoritarian, permissive, and rejecting-neglecting"); "home stress" ("Stress factors may originate from a variety of both parental and environmental factors"); "community stress" and "community resources"; "stress factors" (pp. 147-151). Ch 11 <i>Interacting and Communicating with Families of Older Students</i> (p. 384). Ch 11 Discussion of collaboration includes: "engaging families in the educational program"; "communicating effectively with families"; "effective conferences with family members"; "family support resources" (pp. 388-402).
Diversity/Cultural factors	Ch 2 <i>Diversity, Learning, and Assessment</i> , Sec. Examining Various Aspects of Diversity (p. 35). Ch 11 Discussion of "Interacting with Diverse Families" (pp. 390-93).
Social/Emotional factors	Ch 7 <i>Strategies for Effective Communication</i> , Sec. Empathic Communication (p. 248).
Other (specify)	

Praise/Positive reinforcement	Ch 19 <i>How to Teach Students to Follow Classroom Procedures</i> , Sec. Praise the Deed, Encourage the Student (p. 184). Ch 19 Brief discussion of specific praise in Sec. C (p. 184). Ch 18 Brief discussion of rewards in Sec. C (pp. 156-7).
Engagement	
Student misbehavior	Ch 19 <i>How to Teach Students to Follow Classroom Procedures</i> , Sec. What is Classroom Management (p. 167). Ch 18 Discussion of disciplinary consequences in Sec. C: "Positive consequences or REWARDS result when people abide by the rules. Negative consequences or PENALTIES result when people break the rules" and "Do not stop instruction when carrying out a consequence" (pp. 152-55). Ch 13 Discussion in Sec. C that "It is a mistake to let any misbehavior, such as entering a room inappropriately, go unchallenged under the rationale that you will have time to deal with this later" (p. 108).
Least intrusive means/ Proactive strategies	Ch 12 Limited discussion that one should "Maximize your proximity to students and frequently used materials and equipment....The closer you are to your students, the more you will minimize your classroom behavior problems" (p. 97). Ch 12 "When it comes to handling behavior problems in the classroom, there are two kinds of teachers – reactive and proactive...The effective teacher is a PROACTIVE teacher" (p. 147).
Physical environment	Ch 12 <i>How to Have Your Classroom Ready</i> (p. 89). Ch 14 <i>How to Arrange and Assign Seating</i> (p. 113). Ch 12 Sec. C discussion of how to: "prepare the floor space"; "prepare the work area"; "prepare the student area"; "prepare the wall space"; "prepare the bookcases"; "prepare the teacher area"; and "prepare the teaching materials" (pp. 93-98). Ch 13 Sec. C brief discussion of "seating chart and first assignment" (pp. 106-7). Ch 14 Sec. C discussion of "seating arrangements or seating assignments?"; "arrange seats for communication," "seating arrangements," "seating assignments" (pp. 116-23).
Motivation	Not addressed
Parent/Community involvement	Ch 9 <i>How to Invite Students to Learn</i> , Sec. The Basis of Being Inviting (p. 60). Ch 9 "The effective teacher builds relationships with parents" (p. 60). Ch 13 Sec. C brief discussion on "how to communicate quickly with parents" (p. 103).
Diversity/Cultural factors	Unit E <i>How to Create a Culture of Effective Teachers</i> (p. 328).
Social/Emotional factors	Not addressed
Other (specify)	Ch 11-12 Sec. C general comments on classroom management (pp. 78-92).

Program C

Course: *Child and Adolescent Development*

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

The Self, Social and Moral Development (3 sessions)*										✓		
Culture and Diversity (2 sessions)**									✓			
Social Cognitive Views of Learning and Motivation							✓					
Motivation in Learning and Teaching (2 sessions)							✓					

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Cognitive, Development and Language (2 sessions)												
Behavioral Views of Learning (2 sessions)												
Cognitive Views of Learning (2 sessions)												
Learner Differences and Learner Needs (4 sessions)												
Complex Cognitive Processes (2 sessions)												
Learning, Teaching and Educational Psychology												
Classroom Assessment (3 sessions)												

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

None												
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Case study report (no details provided)												
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* While this lecture topic does not mention classroom management, the course description and objectives state that issues related to a “multicultural society and their socio-cultural influences which affect children’s classroom behavior will be examined” and that discipline management techniques will be examined with an eye to what is developmentally appropriate. Thus, we assume that these topics are relevant to classroom management.

** See above.

Textbook relevant to classroom management:

Woolfolk, A. (2010) *Educational psychology* (11th Ed). Upper Saddle River, NJ: Merrill.

NOTE: Chapter 12 is not assigned on the syllabus

Topic	How addressed
Rules/Standards of behavior	Not addressed
Routines & Procedures	Not addressed
Praise/Positive reinforcement	Ch 6 <i>Behavioral Views of Leadership</i> , Sec. Reinforcing with Attention, Sec. Selecting Reinforcers (p. 208). Ch 6 Brief discussion: "When the consequence that strengthens a behavior is the appearance (addition) of a new stimulus, the situation is defined as positive reinforcement" (pp. 201-03). Ch 6 Discussions of "reinforcing with teacher attention"; "selecting reinforcers"; "shaping"; and "positive practice" (pp. 207-10).
Engagement	Not addressed
Student misbehavior	Ch 6 Discussion of distinction between "presentation punishment" and "removal punishment" (pp. 203-4). Ch 6 Section on "Handling Undesirable Behavior," including discussion of: "negative reinforcement"; "reprimands"; "response cost"; "social isolation"; "some cautions about punishment" (pp. 210-12). Ch 6 Discussion of group consequences, severe misbehavior, etc. (pp. 214-17).
Least intrusive means/ Proactive strategies	Ch 12 <i>Creating Learning Environment</i> , Sec. Prevention is the Best Medicine (p. 432). Ch 6 Brief discussion of cueing and prompting (p. 206).
Physical environment	Ch 12 <i>Creating Learning Environment</i> , Sec. Planning Spaces for Learning (p. 427).
Motivation	Ch 6 Brief discussion of "motivation and reinforcement" (p. 222). Ch 11 <i>Motivation in Teaching and Learning</i> (pp. 375-419). Ch 11 Discussion of "intrinsic and extrinsic motivation" and "five general approaches to motivation" (pp. 377-79).
Parent/Community involvement	Ch 3 <i>The Self, Social, and Moral Development</i> , Sec. Families (p. 68). Ch 3 Brief discussion of "Family and Community Partnerships" (pp. 68-70). Ch 14 <i>Classroom Assessment, Grading, and Testing</i> , Sec. Beyond Grading, Communicating w/ Parents (p. 516).
Diversity/Cultural factors	Ch 5 <i>Culture and Diversity</i> (p. 158). Ch 5 Discussion of "Today's Diverse Classrooms"; "Economic and Social Class Differences"; "Ethnicity and Race in Teaching and Learning"; "Language Differences in the Classroom"; and "Gender in Teaching and Learning" (pp. 158-81). [Note also that each chapter contains a final section on "diversity and convergences" with regard to the chapter's topic.]
Social/Emotional factors	Ch 3 <i>The Self, Social, and Moral Development</i> , Sub Sec. Academic and Personal Caring (p. 74). Ch 3 Discussion of peers includes: "crowds and cliques"; "peer aggression"; "bullies"; etc. (pp. 70-75). Ch 4 Discussion of IDEA, learning challenges, gifted & talented (pp. 124-48).
Other (specify)	



Program C

Student teaching observation/evaluation instruments

Instrument titles:

Effects on Student Learning 1-4; Effects on Student Learning Assessment Checklist

Strategy	How addressed
Rules/Standards of behavior	"Candidate...has established clear standards of conduct."
Routines & Procedures	"Classroom routines and procedures, including those involving volunteers and paraprofessionals, are seamless and function smoothly with little loss of instructional time. Students confidently follow routines and procedures."
Praise/Positive reinforcement	Not addressed
Engagement	"Most students are cognitively engaged throughout the lesson."
Student misbehavior	"Candidate... responds consistently and appropriately to student misbehavior in ways that are respectful of the students."
Least intrusive means/ Proactive strategies	"Candidate is aware of student behavior."
Physical environment	"The classroom's physical arrangement supports the learning activities."
Motivation	Not addressed
Parent/Community involvement	"Candidate communicates frequently and sensitively with families/caregivers and successfully partners with them in the instructional program."
Diversity/Cultural factors	"Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among groups of students."
Social/Emotional factors	"Interactions reflect warmth and caring and are respectful of individual, cultural, and developmental differences among groups of students."
Other (specify)	

Program D: Undergraduate secondary

Classroom management strategies

		Big Five					Secondary strategies							Classroom management: General references	
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)		
EDPSY	≥1 Lecture								✓						✓
	≥1 Assignment: pencil and paper								✓						✓
	≥1 Assignment: practice														
	Textbook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Student Teaching Seminar	≥1 Lecture														✓
	≥1 Assignment: pencil and paper														✓
	≥1 Assignment: practice														
	Textbook	No textbook relevant to classroom management.													
Field Experiences I, II, III	≥1 Lecture						Could not be determined.								
	≥1 Assignment: pencil and paper						Could not be determined.								
	≥1 Assignment: practice						Could not be determined.								
	Textbook						Could not be determined.								
Student Teaching	Observation/evaluation instrument	✓									✓	✓			



Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT *

Motivation Theory							✓					
Classroom Management												✓

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Cognitive Learning Theory												
Behavior Learning Theory												
Development Theories and their Applications												
Information Processing Theory												
Exceptional Children Identification and Appropriate Methodology												
Assessment												
Educational Psychology Research												

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Motivation and Behavior Reflection							✓					✓
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Language, Physical, and Social Development Reflection												
Individual Differences of Learners Reflection												
Service Learning Project and Reflection												

* These represent topics to be covered because lectures were not included on the syllabus.

Textbook relevant to classroom management:

Woolfolk, A. (2010) *Educational psychology* (11th Ed.). Upper Saddle River, NJ: Merrill.

Note: Syllabus does not specify which chapters are covered; therefore, the assumption is that all chapters are covered.

Topic	How addressed
Rules/Standards of behavior	Ch 12 <i>Creating a Learning Environment</i> , Sec. Routines and Rules Required (p. 422). Ch 12 Discussion of rules: "Unlike routines, rules are often written down and posted, because rules specify expected and forbidden actions in the class" (pp. 422-24).
Routines & Procedures	Ch 12 <i>Creating a Learning Environment</i> , Sec. Routines and Rules Required (p. 422). Ch 12 Discussion of "Getting Started: The First Weeks of Class" (pp. 429-31).
Praise/Positive reinforcement	Ch 6 <i>Behavioral Views of Leadership</i> , Sec. Reinforcing with Attention, Sec. Selecting Reinforcers (p. 208). Ch 6 Brief discussion of "When the consequence that strengthens a behavior is the appearance (addition) of a new stimulus, the situation is defined as positive reinforcement" (pp. 201-03). Ch 6 Discussions of "reinforcing with teacher attention," "selecting reinforcers," "shaping," and "positive practice" (pp. 207-10).
Engagement	Ch 12 <i>Creating a Learning Environment</i> , Sec. Encouraging Engagement (p. 431).

Student misbehavior	Ch 12 <i>Creating Learning Environment</i> , Sec. Dealing With Discipline Problems (p. 434). Ch 12 Discussion of consequences (pp. 424-5) Ch 12 Discussion of “stopping problems quickly”; “bullying and cyber-bullying”; “special problems with high school students” (pp. 434-9). Ch 6 Discussion of distinction between “presentation punishment” and “removal punishment” (pp. 203-4). Ch 6 Section on “Handling Undesirable Behavior,” including discussion of “negative reinforcement”; “reprimands”; “response cost”; “social isolation”; “some cautions about punishment” (pp. 210-12). Ch 6 Discussion of group consequences, severe misbehavior, etc. (pp. 214-17).
Least intrusive means/ Proactive strategies	Ch 12 <i>Creating Learning Environment</i> , Sec. Prevention is the Best Medicine (p. 432). Ch 6 Brief discussion of cueing and prompting (p. 206).
Physical environment	Ch 12 <i>Creating Learning Environment</i> , Sec. Planning Spaces for Learning (p. 427).
Motivation	Ch 11 <i>Motivation in Learning and Teaching</i> (pp. 376-419). Ch 11 Especially “intrinsic and extrinsic motivation” and “five general approaches to motivation” (pp. 377-79). Ch 6 Brief discussion of “motivation and reinforcement” (p. 222).
Parent/Community involvement	Ch 3 <i>The Self, Social, and Moral Development</i> , Sec. Families Ch 14 <i>Classroom Assessment, Grading, and Testing</i> , Sec. Beyond Grading, Communicating w/ Parents (p 516).
Diversity/Cultural factors	Ch 5 Culture and Diversity (p. 158). Ch 5 Discussion of: “Today’s Diverse Classrooms”; “Economic and Social Class Differences”; “Ethnicity and Race in Teaching and Learning”; “Language Differences in the Classroom”; “Gender in Teaching and Learning” (pp. 158-81).
Social/Emotional factors	Ch 3 <i>The Self, Social, and Moral Development</i> , Sub Sec. Academic and Personal Caring (p. 74). Ch 3 Discussion of peers: “crowds and cliques”; “peer aggression”; “bullies”; etc. (pp. 70-75). Ch 4 Discussion also of IDEA, learning challenges, gifted & talented (pp. 124-48).
Other (specify)	

Program D

Course: Student Teaching Seminar

Classroom management strategies

Big Five					Other strategies								
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references	

LECTURES RELEVANT TO CLASSROOM MANAGEMENT *

Portfolio, Assessment, Classroom Management													✓
Individual Behavior, Modifications, Work Sample													✓

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Housekeeping Handbook, Legal Aspect, Work Sample, Diversity, Demographics													
Pre/Post Chart & Tables, Legal Aspects, Interviewing Strategies (Todd Essary)													
Public School Administrator Panel, Licensure (Terri Curry)													



Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/ Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Functional Behavior Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

School Environment Assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No textbook relevant to classroom management assigned in this course.

Program D

Student teaching observation/evaluation instruments

Instrument title:

Student Teaching Evaluation

Strategy	How addressed
Rules/Standards of behavior	"Classroom environment: Establishes and maintains consistent standards of classroom behavior."
Routines & Procedures	Not addressed
Praise/Positive reinforcement	Not addressed
Engagement	Not addressed
Student misbehavior	Not addressed
Least intrusive means/ Proactive strategies	Not addressed
Physical environment	Not addressed
Motivation	Not addressed
Parent/Community involvement	Not addressed
Diversity/Cultural factors	"Classroom environment: Shows a willingness to work with students from different cultures, different socioeconomic levels, and different learning levels."
Social/Emotional factors	"Classroom environment: Establishes and maintains rapport with students."
Other (specify)	

Program E: Graduate elementary

		Classroom management strategies												
		Big Five					Secondary strategies							Classroom management: General references
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	
Child Development and Program Design in Childhood Settings Grades 1-6	≥1 Lecture										✓	✓		✓
	≥1 Assignment: pencil and paper												✓	?*
	≥1 Assignment: practice													?*
	Textbook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Supervised Student Teaching Grades 1-6	≥1 Lecture	No coursework that addresses classroom management.												
	≥1 Assignment: pencil and paper													
	≥1 Assignment: practice													
	Textbook													
Student Teaching	Observation/evaluation instrument	✓	✓							✓		✓		

* A classroom observation report is required, but no specific details are provided.

Program E

Course: Child Development and Program Design in Childhood Settings Grade 1-6

Classroom management strategies

	Big Five					Other strategies						
	Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Classroom Management (online session)													✓
The Learning Environment and Meeting students needs in a diverse society										✓	✓		
Educational Philosophy (online session)													✓



Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Introduction and Reflective Action in Teaching		
Educational Philosophy/Standards and Curriculum Planning		
Evaluating Textbooks (online session)		
City and State Ed Websites (online session)		
Lesson Planning/ Authentic Teaching, Learning and Assessment (3 sessions)		
Assessment and Rubrics		

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

<p>Educational Philosophy A philosophy of education is a statement of your beliefs as an educator... Feel free to include classroom environment and tone as well as pedagogical and instructional strategies. Some questions to help guide your thinking:</p> <ul style="list-style-type: none"> What are the values & principles that guide my teaching? What do I believe children need to succeed in school and in life? How do I meet those needs in the classroom? What is the most important goal I have for my students? How do I reach that goal in my classroom? 											✓	
<p>Portfolio Your portfolio will consist of a cohesive whole of the parts of this course. The following three parts should be presented in a professional manner in order to showcase your knowledge, skills and dispositions about teaching. You may enter samples of children's work or your own work in order to support yourself.</p> <ul style="list-style-type: none"> Part I: Educational Philosophy Part II: Classroom Observation Report 												?
<p>Classroom Observation Report The information you have gathered during your field observations will form the basis of an action research project, the Classroom Observation Report will be a final, formal summary of your work. A more detailed assignment information sheet will be handed out in class.</p>												?

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Taking Stock

Briefly describe how you have met the expected outcomes (as listed on the course outline) for this course. As you reflect consider: class activities and discussions, reading assignments, fieldwork, etc. For each outcome, explain how an activity, assignment, etc. contributed to your understanding. Do not simply list activities or assignments without explanation. "Taking Stock" will become part of your portfolio.

Textbook relevant to classroom management:

Eby, J., Herrell, A., & Jordan, M. (2005) *Teaching in the elementary school: A reflective action approach*. Upper Saddle River, NJ: Pearson Prentice Hall.

Topic	How addressed
Rules/Standards of behavior	Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Establishing Rules and Consequences (p. 39). Ch 2 Discussion of teaching styles and the first day of school (pp. 31-38). Ch 2 Discussion of "establishing rules and consequences" (pp. 39-40).
Routines & Procedures	Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Diana's Reflective Process (p. 24). Ch 7 Discussion of "smooth transitions" (pp. 180-81).
Praise/Positive reinforcement	Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Using Positive Consequences and Rewards (p. 41). Ch 2 Discussion of "positive consequences and rewards" (pp. 41-42).
Engagement	Ch 8 <i>Engaging Students in Classroom Discussions</i> (p. 197).
Student misbehavior	Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Establishing Rules and Consequences (p. 39). Ch 2 Discussion of bullying, violence prevention, cheating and conflict resolution (pp. 44-47).
Least intrusive means/ Proactive strategies	Ch 1 <i>Reflective Action in Teaching</i> , Sec. Withitness (p. 6). Ch 1 Brief discussion of withitness (pp. 6-7). Ch 2 Very brief discussion of "gestures": "Teachers can use gestures to mean "stop," "continue," or "quiet, please" without interrupting their verbal instruction" (p. 39).
Physical environment	Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Organization Strategies (p. 28). Ch 2 Discussion of desk/seating arrangements (pp. 28-29).
Motivation	Ch 3 <i>Assessing and Meeting Students' Diverse Needs</i> , Sec. Building Self Esteem and Intrinsic Motivation (p. 62). Ch 7 Discussion of "getting students' attention" (pp. 177-78).
Parent/Community involvement	Ch 2 <i>Creating a Safe, Healthy, and Happy Classroom</i> , Sec. Two Way Communication with Parents (p. 43). Ch 2 See discussion of "two-way communication with parents" (pp. 43-44). Ch 12 Sections include: "Parent-Teacher Conferences" and "Talking to Parents about Underachievement" (pp. 293-303).
Diversity/Cultural factors	Ch 3 <i>Assessing and Meeting Students Diverse Needs</i> , Sec. Professional Teaching Standards Related to Diversity (p. 57). Ch 3 Sections include: "Language Acquisition and the Classroom Teacher," "Building Self-Esteem and Intrinsic Motivation," and "Using Assessment Devices to Identify Students' Needs" (pp. 57-75). Ch 12 Discussion of "Teaching and Learning in a Multicultural Community" (pp. 303-4).
Social/Emotional factors	Not addressed
Other (specify)	



Program E

Student teaching observation/evaluation instruments

Instrument titles:

Student Teacher/Intern Observation/Evaluation (College Supervisor); Student Teacher/Intern Observation/Evaluation (Cooperating/Mentor Teacher)

Strategy	How addressed
Rules/Standards of behavior	"Standards of conduct are established and are clear to all students."
Routines & Procedures	"Well-established routines are evident and maximize instructional time."
Praise/Positive reinforcement	Not addressed
Engagement	Not addressed
Student misbehavior	Not addressed
Least intrusive means/ Proactive strategies	Not addressed
Physical environment	Not addressed
Motivation	Not addressed
Parent/Community involvement	"Teacher candidate practices effective human relations and communication skills with colleagues, parents, and/or children."
Diversity/Cultural factors	Not addressed
Social/Emotional factors	No (indicator relates to respect for diversity in school community, not to diversity within the classroom)
Other (specify)	"Student/teacher interactions are caring and respectful." "Teacher candidate maintains a positive relationship with all students and shows sensitivity toward individual students' needs."

Program F: Graduate elementary

Classroom management strategies

		Big Five					Secondary strategies							Classroom management: General references
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	
Field Experience – Elementary Education	≥1 Lecture		✓										✓	
	≥1 Assignment: pencil and paper	✓	✓		✓	✓		✓						
	≥1 Assignment: practice													
	Textbook	No textbook relevant to classroom management.												
Instruction and Assessment (Elementary Section)	≥1 Lecture				✓					✓		✓		✓
	≥1 Assignment: pencil and paper													✓
	≥1 Assignment: practice													✓
	Textbook #1*							✓	?	✓	✓			
	Textbook #2**		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Teaching Apprenticeship – Elementary Education	≥1 Lecture	✓	✓		✓		✓				✓		✓	?***
	≥1 Assignment: pencil and paper	Could not be determined.												
	≥1 Assignment: practice	Could not be determined.												
	Textbook	✓	✓	****	✓	✓	****	✓	✓				✓	
Field Practicum	≥1 Lecture													✓
	≥1 Assignment: pencil and paper	✓	✓	✓	✓	✓	✓	✓						✓
	≥1 Assignment: practice													
	Textbook	No textbooks relevant to classroom management.												
Field Project	≥1 Lecture	No lectures relevant to classroom management.****												
	≥1 Assignment: pencil and paper													✓
	≥1 Assignment: practice													
	Textbook	No textbooks.												
Student Teaching	Observation/evaluation instrument	✓	✓	****		✓	****					✓	✓	

* Only chapters 1-5 are covered on the syllabus (see textbook detail below).

** Chapter 4 is not covered on the syllabus (see textbook detail below).

*** Lecture entitled “Making more time for instruction” suggests that classroom management will be discussed.

**** NOTE: This indicator comes from an observation form for which the observer can select a few specific teacher behaviors to look for out of a long list; consequently, there is no guarantee that the teacher candidate will be observed on this specific behavior.

***** All lectures focus on study design, data collection methods, and related issues.

Program F

Course: Instruction and Assessment (elementary section)

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Dimensions of Good Teaching: Organizational Support – Behavior Management												✓
Dimensions of Good Teaching: Emotional Support – Positive Climate										✓		
Dimensions of Good Teaching: Emotional Support – Negative Climate										✓		
Dimensions of Good Teaching: Emotional Support – Teacher Sensitivity and Reporting to Parents								✓		✓		
Dimensions of Good Teaching: Student Engagement and Student Outcomes			✓									

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Introduction: Semester Overview etc.												
Dimensions of Good Teaching: Classroom Quality – Writing Lesson Plans												
Dimensions of Good Teaching: Instructional Support – Concept Development												
Dimensions of Good Teaching: Instructional Support – Quality of Feedback												
Dimensions of Good Teaching: Instructional Support – Language Modeling												
Dimensions of Good Teaching: Organizational Support – Productivity												
Dimensions of Good Teaching: Organizational Support – Instructional Learning Formats												
Dimensions of Good Teaching: Emotional Support – Regard for Student Perspectives (Differentiated Instruction)												
Bringing it all Together												

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

An Instructional Unit is required (note 2 of the syllabus elaborates on this assignment) – The purpose of designing and teaching this unit is to...5. to identify and apply classroom management strategies												✓
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ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Response paper: Peer Teaching #1: Concept Development or Concept Attainment												
Response paper: Peer Teaching #2: Direct Instruction												
Cooperative Learning Assessment Strategies												



Textbook relevant to classroom management:

Tomlinson, C.A. (1999) *The Differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Topic	How addressed
Rules/Standards of behavior	Not addressed
Routines & Procedures	<p>Ch 9 Brief discussion in the context of reflection on ways that classroom management is related to differentiation: "Were your directions clear? ... Did you specify the time for moving (to stations, centers, or small groups, for example)? Did you specify and reinforce the time allotted to settle down?"; "Did students make the transition to the next class or activity in a self-controlled way?" (pp. 98-99).</p> <p>Ch 9 Brief discussion of the need for "thoughtful directions," i.e. "how to let everyone know what to do without giving whole-group directions" (pp. 101-2).</p> <p>Ch 9 Brief discussion of the need for routines when students need help (p. 102).</p> <p>Ch 9 Brief discussion of the need to "establish start-up and wrap-up procedures" (p. 104).</p>
Praise/Positive reinforcement	Not addressed
Engagement	<p>Ch 5 <i>Good Instruction as a Basis for Differentiated Teaching</i>, Sec. 2 Essentials for Durable Learning: "Engagement happens when a lesson captures students' imagination" (p. 38).</p> <p>Ch 9 Very brief discussions on the need to reflect on student engagement and focus: "Which students seemed to be engaged in learning? Which were not? Do you know why in either case?" ... "As the activity or lesson progressed, how well did students remain focused?" (p. 98).</p>
Student misbehavior	Not addressed
Least intrusive means/ Proactive strategies	Ch 4 Very brief, non-specific discussion: "Children in every classroom need reminders about how to work and how to act. ... In healthy classrooms, however, discipline problems are rarely cataclysmic. ... In such environments, many of the tensions that lead to misbehavior are eliminated, or at least minimized." (p. 34).
Physical environment	<p>Ch 9 Very brief mention in the context of reflection on ways that classroom management is related to differentiation: "Were materials easily accessible?" (p. 98). [This aspect of materials seems related to physical environment, not routines.]</p> <p>Ch 9 Brief discussion of the usefulness of establishing "home base" seats where students "begin and end class every day" (p. 104).</p> <p>Ch 7 Brief discussion of the use of stations, but discussion is geared toward pedagogical concerns (pp. 62-5).</p>
Motivation	Ch 9 <i>How Do Teachers Make it Work</i> , Sec. Continue to Empower Students (p. 100).
Parent/Community involvement	Ch 9 Brief discussion of parent and community involvement is in of the context of "developing a support system" for differentiated instruction—not really geared toward classroom management concerns (pp. 105-7).
Diversity/Cultural factors	Ch 4 <i>Learning Environments that Support Differentiated Instruction</i> , Sec. Creating a Healthy Environment (p. 31).
Social/Emotional factors	Ch 4 <i>Learning Environments that Support Differentiated Instruction</i> , Sec. Creating a Healthy Environment (p. 31).
Other (specify)	

Textbook relevant to classroom management:

Weinstein, C. S., & Mignano, A. J. (2003) *Elementary classroom management: Lessons from research and practice*. New York: McGraw Hill.

Topic	How addressed
Rules/Standards of behavior	<p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Planning Norms for General Conduct: "Effective managers typically have three to six general rules of conduct. These rules describe the behaviors that are necessary if your classroom is to be a good place in which to live and work... First, rules should be reasonable and necessary. ... Second, rules need to be clear and understandable. ... rules should be consistent with instructional goals and with what we know about how people learn. ... Finally classroom rules need to be consistent with school rules." (pp. 101-6).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. The First Few Days of School: Teaching Students How to Behave (pp. 108-112).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Different Approaches to Teaching Rules and Routines (pp. 114-21).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, chapter summary (pp. 121-22).</p>

Routines & Procedures	<p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Planning Routines for Specific Situations: “Class-Running Routines: These are nonacademic routines that enable you to keep the classroom running smoothly. ... Lesson-Running Routines: These routines directly support instruction by specifying the behaviors that are necessary for teaching and learning to take place. ... Interaction Routines: These routines refer to the rules for talk...when talk is permitted and how it is to occur.” (pp. 106-8).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Teaching Routines for Specific Situations (pp. 112-4).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, Sec. Different Approaches to Teaching Rules and Routines (pp. 114-21).</p> <p>Ch 4 <i>Establishing Norms for Behavior</i>, chapter summary (pp. 121-22).</p> <p>Ch 6 Discussion on “minimizing transition times” (pp. 179-84).</p> <p>Ch 6 Discussion on “managing pullouts as efficiently as possible” (pp. 191-94).</p>
Praise/Positive reinforcement	Not addressed
Engagement	Ch 6 <i>Making the Most of Classroom Time</i> , Sec. How Much Time is there Anyway (p. 171).
Student misbehavior	<p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Principles for Dealing with Inappropriate Behavior: “First disciplinary strategies must be consistent with the goal of creating a safe, caring classroom environment. ... Second, when you deal with misbehavior, it is essential to keep the instructional program going with a minimum of disruption. ... The third principle is that whether or not a particular action constitutes misbehavior depends on the context in which it occurs. ... The fourth principle emphasizes the importance of making sure the severity of the disciplinary strategy matches the misbehavior you are trying to eliminate.” (pp. 337-43).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Selecting Penalties including: “Expressions of Disappointment... Loss of Privileges...Time- Out...Written Reflections on the Problem...Visits to the Principal’s Office... Detention...Contacting Parents.” Also, “Whenever possible, penalties should be logically related to the misbehavior.” (pp. 350-53).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Imposing Penalties: “First, if you’re feeling really angry at a student, it’s a good idea to delay the discussion. ... Second, it’s essential to impose penalties privately, calmly, and quietly” (pp. 353-4).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. The Issue of Consistency (p. 355).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Penalizing the Group for Individual Misbehavior (pp. 355-56).</p> <p>Ch 11 <i>Protecting and Restoring Order</i>, Sec. Dealing with Chronic Misbehavior, which includes “Resolving Conflicts through Problem Solving”, “Approaches Based on Principles of Behavior Modification”, and “Using an Ecosystemic Approach: Changing Problem Behavior by Reframing.” (pp. 358-66).</p>
Least intrusive means/ Proactive strategies	Ch 11 <i>Protecting and Restoring Order</i> , Sec. Dealing with Minor Misbehavior contains discussion of: nonverbal interventions (“Making eye contact, using hand signals, and moving closer to the misbehaving student...”) and verbal interventions (“nondirective verbal intervention”) (pp. 344-8).
Physical environment	<p>Ch 2 <i>Designing the Physical Environment</i> contains discussion of the “six functions of the classroom setting,” i.e. “security and shelter,” “social contact,” “symbolic identification,” “task instrumentality,” “pleasure,” and “growth.” (pp. 33-48).</p> <p>Ch 2 <i>Designing the Physical Environment</i>, Sec. The Teacher as Environmental Designer (pp. 48-51).</p>
Motivation	<p>Ch 7 <i>Enhancing Students’ Motivation</i>, Sec. Strategies for Increasing Expectations of Success (pp. 205-212).</p> <p>Ch 7 <i>Enhancing Students’ Motivation</i>, Sec. Enhancing the Value of the Task (pp. 212-221).</p>
Parent/Community involvement	Ch 5 <i>Working with Families</i> (pp. 127-69).
Diversity/Cultural factors	Ch 3 <i>Setting the Tone Building Safer, More Caring Classrooms</i> , Sec. Be Inclusive (p. 73).
Social/Emotional factors	<p>Ch 3 <i>Setting the Tone Building Safer, More Caring Classrooms</i>, Sec. Ways of Showing Care and Respect (p. 65).</p> <p>Ch 3 <i>Setting the Tone Building Safer, More Caring Classrooms</i>, Sec. Building Caring Relationships Among Students (p. 82).</p>
Other (specify)	Ch 13 <i>Preventing and Responding to Violence</i> (pp. 430-56).



Program F

Course: Teaching Associateship – Elementary Education

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

School and Classroom in Context
 What do you know about the student population in your classroom and school? The curriculum? Your colleagues? What are the invisible/visible rules and routines in your classroom and school? How were rules established? What are some of the ways teachers set high expectations for students?

What is an effective lesson?
 How do you engage students? Judge the success of your teaching? What types of preassessments/end-of-lesson assessments are you using? How do you use the information collected to improve teaching and learning?

How have you and your CI worked to create a strong classroom culture?

How do you set and maintain high behavioral expectations?

What are some ways you maximize instructional time in your classroom?

✓	✓				✓				✓		✓	
			✓									
											✓	
✓												
	✓											

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Introductions/Overview of Seminar/Supervisor assignments

Getting a Job. Start planning today!
Guest speaker – Hilary Kerner

Structuring and delivering your lessons
 What challenges and successes have you had? What information guides your selection of objectives, instructional models, and assessments?

Is your pacing of lessons appropriate for students' needs?
 How can you tell? How do you manage "ragged" endings?

What techniques enable you to challenge students to think critically?
 How have you organized instruction to "stretch" students who perform at different levels?

What are your reactions to the chapter on how teachers can/must be reading teachers?
 How much of your school day provides opportunities for students to read? What, if anything, might you do differently to increase students' opportunities to read?

Individual/small-group meetings.



Engagement	Ch 3 Brief discussion of “the hook”, i.e. initiating student interest & attention (pp. 75ff.).
	Ch 3 Discussion of circulation and engagement: “If you’re teaching actively...make frequent verbal and nonverbal interventions...as you circulate” (p. 86).
	Ch 4 <i>Engaging Students in Your Lessons</i> , addresses various engagement techniques: “Cold Call”; “Call and Response”; “Pepper”; “Wait Time”; “Everybody Writes”; “Vegas” (pp. 111ff-141ff).
	Ch 5 Discussion of the SLANT technique: “Five key behaviors that maximize students’ ability to pay attention are in the acronym SLANT...Sit up; Listen; Ask and answer questions; Nod your head; Track the speaker” (p. 159).
Student misbehavior	Ch 6 Brief discussion of consequences: “...if a situation cannot be addressed quickly and successfully without a consequence, the consequence must be given so that instruction is not interrupted” (p. 174).
	Ch 6 Extended discussion about distinguishing between “incompetence” and “deviance” (see pp. 180-2).
	Ch 6 Extended discussion of the “no warnings” principle: “act early”; “act reliably”; “act proportionately”; “Giving a warning is not taking action; it is threatening that you might take an action and therefore is counterproductive” (pp. 199-201).
Least intrusive means/ Proactive strategies	Ch 6 Brief discussion of “nonverbal intervention”: “Gesture to or eye contact with off-task students while doing something else, preferably teaching the others” (p. 172).
	Ch 6 Discussion of circulation and engagement: “If you’re teaching actively...make frequent verbal and nonverbal interventions...as you circulate” (p. 86).
Physical environment	Ch 2 <i>Planning to Ensure Academic Achievement</i> , Sec. Draw the Map (p. 67).
Motivation	Ch 7 <i>Building Trust and Character</i> , Sec. Positive Framing (p. 204).
Parent/Community involvement	Not addressed
Diversity/Cultural factors	Not addressed
Social/Emotional factors	Ch 7 <i>Building Trust and Character</i> , Sec. Emotional Constancy (p. 219).
Other (specify)	

Program F

Course: *Field Practicum*

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/ Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Observing the Teacher’s Management System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Learning about the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing Teacher Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing Teacher Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observing Content Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read aloud fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read aloud nonfiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references
Conduct a content lesson												

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Observing the Teacher's Management Systems

Organization (Materials, time used efficiently)

- Physical Arrangement
- Behavioral considerations
- Teacher is visible at all times
- Clear expectations regarding acceptable behavior
- Positive Reinforcement is used
- Students are clear regarding positive and negative consequences

Observing a Content Lesson

Wait 2-3 minutes for the activity to begin, then cycle through each student, making a check if the student is engaged and leaving the space blank if the student is not engaged.

Observing the Classroom Management: Rules

What rules do children seem to follow? How does the teacher reinforce these procedures?

Conduct a content lesson

In this half-page box, reflect on your lesson success. ...How did your management system work?

✓	✓	✓	✓	✓	✓	✓						✓
			✓									
✓	✓											
												✓

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Observing Teacher Language

Observing Teacher instruction

Observing Children

Read aloud nonfiction

No textbooks relevant to classroom management assigned in this course.



Program F

Course: Field Project

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None													
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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

All lectures relate to study design, data collection methods, and related issues.													
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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

<p>The Case Study The goal of these observations is to note specific learning and emotional strengths and needs, academic and social behavior in class, etc.</p>													✓
<p>Final Paper The Case Studies: You will do three case studies. Two will be mini-studies; one will be in-depth. For each case, provide contextual information about the student (demographics, class behaviors, etc.); what you learned about each student; and how you learned about each student.</p>													✓
<p>Final Presentation This formal presentation is the culmination of your field project.</p>													✓

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

<p>Research Exercise #1: Identification of Students</p>													
<p>Research Exercise #2: Observation Activity Conduct a 10-minute observation of one person in a social situation.</p>													
<p>Research Exercise #3: Interview Protocol Interview your Clinical Instructor regarding the three students you are studying.</p>													
<p>Research Exercise #4: Best Practice Literature Find at least three published sources, including one empirical study, relevant to the cases you are studying.</p>													
<p>Research Exercise #5: Student Work Sample Examine student work in order to collect evidence/learn more about student learning.</p>													

No textbook relevant to classroom management assigned in this course.

Program F

Student teaching observation/evaluation instruments

Instrument titles:

Teaching Associate Midterm Evaluation; Teaching Associate Final Evaluation; Collaborative Assessment Log; Collaborative Assessment Log Feedback Guide; Elementary Descriptors for My Teaching Partner – Classroom Assessment Scoring System (CLASS); Behavioral Observation Form; Engagement Patterns Observational Form; Verbatim Observation Form; Open Observation Form

Strategy	How addressed
Rules/Standards of behavior	"Enforces classroom rules; reminds students of rules." "Makes management and behavioral expectations clear."
Routines & Procedures	"Manages classroom procedures to maximize academic learning time."
Praise/Positive reinforcement	"Gives specific behavior praise."
Engagement	Not addressed
Student misbehavior	"Consistent with consequences (follows through)." "Makes management and behavioral expectations clear (e.g., responds to inappropriate behavior, implements behavior management plan when appropriate)."
Least intrusive means/ Proactive strategies	"Uses surface level management techniques (proximity, redirect, "the look," calls student's name, states expected behavior)."
Physical environment	Not addressed
Motivation	Not addressed
Parent/Community involvement	No (parental involvement is related to student learning only).
Diversity/Cultural factors	"Shows respect for student's varied talents, perspectives and background."
Social/Emotional factors	"Develops and maintains rapport with students."
Other (specify)	

Program G: Graduate secondary

Classroom management strategies

		Big Five					Secondary strategies							Classroom management: General references
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	
Classroom Organization and Management	≥1 Lecture	✓	✓			✓						✓	✓	
	≥1 Assignment: pencil and paper													✓
	≥1 Assignment: practice						CBD		CBD	CBD	CBD		CBD	
	Textbook #1	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	Textbook #2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Secondary Teaching: School Internship I and Seminar	≥1 Lecture	No coursework that addresses classroom management. *,**												
	≥1 Assignment: pencil and paper	No coursework that addresses classroom management. *,**												
	≥1 Assignment: practice	No coursework that addresses classroom management. *,**												
	Textbook	No coursework that addresses classroom management. *,**												
School Internship II and Seminar	≥1 Lecture	No coursework that addresses classroom management.												
	≥1 Assignment: pencil and paper	No coursework that addresses classroom management.												
	≥1 Assignment: practice	No coursework that addresses classroom management.												
	Textbook	No coursework that addresses classroom management.												
Student Teaching	Observation/evaluation instrument	✓						✓		✓	✓	✓		✓

CBD means “could not be determined”

* Course has one lecture titled “Parent Involvement” but there is nothing to indicate that this relates to classroom management.

** Detailed assignment descriptions are not provided. However, beyond a reference to “learning environments” the syllabus has no mention of student behavior or classroom management, lending credibility to the assumption that the assignments do not address classroom management beyond any indicators included on the student teaching observation/evaluation instruments.

Program G

Course: Classroom Organization and Management

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

Rules and Procedures	✓	✓										
Discipline and Consequences				✓								
Teacher – Student Relationships										✓		
Student Responsibility											✓	
Getting Off to a Good Start		✓										

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Introduction	[Orange background]											
Mental Set	[Orange background]											

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Comprehensive Management Plan*												✓
Research paper												✓
Module response papers to readings												✓

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

None	[Orange background]											
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* Assignments do not provide detail, but we assume they all relate to classroom management. The specific topics addressed cannot be determined.

Textbook relevant to classroom management:

Marzano, R. J. (2003) *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

NOTE: Syllabus does not specify which chapters are covered; therefore, the assumption is that all are covered

Topic	How addressed
Rules/Standards of behavior	Ch 2 <i>Rules and Procedures</i> : discussion of the “research and theory”; “general classroom behavior” including different sets of recommended rules for elementary and secondary levels; rules and procedures for the beginning of the school day or period (pp. 15-21).
Routines & Procedures	Ch 2 <i>Rules and Procedures</i> : Discussion of the “research and theory” (pp. 15-17). Ch 2 Discussion of transitions (pp 21-22).
Praise/Positive reinforcement	Ch 3 Disciplinary Interventions: discussion that “Tangible Recognition” “involves any type of concrete recognition or reward provided by the teacher” (pp. 36-37). Ch 6 <i>The Student’s Responsibility for Management</i> , Sec. Phase 1, Record Keeping and Contingent Rewards (p. 86).



Engagement	Ch 1 <i>The Critical Role of Classroom Management</i> , Sec. Meta-Analysis and Classroom Management: "...Classes in which effective classroom management techniques are used have engagement rates for students that are .617 standard deviations higher than the engagement rates in classes where effective management techniques are not employed. This translates into a 23-percentile-point increase in engagement" (p. 10).
Student misbehavior	Ch 3 <i>Disciplinary Interventions</i> : "If a student does not respond to the more subtle interventions, simply tell the student to stop the inappropriate behavior." (p. 35). Ch 3 Discussion of "direct cost" interventions; group contingency (pp. 37-39). Ch 8 Discussion of the need to "Establish clear school-wide rules and procedures regarding specific types of misbehavior" and "Establish and enforce appropriate consequences for specific types of misbehavior" (pp. 108-112).
Least intrusive means/ Proactive strategies	Ch 3 <i>Disciplinary Interventions</i> : discussion of nonverbal techniques including "eye contact," and "a physical signal such as a finger" (p. 35). Ch 5 Possibly relevant discussion of "withitness" (pp. 67-84).
Physical environment	Ch 7 Discussion of the "action step": "Arrange and decorate your room in a manner that supports effective classroom management" (pp. 94-98). Ch 8 Possibly related/relevant discussion of the need to "Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school's routines" (pp. 106-108).
Motivation	Not addressed
Parent/Community involvement	Ch 3 <i>Disciplinary Interventions</i> , Sec. Home Contingency (p. 39).
Diversity/Cultural factors	Ch 4 Brief discussion of "severe problems facing students"—e.g. homelessness, alcoholism, incarcerated parents, ADHD, abuse, poverty (pp. 46-47).
Social/Emotional factors	Ch 4 Brief discussion of "severe problems facing students"—e.g. homelessness, alcoholism, incarcerated parents, ADHD, abuse, poverty (pp. 46-47).
Other (specify)	Ch 4 <i>Teacher Student Relationships</i> , Sec. Taking a Personal Interest in Students (p. 53). Ch 4 Discussion of techniques for asserting teacher dominance (p. 49ff).

Textbook relevant to classroom management:

Marzano, R. J., Gaddy, B. B., Foseid, M. C., Foseid, M. P., & Marzano, J. S. (2009) *A handbook for classroom management that works*. Upper Saddle River, NJ: Pearson.

Note: Syllabus does not specify which chapters are covered; therefore, the assumption is that all are covered.

Topic	How addressed
Rules/Standards of behavior	Ch 1 Section 1: discussion of "establishing overall classroom rules and procedures" on pp. 11-14; behavioral expectations for group work (pp. 24-25). Ch 6 Modules 22 & 23: Discussion of rules and procedures for the first day of school and for the first two weeks of school on (pp. 142-44, 146-4). Ch 7 Module 24: Discussion of school-level rules and discipline (pp. 155-65).
Routines & Procedures	Ch 1 <i>Rules and Procedures</i> , Sec. Establishing Overall Classroom Rules and Procedures (p. 11). Ch 1 Section 1: discussion of the beginning of day and period routines/procedures: "We recommend the following strategies: Beginning with a balance of learning and "administrivia"; Establishing shared activities that reinforce class unity; Ending with activities that reinforce learning and discipline" (pp. 15-17). Ch 1 Discussion of Transitions and interruptions: "A useful strategy for transitions and interruptions is to establish rules and procedures for recurring situations..." (pp. 18-20). Ch 1 Discussion of use of materials & equipment: "Regardless of students' age or the type of classroom, we recommend the following strategies: Establishing rules and procedures for common classroom materials and equipment; Establishing rules and procedures for specialty materials and equipment" (pp. 21-3). Ch 6 Modules 22 & 23: Discussion of rules and procedures for the first day of school and for the first two weeks of school on (pp. 142-44, 146-4).
Praise/Positive reinforcement	Ch 2 <i>Discipline and Consequences</i> , Sec. Tangible Rewards, Verbal Praise and Critique (p. 44). Ch 2 Section 2. Discussion of "reactions that reinforce appropriate behavior": "short verbal affirmations", "smiles, winks and other signals", and "catching students being good"; also discussion of "tangible rewards" (pp. 41-44).
Engagement	Ch 1 <i>Rules and Procedures</i> , Sec. Engaging Students as Leaders During Transitions and Interruptions: limited discussion (p. 20).

Student misbehavior	Ch 2 Section 2: Discussion of “direct cost” techniques (pp. 45-46). Ch 5 Module 20: “Strategies for Conflict Prevention and Resolution.” (pp. 123-131). See also discussion of school-level rules and discipline in Module 24 (pp. 155-65).
Least intrusive means/ Proactive strategies	Ch 4 Section 2: Discussion of “eye contact”, “subtle gestures”, and “heading students off” (p. 41). Possibly related: discussion of “withitness” on pp. 84-86.
Physical environment	Ch 6 Discussion of “organizing and preparing the physical space” (pp. 135-38).
Motivation	Not addressed
Parent/Community involvement	Ch 2 Discussion of “home contingency” (pp. 50-52).
Diversity/Cultural factors	Not addressed
Social/Emotional factors	Ch 3 Section 3, Module 15, “Being Aware of the Needs of Different Types of Students”: discussion of passive students, aggressive students, ADHD, etc. (pp. 71-77). Ch 6 <i>Getting Off to a Good Start</i> , Sec. Laying the Foundation for Strong Student-Teacher Relationships (pp. 135, 138). Ch 3 <i>Teacher Student Relationships</i> , Sec. Demonstrating Personal Interest in Students (p. 59).
Other (specify)	Ch 3 Section 3: Discussion of “Assertive Connector” style of teaching (pp. 67-70).

Program G

Student teaching observation/evaluation instruments

Instrument titles:

Mid-Year Progress Report Of Field Experience of Culturally Responsive, Effective Practitioners Form G; Final Assessment Of Field Experience of Culturally Responsive, Effective Practitioners, Form H; Classroom Observation Form: Form J; Mathematics Content Observation Form: Form R

Strategy	How addressed
Rules/Standards of behavior	“Domain B. Creating an Environment for Student Learning: Establishing and maintaining consistent standards of classroom behavior.”
Routines & Procedures	Not addressed
Praise/Positive reinforcement	Not addressed
Engagement	Not addressed
Student misbehavior	Not addressed
Least intrusive means/ Proactive strategies	Not addressed
Physical environment	“Making the physical environment as safe and conducive to learning as possible.”
Motivation	Not addressed
Parent/Community involvement	“Promoting and maintaining regular and meaningful communication between the classroom and student families.”
Diversity/Cultural factors	Not addressed
Social/Emotional factors	“Demonstrating and promoting respect for cultural, ethnic, racial, and linguistic diversity.”
Other (specify)	



Classroom management strategies

		Big Five					Secondary strategies							Classroom management: General references
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	
Field Experience Secondary Education	≥1 Lecture													
	≥1 Assignment: pencil and paper	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	✓
	≥1 Assignment: practice	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	CBD	
	Textbook	No textbook relevant to classroom management.												
Field Placement Mathematics	≥1 Lecture	No lectures.												
	≥1 Assignment: pencil and paper	✓	✓	✓	✓	✓	✓	✓				✓		✓
	≥1 Assignment: practice													
	Textbook	No textbook relevant to classroom management.												
Secondary Curriculum and Management	≥1 Lecture	✓	✓		✓	✓		✓	✓		✓	✓	✓	✓
	≥1 Assignment: pencil and paper	✓	✓			✓	✓	✓				✓		
	≥1 Assignment: practice													
	Textbook #1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Textbook #2	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		
Secondary Curriculum and Management	≥1 Lecture													
	≥1 Assignment: pencil and paper													✓
	≥1 Assignment: practice													
	Textbook #1	✓	✓	✓*	✓	✓	✓*	✓	✓			✓		
	Textbook #2*												✓**	
Field Project	≥1 Lecture	No lectures relevant to classroom management.***												
	≥1 Assignment: pencil and paper													✓
	≥1 Assignment: practice													
	Textbook	No textbook relevant to classroom management.												
Student Teaching	Observation/evaluation instrument	✓	✓	✓		✓	✓				✓	✓		

CBD means “could not be determined”

* Course covers only certain pages in the textbook, none of which were identified as addressing these topics/the syllabus does not assign most of the classroom management topics in this book. A general discussion on discipline (“promoting self discipline”) is covered.

** NOTE: This indicator comes from an observation form for which the observer can select a few specific teacher behaviors to look for out of a long list; consequently, there is no guarantee that the teacher candidate will be observed on this specific behavior.

*** All lectures focus on study design, data collection methods, and related issues.

Program H

Course: Field Experience – Secondary Education

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

CBD



LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

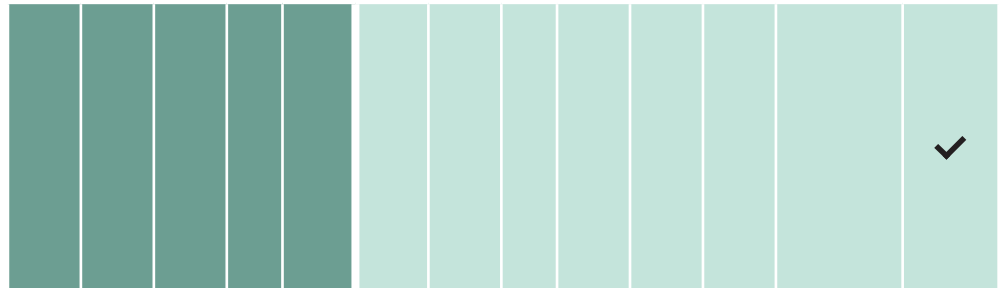
CBD



ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Observations –

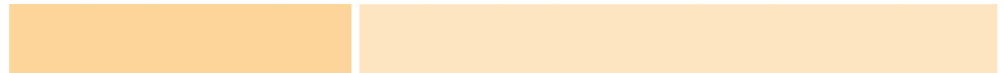
The observation packet is a set of four directed observation instruments for you to complete in your ELL classroom. The purpose of these observations is to help you understand the context of the classroom and to see the types of activities and responses in which teachers are engaged. During your conversation with the classroom teacher, ask for the opportunity to spend some time observing a “typical” class lesson.*



ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Lessons Learned –

A 4-5 page paper that details 10 lessons learned during the EDIS 3882 experience.



* We assume that some component of these observations is related to classroom management, though this is not clear.

No textbook relevant to classroom management assigned in this course.



Program H

Course: Field Placement – Mathematics

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None

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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

None

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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Focused reflections 1-2 pages (double spaced) each, complete sentences and paragraphs:

The Classroom –

due Friday, February 18, 2011

- How does the organization of the classroom contribute to the teaching/learning atmosphere? Is the organization formal or informal? Why?

The Students –

due Friday, March 4, 2011

- Who are the students? What can you tell about individual students by watching them? Who is on-task/off-task? How can you minimize off-task behavior?
- Do any students appear to have health problems/special needs? How are they accommodated?
- Why do any students misbehave? What clues can you discover?

Classroom management –

due Monday, April 11, 2011

- What are the stated and unstated rules of the teacher? How are the rules applied?
- What strategies does the teacher use to obtain student attention to begin and end class? What does the teacher do to use time effectively?
- How does organization of the classroom or lessons contribute to discipline problems?
- When and how is praise or positive reinforcement used?
- Does the teacher use nonverbal signals or gestures to control student behavior? Does the teacher use proximity control (moving closer to a specific student in order to gain attention or stop some inappropriate conduct)? When and why?

✓	✓	✓	✓	✓	✓	✓				✓		

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/ Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references
												✓

Final 2-3 page (double-spaced) Reflection paper –
due Monday, May 9, 2011

Your 4884 final paper is an opportunity for you to reflect and comment on your experiences and observations in your field placement, by responding to the following questions...

- How will you manage your classroom?

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Focused reflections 1-2 pages (double spaced) each, complete sentences and paragraphs

Teaching Strategies –
due Monday, March 28, 2011

- What procedures are routine? Is there an order or sequence for daily activities?
- How and when does the teacher use: the board? visual aids? instructional technologies? video? texts? worksheets?
- When is group work utilized? Are cooperative learning strategies used?
- How does the teacher utilize questioning? How is discussion encouraged?
- Is previous learning or prior knowledge utilized?
- How are students engaged in process of inquiry?
- How do students explain concepts?
- How is content information presented?
- How does the teacher assess student performance formally and informally?

Interdisciplinary unit –
due on or before Monday, May 9, 2011

Your interdisciplinary unit should include:

- A comprehensive content outline that serves as a resource for the entire unit (materials, to be used for activity centers, extension activities, etc.)
- A minimum of 6 lesson plans – these can be ones you teach in your placement & in EDIS 5451
- Integration of another subject for at least one lesson
- At least two lessons that incorporate instructional technology
- At least two authentic assessment instruments with rationale for choosing this type of assessment (presentation, project, test, quiz, partner-quiz, rubric, etc.)



Classroom management strategies

Big Five					Other strategies								
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references	

Self-evaluation of taped lesson –
due on or before Monday, May 2, 2011

Write a 1-2 page (double-spaced) reflection and evaluation of your lesson. What was it like to watch yourself teaching? Was it what you expected? What worked in the lesson? What you would change and how? What you learned from the lesson? Include any other thoughts you may have.

No textbook relevant to classroom management assigned in this course.

Program H

Course: *Secondary Curriculum and Management*

Classroom management strategies

Big Five					Other strategies								
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references	

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

What are the considerations for setting up a viable learning environment?

- What is the role of the physical set up in the classroom in establishing a learning environment?
- Are there better room arrangements than others?
- Is it reasonable for the arrangement to be changed? How often?
- What do we know about using time in the classroom?
- How are the use of time and the physical set up of the classroom related to classroom climate?

	✓											
						✓						

Classroom management strategies

What needs do adolescents bring to the classroom?

- What is social and emotional learning (SEL)
- What kinds of social and emotional needs do students bring into the classroom?
- What is SEL?
- What SEL skills are necessary for student academic and social success?
- How can we nurture social and emotional skills?
- What role does SEL play in teacher behavior?
- How does the physical arrangement of the classroom and how time is used interact with the social and emotional needs of students?
- What needs do families and communities bring to schools and classrooms?

How is Student Motivation Related to Classroom Management?

- What motivates adolescents?
- Why are some students lazy?
- Do unmotivated students misbehave more than motivated students?
- How can I engage students in my classroom?
- How can I help my students understand the importance of school success?

How can we respond to adolescent needs and have an organized classroom?

- What is a jigsaw model and how can it meet the needs of students and teachers?
- What are some management systems (models) promoted to middle and high school teachers?
- How are routines and procedures determined and taught?
- What routines and procedures help to organize classrooms?
- Why are productive classrooms motivating and engaging?

What management model packages are available to teachers?

- Can a management plan be used as written in every context?
- What do the selected management plans offer me as I plan my own personal approach to classroom management?

	Big Five					Other strategies							
	Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references
What needs do adolescents bring to the classroom?											✓		
How is Student Motivation Related to Classroom Management?				✓	✓			✓					✓
How can we respond to adolescent needs and have an organized classroom?	✓	✓		✓				✓			✓		
What management model packages are available to teachers?													✓

Classroom management strategies

	Big Five					Other strategies							
	Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references
<p>What is the relationship between management and instruction?</p> <ul style="list-style-type: none"> What are instructional norms? How do we build instructional norms so that a productive learning environment can be established? How can we help our students become more productive and successful? In what ways can instruction be responsive to students? How do I meet the needs of all students so that they are engaged and successful? 				✓									✓
<p>What do we do when student misbehaviors disrupt the learning environment?</p> <ul style="list-style-type: none"> What classroom misbehaviors do you anticipate? How will you be ready for these misbehaviors? How will theory help guide your responses to misbehavior? How will knowledge of neurological conditions help to guide your behaviors? 				✓									
<p>How do we deal with violent behaviors?</p> <ul style="list-style-type: none"> What is an appropriate response to cursing in the classroom? Should I break up a fight? What do I do if a student becomes violent? What if I am afraid of my students? 				✓								✓	
<p>What moral and ethical issues must be considered as we organize our learning environments?</p> <ul style="list-style-type: none"> What are the long-term consequences of specific discipline policies? How do school discipline policies reflect the larger society? 			✓									✓	
<p>How does responsive teaching lead to a productive learning environment?</p> <ul style="list-style-type: none"> In what ways can instruction and management be responsive? Is responsive teaching differentiation? Is differentiation the same as individualized instruction? Which student differences should be addressed? Doesn't differentiation cause resentment and behavior problems? How can these problems be avoided? What do assessments and feedback have to do with establishing and maintaining a productive learning environment? 													✓

Classroom management strategies

Big Five					Other strategies								
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references	
<p>What is Quality Teaching?</p> <ul style="list-style-type: none"> What are the indicators of a quality classroom? How do quality teachers manage classrooms? How do quality teachers prevent misbehavior? How do quality teachers respectfully manage students in their classrooms? What do I need to know to become a quality teacher? 													
<p>Who do we Teach? [sic]</p> <ul style="list-style-type: none"> How do I get to know the students with whom I work so that we can develop a learning community? What is it that I need to know about my students? How will my own beliefs and principles influence how I learn about the students with whom I work? How will my knowledge of students influence my instructional and management decisions? With what kinds of students do you think you will be teaching? How will these students be different from you and your peers in high school? In what ways will students vary in your classroom? What resources can help you to meet the needs of all of your students? What is the role of content knowledge and skills in educating the whole child? 									✓	✓			

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

What do we know about bullying?

- What is bullying?
- How prevalent is bullying in middle and secondary schools?
- Can secondary students be taught to not bully?
- Who is to blame for bullying?
- What is the role of bystanders in promoting bullying?
- Can the wounding of bullying be overcome?





Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

Management and instructional organization plan (175 pts) – due May 3, 2011

After carefully reviewing your readings and class notes, develop an organizational plan that details management and instructional actions for your own future classroom. This plan of action should be no more than 12 pages and should incorporate your plan for organizing your classroom, instruction, and assessment in terms of the following categories:

- Teaching Context: Describe the teaching context that will provide the foundation for your management and instructional organization plan. Describe the school, students, and content. The context should be a good approximation of where you hope to be in your first year of teaching.
- Classroom Environment: Proactive Strategies. How will you set up the physical and social environment of the classroom? How will your decisions about the set-up of your classroom impact on management and instruction positively?
- Student-Teacher and Student-Student Relationships: Proactive Strategies. How will you be purposeful in establishing emotional support in your classroom? How will you use teacher-student interactions to help students become successful in school? In what ways will your plan help to meet adolescent needs? How will you help students become collaborative and supportive with peers?
- Procedures and Routines: Proactive Strategies. What procedures and routines will you have for instruction, assessment, and behavioral management? How will these procedures help you meet your curriculum goals and adolescent needs? Does your content area impact the types of procedures and routines you will use for instruction and assessment? Explain how routines and procedures can have a positive impact on classroom management.
- Responding to Misbehavior: Reactive Strategies. What will the structure and implementation of your management system look like? Why? How are these decisions related to adolescent needs, curriculum goals, and school policies?
 - How do you anticipate conveying your discipline system to your students?

✓	✓		✓	✓	✓					✓	✓	

Classroom management strategies

(continued)

Management and instructional organization plan (175 pts) –

due May 3, 2011

- How will you involve administrators and parents in your management plan?
- What kind of agreements and consequences will be part of your system? How will these be determined?
- In what ways will you help your students develop responsibility?
- What will you do when students break the rules?
- When will you use school administrators to help you discipline your students?
- How will you collect evidence about how your system is working? How would you modify your approach?
- What consequences to you, your students, and society might result from your management approach?

Incorporate your answers to these prompts in a coherent and cohesive essay explaining how you will organize your classroom. We encourage the use of subheadings, diagrams, and graphic organizers in your paper. With a 12-page limit, you will need to synthesize information and provide succinct, targeted examples of your thinking. The rubric for this assignment can be found at the end of this syllabus in Appendix A.

Your paper should use APA style for your reference list and in-text citations. A reference list is a list of all of the resources that you used in writing your paper. You should have at least ten different references in your bibliography (reference) list. You may use your text, class readings, and readings from any of your other classes at _____. You may also look for appropriate references as you are working on the paper. In-text citations are the way in which you flag the source of the statements you make or how you identify the source of your information.

This allows you to identify the source of the works you used in your research. You are required to have at least ten in-text citations from a minimum of five different sources from your reference list. You may have more than five in-text citation sources. Not all of your references may be cited within your text.

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references
✓	✓			✓	✓	✓				✓	✓	



Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Book Review (100 pts) – Due March 16, 2011 -

A 1200-word essay review of one of the books on the recommended reading list is required. (The recommended reading list can be found at the end of the syllabus.) The review should include full reference and in-text citations in APA style (6th edition). A successful book review will be a commentary and synthesis of the book, not a summary alone. The review will make an argument about the book and will answer the following questions:

- Purpose: What is the scope of the book? What topics are covered? What was the author's purpose in writing the book? What is the author's thesis and in what ways is the thesis supported? How do you evaluate this support? Provide examples of the evidence used to bolster the main argument. Evaluate the argument and evidence using your knowledge and experiences.
- Style: Assess the author's style in presenting his or her ideas. How does the author incorporate his or her own experiences and biases into the narrative? Are the writing, examples, and style appropriate to the identified audience?
- Utility: How helpful did you find this book? Did it influence your understanding and knowledge about teaching and learning? Did it influence your thinking about classrooms and adolescents? Would you recommend this book? Why or why not?

Where am I?: A Formative Evaluation (100 pts) – Due February 16, 2011

Because we know that formative assessments can influence and shape student learning, you are asked to evaluate your attainment of beliefs and dispositions identified with quality teachers. The dispositions have been developed by the Council of Chief State School Officers' Interstate Assessment and Support Consortium (the full standards can be found at www.ccsso.org/intasc and on Collab) and are intended to be the basis for both teacher education and licensure. The critical dispositions on which you should focus are listed below. To successfully complete this paper, you will need to reflect on all of the specific items in terms of your habits of mind. Have you demonstrated behaviors that indicate you have that disposition? In this paper,...

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

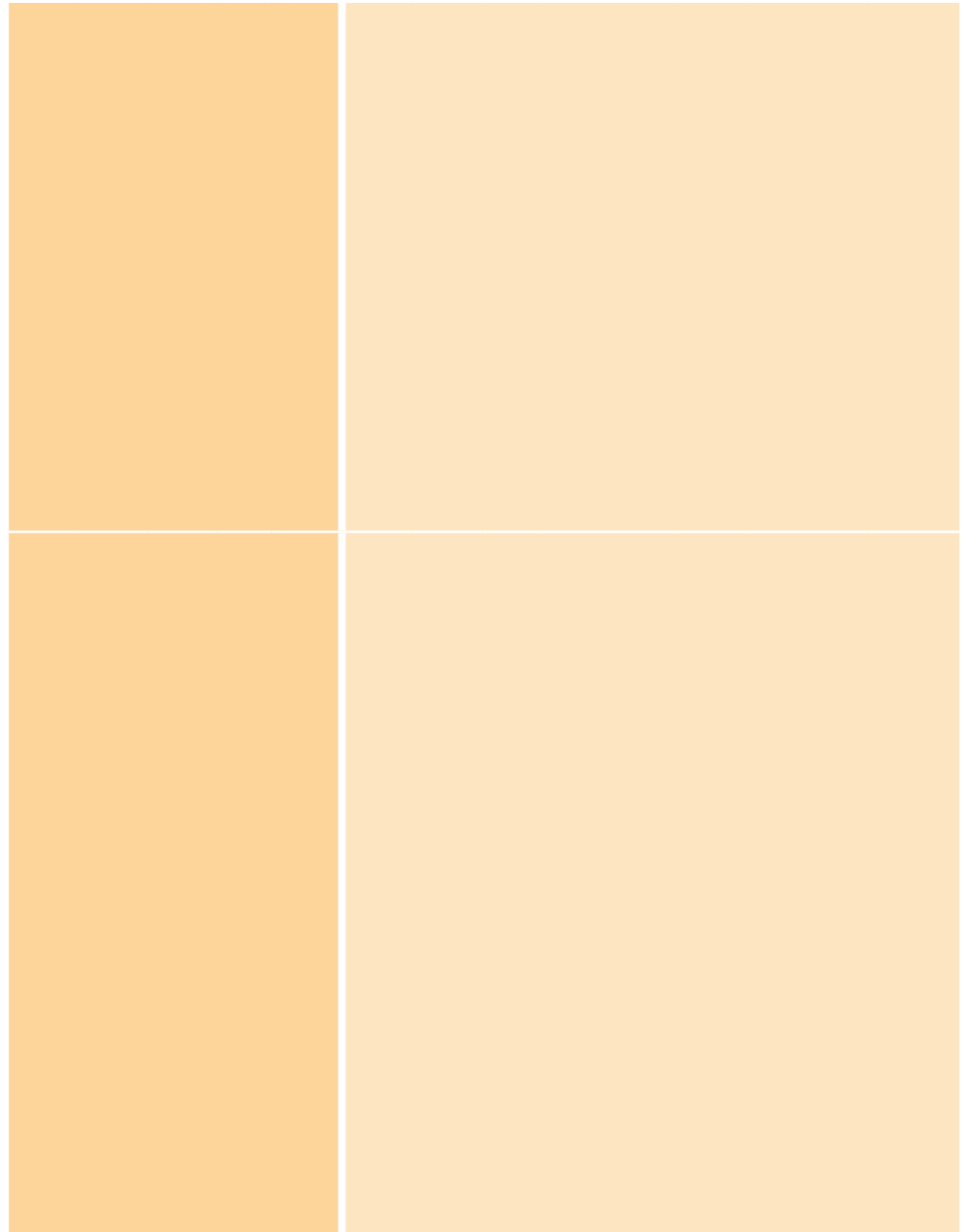
(continued)

Where am I?: A Formative Evaluation (100 pts) –
Due February 16, 2011

...you will share your path toward reaching each of these goals by ascertaining if you have reached the disposition (and how you know), if are you still are [sic] working on achieving that disposition (and explain how), that you disagree that the disposition is important (and explain why), or that you have not demonstrated behaviors that indicate you have this disposition (and explain how and why you will deal with this omission). In addition, a discussion of how these dispositions are related to social-emotional learning (SEL) skills, in general, and your competence with SEL skills, in particular should be included. Your reflections and evaluation of where you are in relation to these behaviors should be shared in a 5-page paper filled with examples of your thinking, beliefs, and behaviors.

Revised Lesson Plan (125 pts) –
Due April 13, 2011

Using a lesson plan that you have written for another class, or retrieved from the web, demonstrate how you might differentiate the lesson to meet the needs of specific students. In order to do this, you will need to describe in short cases, several students who will be in your "class." There must be at least three targeted students, but you may have as many as 6. Students may be invented from what you know about individual students in your field experience or from other settings in which you interact with middle and high school students. You will construct details about each students' interest, readiness, and learning profile and write up each students' profile in 1-2 pages. Then, you will re-write your original lesson plan to meet the needs of each of the targeted students. Commentary must be provided explaining each of the instructional decisions that were made and how these decisions meet student needs. How you decide to organize the format of the lesson plan is up to you. Lesson plans may receive peer feedback before submission, however each 5030 student must turn in his or her own lesson plan. Papers will be evaluated according to the following checklist.





Textbook relevant to classroom management:

Weinstein, C. S., & Novodvorsky, I. (2011) *Middle and secondary classroom management: Lessons from research and practice*. New York: McGraw Hill.

Topic	How addressed
Rules/Standards of behavior	Ch 4 <i>Establishing Norms for Behavior</i> , Sec. Defining Your Expectations for Behavior (pp. 95-105). Ch 4 <i>Establishing Norms for Behavior</i> , Sec. First Few Days, Teaching Students About the Norms (pp. 105-111). Ch 4 <i>Establishing Norms for Behavior</i> , Sec. Research on Effective Classroom Management (pp. 93-94).
Routines & Procedures	Ch 4 <i>Establishing Norms for Behavior</i> , Sub Sec. Class-Running Routines (p. 100). Ch 4 <i>Establishing Norms for Behavior</i> , Sub Sec. Use of Transition Routines (p. 199). Ch 4 <i>Establishing Norms for Behavior</i> : Discussion of “procedures that students and teachers use to gain each others’ attention” (p. 104). Ch 7 Maintaining activity flow and minimizing transition time (pp. 194, 197).
Praise/Positive reinforcement	Ch 8 <i>Enhancing Students’ Motivation</i> , Sec. Positive Extrinsic Rewards (p. 231).
Engagement	Ch 7 Making the most of classroom time: “Even when teachers are actually teaching, students are not necessarily paying attention. We must consider still another kind of time – engaged time or time-on-task. Let’s suppose that while you are teaching, some of your students choose to text message about last Saturday night’s party, do their homework for the next period, comb their hair, or stare out the window. In this case, the amount of time you are devoting to instruction is greater than the amount of time students are directly engaged in learning... [Discussion of engagement and time on task continues]” (pp. 191)
Student misbehavior	Ch 12 <i>Responding Effectively to Problem Behaviors</i> (p. 326). Ch 12 Sec. Dealing with More Serious Misbehavior includes discussion of “selecting penalties,” “mandatory private conferences,” “loss of privileges,” “isolation from the group,” “exclusion from class,” “detention,” “contacting parents,” “being consistent,” and “penalizing the group for individual misbehavior” (pp. 338-45). Ch 12 Sec. Dealing with Chronic Misbehavior includes discussion of “using a problem-solving approach,” “using a behavioral learning approach,” “self-monitoring,” “self-evaluation,” “self-instruction,” “contingency contracting,” and “positive behavioral support and functional behavioral assessment” (pp. 354-54). Ch 12 Sec. Dealing with Thorny Problems includes discussion of “defiance,” “failure to do homework,” “cheating,” and “inappropriate use of electronic devices” (pp. 355-61). Ch 13 Discussion of “preventing and responding to violence” (pp. 369-87).
Least intrusive means/ Proactive strategies	Ch 12 <i>Responding Effectively to Problem Behaviors</i> , Sec. Dealing with Minor Misbehavior (p. 334). Ch 12 Discussion of “nonverbal interventions”, “verbal interventions”, and “deliberate non-intervention” (pp. 334-338).
Physical environment	Ch 2 <i>Designing the Physical Environment</i> , Sec. Five Functions of the Classroom Setting (security and shelter; social contact; symbolic identification; task instrumentality; and pleasure) (pp. 26-39). Ch 2 <i>Designing the Physical Environment</i> , Sec. The Teacher as Environmental Designer (pp. 40-2).
Motivation	Ch 8 <i>Enhancing Students’ Motivation</i> (p. 213).
Parent/Community involvement	Ch 6 <i>Working with Families</i> , Sec. Challenges to Family-Teacher Collaboration (pp. 159-63). Ch 6 <i>Working with Families</i> , Sec. Overcoming the Challenges: Fostering Collaboration Between Families and Schools (pp. 163-81).
Diversity/Cultural factors	Ch 5 <i>Building Respected, Caring Relationships</i> , Sub Sec. Be Inclusive (p. 61). Ch 5 Discussion of “English Language Learners”, “Students with Disabilities and ADHD”, and “Students Living in Poverty” (pp. 118-36, 148-50).
Social/Emotional factors	Ch 3 <i>Building Respectful, Caring Relationships</i> , Sub Sec. Teach Social-Emotional Skills (p. 77).
Other (specify)	Ch 1 General discussion of classroom management (pp. 5-24).

Textbook relevant to classroom management:

Tomlinson, C. A., & Imbeaur, M. B. (2010) *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.

Topic	How addressed
Rules/Standards of behavior	Ch 5 <i>Classroom Routines</i> , Sec. Classroom Rules to Live By (p. 102).
Routines & procedures	Ch 5 <i>Classroom Routines</i> : General discussion of classroom procedures and routines. More extensive, detailed discussion later in the chapter: Starting the day, starting class; ending the day, ending class; assigning students to groups; giving directions for multiple tasks (pp. 99-114). Ch 6 Extensive discussion of routines: Calling on students; working in groups; managing noise; getting help; helping students transition; managing time (pp. 116-32).

Praise/Positive reinforcement	Not addressed
Engagement	Ch 7 Sec. Calling on Students (p. 116). Ch 1 Very brief discussion of engagement and motivation: "When student interest is engaged, motivation to learn is heightened, and learning is enhanced" (pp. 116-17).
Student misbehavior	Ch 7 Sec. Invest in Understanding student's misbehavior, Sec. Be proactive, Sec. Pick Your Battles, Sec. Don't Be Afraid, Sec. Demonstrate Empathy (pp. 142-3).
Least intrusive means/ Proactive strategies	Ch 7 Sec. Invest in Understanding student's misbehavior, Sec. Be proactive (p. 142) Very brief discussion of the need to "Be proactive" and the utility of delaying "handling a tense situation" (pp. 142-43).
Physical environment	Ch 4 Learning Environment, Sec. Designing a Physical Environment to Support Learning Environment (p. 92). Ch 1 Brief discussion (pp. 19-20). Ch 4 Generally concerns "Learning Environment": Brief discussion of the use of bulletin boards (p. 82). Ch 4 Extensive discussion of the physical environment: Furniture arrangement and floor plan; wall space and bulletin boards; materials, supplies, and organizers (pp. 92-98).
Motivation	Ch 1 <i>Understanding Motivation in Order to Lead</i> , Sec. Interest: Very brief discussion of engagement and motivation: "When student interest is engaged, motivation to learn is heightened, and learning is enhanced" (p. 16).
Parent/Community involvement	Ch 3 <i>The Invitation to be Part of a Vision</i> , Sec. Teachers as Leaders of Parents in Understanding Differentiation (p. 63).
Diversity/Cultural factors	Ch 2 <i>Teaching What You Believe</i> , Sec. Diversity is inevitable and positive (p. 27). Ch 7 Very brief discussion of "warm demanders" in dealing with "students from low-income or African American backgrounds" (p. 141).
Social/Emotional factors	Ch 1 <i>Understanding Motivation in Order to Lead</i> , Sec. Affect (p. 16). Ch 7 Sec. Demonstrate Empathy and Respect (p. 143).
Other (specify)	

Program H

Course: Teaching Associateship – Science Education

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/ Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None

LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

Introduction/Lesson Plan Review		
Open Portfolio Workshop/Lesson Plan Workshop and review		
Resume writing and job search/ Guest speaker		
Visit to HS/Lesson Plan Review		
Parent communication/ Lesson plan review		
Visit to MS/Lesson Plan Review		

Engagement	Ch 3 Brief discussion of “the hook”, i.e. initiating student interest & attention (pp. 75ff.). Ch 3 Discussion of circulation and engagement: “If you’re teaching actively...make frequent verbal and nonverbal interventions...as you circulate” (p. 86). Ch 4 <i>Engaging Students in Your Lessons</i> , addresses various engagement techniques: “Cold Call”; “Call and Response”; “Pepper”; “Wait Time”; “Everybody Writes”; “Vegas” (pp. 111ff-141ff). Ch 5 Discussion of the SLANT technique: “Five key behaviors that maximize students’ ability to pay attention are in the acronym SLANT...Sit up; Listen; Ask and answer questions; Nod your head; Track the speaker” (p. 159).
Student misbehavior	Ch 6 Brief discussion of consequences: “...if a situation cannot be addressed quickly and successfully without a consequence, the consequence must be given so that instruction is not interrupted” (p. 174). Ch 6 Extended discussion about distinguishing between “incompetence” and “deviance” (see pp. 180-2). Ch 6 Extended discussion of the “no warnings” principle: “act early”; “act reliably”; “act proportionately”; “Giving a warning is not taking action; it is threatening that you might take an action and therefore is counterproductive” (pp. 199-201).
Least intrusive means/ Proactive strategies	Ch 6 Brief discussion of “nonverbal intervention”: “Gesture to or eye contact with off-task students while doing something else, preferably teaching the others” (p. 172). Ch 6 Discussion of circulation and engagement: “If you’re teaching actively...make frequent verbal and nonverbal interventions...as you circulate” (p. 86).
Physical environment	Ch 2 <i>Planning to Ensure Academic Achievement</i> , Sec. Draw the Map (p. 67).
Motivation	Ch 7 <i>Building Trust and Character</i> , Sec. Positive Framing (p. 204).
Parent/Community involvement	Not addressed
Diversity/Cultural factors	Not addressed
Social/Emotional factors	Ch 7 <i>Building Trust and Character</i> , Sec. Emotional Constancy (p. 219).
Other (specify)	

Textbook relevant to classroom management:

Thompson, J. G. (2010) *Discipline survival guide for the secondary teacher* (2nd ed). San Francisco: Jossey-Bass.

NOTE: Course assigns the following pages in the textbook: pp. 39-46, 104-112, 174-178, 274-277. Most of these pages do not cover classroom management topics, with the exception of “general discipline” – pp. 91-130

Topic	How addressed
Rules/Standards of behavior	Not addressed
Routines & Procedures	Not addressed
Praise/Positive reinforcement	Not addressed
Engagement	Not addressed
Student misbehavior	Not addressed
Least intrusive means/ Proactive strategies	Not addressed
Physical environment	Not addressed
Motivation	Not addressed
Parent/Community involvement	Not addressed
Diversity/Cultural factors	Not addressed
Social/Emotional factors	Sec. 5, How to Help Impulsive Students; How to Assist Students with Attention Deficit Disorders (pp. 104-5).
Other (specify)	Sec. 5, Promote Self-Discipline: General discussion of discipline/classroom management (pp. 91-130).



Program H

Course: Field Project

Classroom management strategies

Big Five					Other strategies							
Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	Classroom management: General references

LECTURES RELEVANT TO CLASSROOM MANAGEMENT

None													
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LECTURES NOT RELEVANT TO CLASSROOM MANAGEMENT

All lectures focus on study design, data collection methods, and related issues.													
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ASSIGNMENTS RELEVANT TO CLASSROOM MANAGEMENT

<p>The Case Study Systematically observe these three children classroom. The goal of these observations is to note specific learning and emotional strengths and needs, academic and social behavior in class, etc.</p>													✓
<p>Final Paper The Case Studies: You will do three case studies. Two will be mini-studies; one will be in-depth. For each case, provide contextual information about the student (demographics, class behaviors, etc.); what you learned about each student; and how you learned about each student.</p>													✓
<p>Final Presentation This formal presentation is the culmination of your field project.</p>													✓

ASSIGNMENTS NOT RELEVANT TO CLASSROOM MANAGEMENT

Research Exercise #1: Identification of Students													
Research Exercise #2: Observation Activity													
Research Exercise #3: Interview Protocol													
Research Exercise #4: Best Practice Literature													
Research Exercise #5: Student Work Sample													

No textbook relevant to classroom management assigned in this course.

Program H

Student teaching observation/evaluation instruments

Instrument titles:

Teaching Associate Midterm Evaluation; Teaching Associate Final Evaluation; Collaborative Assessment Log; Collaborative Assessment Log Feedback Guide; Middle/Secondary Descriptors for My Teaching Partner – Classroom Assessment Scoring System (CLASS); Behavioral Observation Form; Engagement Patterns Observational Form; Verbatim Observation Form; Open Observation Form

Strategy	How addressed
Rules/Standards of behavior	"Enforces classroom rules; reminds students of rules." "Makes management and behavioral expectations clear."
Routines & Procedures	"Manages classroom procedures to maximize academic learning time."
Praise/Positive reinforcement	"Gives specific behavior praise."
Engagement	Not addressed
Student misbehavior	"Consistent with consequences (follows through)." "Makes management and behavioral expectations clear (e.g., responds to inappropriate behavior, implements behavior management plan when appropriate)."
Least intrusive means/ Proactive strategies	"Uses surface level management techniques (proximity, redirect, "the look," calls student's name, states expected behavior)."
Physical environment	Not addressed
Motivation	Not addressed
Parent/Community involvement	No (parental involvement is related to student learning only).
Diversity/Cultural factors	Not addressed
Social/Emotional factors	"Shows respect for student's varied talents, perspectives and background."
Other (specify)	"Develops and maintains rapport with students."



Program I: Graduate secondary

		Classroom management strategies												
		Big Five					Secondary strategies							Classroom management: General references
		Rules/Standards of behavior	Routines & Procedures	Praise/Positive reinforcement	Engagement	Student misbehavior	Least intrusive means/Proactive strategies	Physical environment	Motivation	Parent/Community involvement	Diversity/Cultural factors	Social/Emotional factors	Other (e.g., school management plans, student responsibility)	
No Course	≥1 Lecture	No coursework that addresses classroom management.												
	≥1 Assignment: pencil and paper													
	≥1 Assignment: practice													
	Textbook													
High School English: Methods/Teaching	≥1 Lecture	No coursework that addresses classroom management.												
	≥1 Assignment: pencil and paper													
	≥1 Assignment: practice													
	Textbook													
Student Teaching	Observation/evaluation instrument													

Program I

Student teaching observation/evaluation instruments

Instrument titles:

Site Visit Record Form; Professional Field Experience: Assessment Form Midterm Evaluation; Professional Field Experience – Evaluation of Professional Dispositions and Competencies: Midterm & Final Evaluation; Professional Field Experience: Assessment Form Final Evaluation

Strategy	How addressed
Rules/Standards of behavior	Not addressed
Routines & Procedures	Not addressed
Praise/Positive reinforcement	Not addressed
Engagement	Not addressed
Student misbehavior	Not addressed
Least intrusive means/Proactive strategies	Not addressed
Physical environment	Not addressed
Motivation	Not addressed
Parent/Community involvement	Not addressed
Diversity/Cultural factors	Not addressed
Social/Emotional factors	Not addressed
Other (specify)	

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 reports²⁷ 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.²⁸ 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.²⁹ 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.³⁰ 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*.



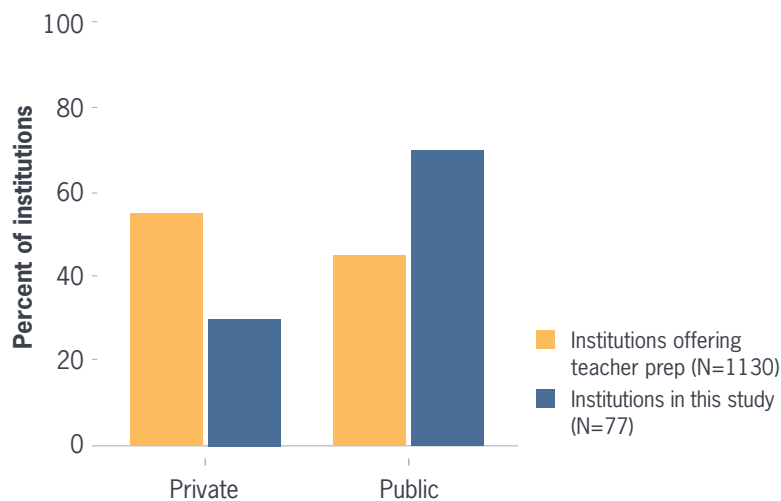
In continuing to focus exclusively on student teaching observation/evaluation instruments for the Classroom Management Standard, we are asserting a common-sense principle: as the defining capstone experience of traditional teacher preparation programs, student teaching *must* include feedback to the 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.

Appendix G: Sample demographics

The graphs below show the characteristics of the IHEs included in the study in terms of public or private status, diversity, accreditation, production, and selectivity and demonstrate that the sample is generally representative of the national population of IHEs offering teacher preparation. However, because more materials from public institutions were available to us,³¹ the proportion of public universities in this study is greater than the national average. Also, the median SAT scores (or converted ACT scores) skew slightly higher than the national average, although average SAT scores were only available for 80 percent of institutions nationwide.

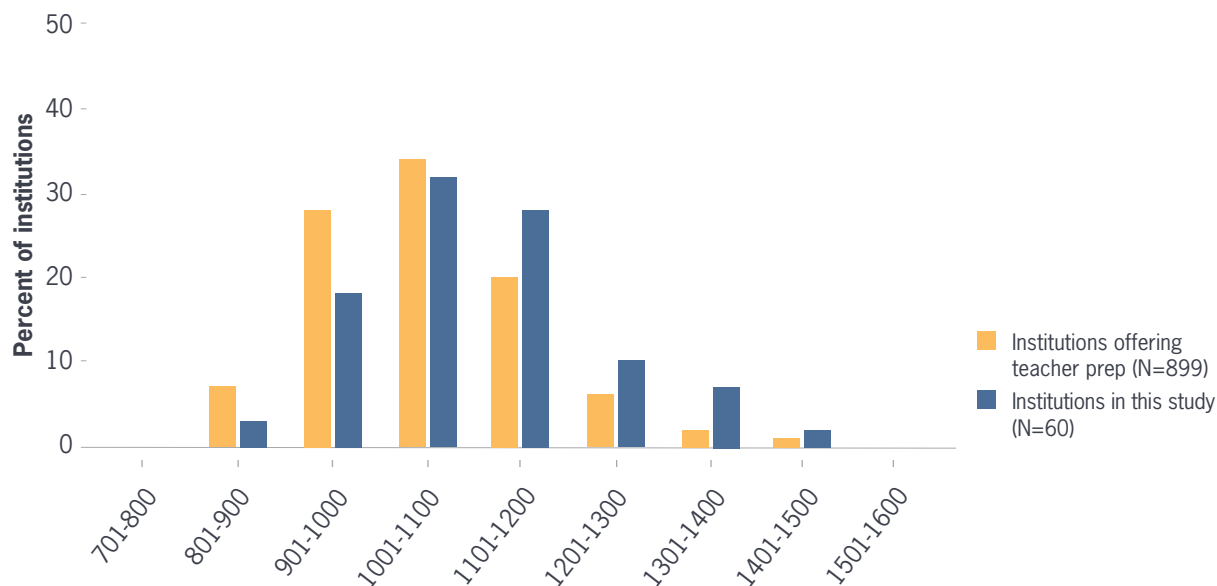
Fig. 20 Demographics of study sample: Proportion of public and private institutions



The sample of institutions offering teacher prep included in this study contains a higher proportion of public institutions than is found in the population of such institutions as a whole.

Private institutions are somewhat more likely to address the Big Five than public institutions, which suggests that if the sample in this report included more private institutions, the outcomes would have been somewhat more positive. However, this difference would have been marginal. More than a quarter of programs at private institutions still address only one or none of the Big Five of classroom management, and fewer than half address at least four of the Big Five.

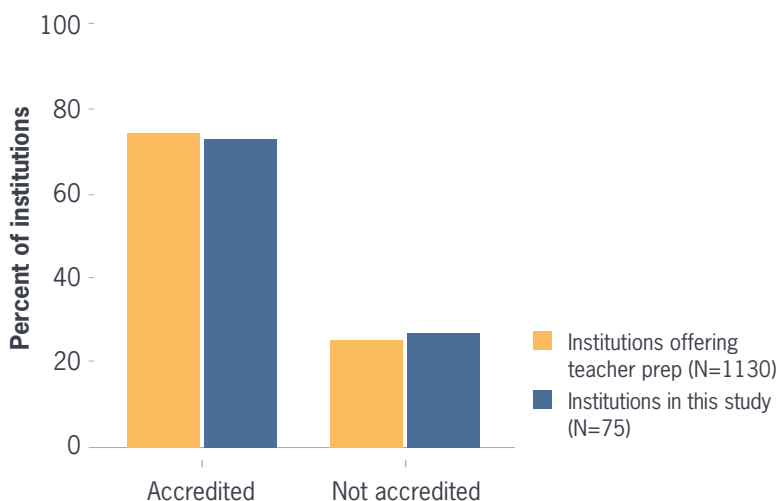
Fig. 21 Demographics of study sample: Median SAT scores



The median SAT scores available for institutions included in this study sample are slightly higher than the median SAT scores for the population of institutions as a whole offering teacher prep. Scores were not available for all institutions in either the study sample or the broader population of institutions.

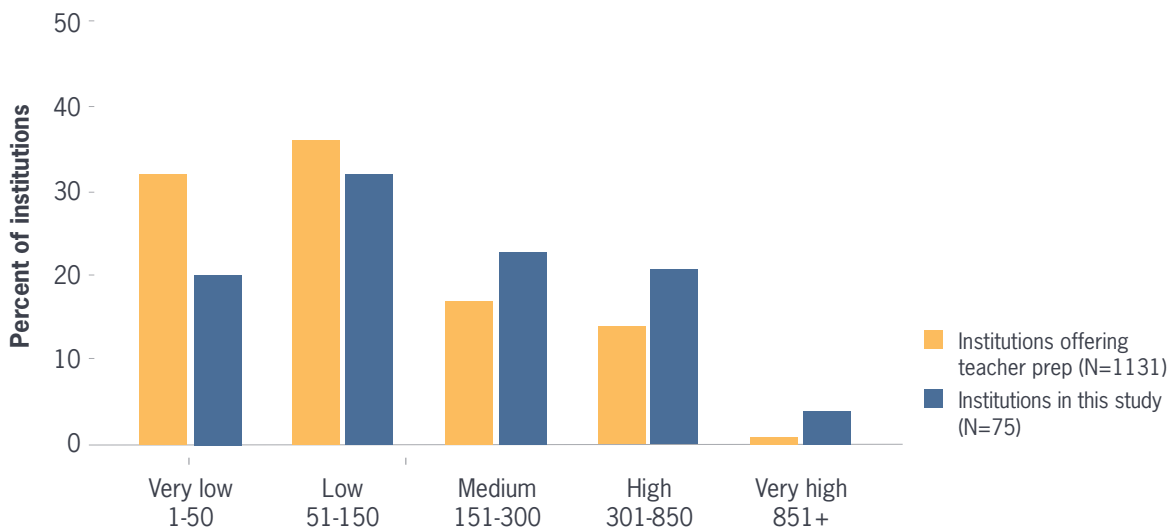
No other notable differences arise between the institutions in the sample and those in the broader population. Programs in the sample have a slightly higher production of teachers, perhaps because the sample has somewhat more public institutions. However, none of the comparisons between the institutions included in the report and all institutions of higher education would give rise to questions about how well this study represents the broader field of teacher preparation.

Fig. 22 Demographics of study sample: National accreditation of institutions



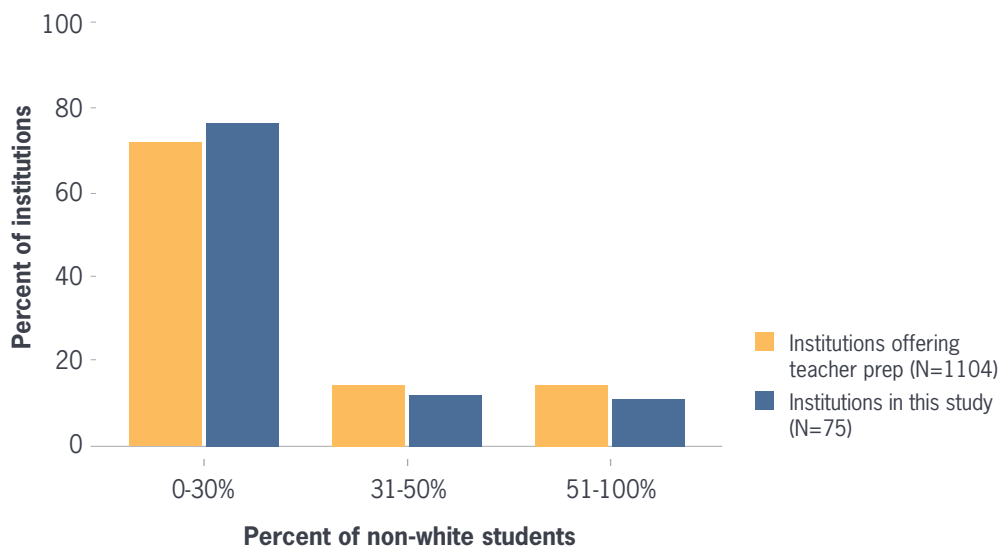
The percent of accredited institutions is virtually identical for institutions included in this study and for all such institutions offering teacher prep.

Fig. 23 Demographics of study sample: Annual production of teachers



The institutions offering teacher prep included in this study have somewhat higher rates of production than those of all such institutions.

Fig. 24 Demographics of study sample: Diversity



Virtually no difference exists in the diversity of institutions offering teacher prep included in this study compared with all such institutions.



Appendix endnotes

- 1 This report studies teacher preparation programs, rather than institutions as a whole, because institutions are not monolithic in their approach to teacher preparation. NCTQ's work has often found differences between elementary and secondary programs, and between undergraduate and graduate programs; consequently, this report uses the individual programs rather than institutions as the unit of analysis.
- 2 While no previous NCTQ study has found significant differences between teacher preparation programs in public and private institutions, this study did find that private institutions moderately outperformed public ones, at least on some measures.
- 3 More undergraduate programs were examined because more full sets of undergraduate syllabi were available.
- 4 Three programs in the sample do not include any foundational coursework in classroom management.
- 5 Words such as "management," "behavior," "motivation," "discipline" or "the learning environment" were signals that a course should be included in this study.
- 6 This includes subject-specific methods courses at the secondary level but not at the elementary level. The reason for the distinction is that secondary programs are less likely to have general methods or classroom management courses and therefore often incorporate general, not just subject-specific, classroom management instruction in such coursework. Subject-specific elementary methods courses, on the other hand, tend to deal with classroom management issues unique to a discipline (e.g., how to organize reading groups, how to conduct a safe science lab, how to keep children from throwing balls at each other in gym class), rather than issues that would apply across various classroom settings and subjects.

The specific secondary subject-area for which methods courses were examined was the one randomly selected for evaluation in *Teacher Prep Review 2013*. For more information on this selection process, see the Review's general methodology on p. 67 of the report accessed at http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report
- 7 Some courses are part of multiple programs.
- 8 In keeping with the rationale for including such coursework in the foundational coursework analysis, subject-specific clinical coursework for secondary methods coursework — but not elementary methods coursework — was included if it mentioned classroom management in its title, description or objectives.
- 9 Some courses are part of multiple programs.
- 10 Since there has been no recent revolutionary change in basic approaches or techniques in classroom management, teaching classroom management or its oversight by state agencies or accrediting bodies, there is every reason to think that even syllabi from coursework predating 2008 would be generally representative of instruction in the field. Were we evaluating in-service programs or professional development that dealt with whole school management models, the age of materials would be an issue.
- 11 The National Academy of Education's report, *Evaluation of Teacher Preparation Programs* (October 25, 2013), available at <http://www.naeducation.org>, describes the strengths and weaknesses of each of the main forms of evaluating teacher training: federal Title II reporting, state approval processes, value-added modeling of the effectiveness of program graduates, national accreditation, program self-evaluation and the document reviews used by NCTQ. The report found each problematic in its own way. The report warns that programs may doctor their syllabi to earn higher ratings. NCTQ mitigates that concern by conducting audits to ensure that documents we obtain from IHEs are authentic.
- 12 Assumes that a fundamental component of classroom management plans is Rules, even if not explicitly stated in the assignment.
- 13 Ibid.
- 14 While the code includes the term "proactive strategies," all lectures were reviewed to ensure that this code only applies to routines, and that all proactive strategies that would fit under least intrusive means (e.g., proximity) were coded under "low profile desists."
- 15 The only lectures coded as "Praise and criticism" focused specifically on praise and referenced a "5:1" ratio (presumably praise to criticism).
- 16 Lectures with this code were reviewed to ensure that they only focused on positive reinforcement (e.g., rewards), and that anything focusing on punishment was coded under "responding to disruptive behavior."
- 17 Also includes rewards and positive reinforcement. Every assignment with this code has a positive reinforcement component.
- 18 The topics of diversity, cultural, and social/emotional factors were only separated for the Sample 3 cross-program analysis.
- 19 Examples of unclear lecture titles include "Approaches to instruction," "Managing Learning, Curriculum Integration," and "Myths and Mistakes - Principal Panel."

- 20 The topics of diversity and cultural and social/emotional factors were only categorized for the cross-program analysis sample.
- 21 If a syllabus did not contain a lecture schedule, time devoted to classroom management could not be calculated and the program was omitted from calculations related to time devoted to classroom management and strategy coverage.
- 22 These models include Positive Behavior Intervention Support, Discipline with Dignity and Assertive Discipline, among others. The focus of these models range from understanding the reasons behind students' misbehavior, to giving them a democratic voice in classroom rules, to employing consequences, to reshaping behavior through rewards. While these models all work toward the common goal of minimizing student misbehavior so that the focus is on instruction, they use very different approaches, especially in the types of responses to misbehavior and the degree to which responsibility for managing behavior rests with the teacher or the students. Furthermore, many of them predate the research on which strategies are effective, and not all of their approaches are supported by recent findings. Of the specific approaches discussed, "Positive Behavioral Interventions and Support" is by far the most popular and is mentioned in almost a third of programs whose lecture schedules show that time is set aside to discuss individual systems of classroom management; this program is a school-wide program that requires external training and support. "Discipline with Dignity," included in 15 percent of programs, is the next most common approach presented.
- 23 The research inventory can be assessed at www.nctq.org/teacherPrep/ourApproach/standards
- 24 Aggregated research support refers to the findings in the Simonsen et al., Oliver et al., and IES analyses. These studies identified the techniques and approaches with the strongest research support, which informed the "Big Five." The IES report also identified other techniques and approaches with moderate support (e.g., parental involvement), some of which are represented in the second table of categories.
- 25 These strategies do not precisely match the "mixed support" strategies identified in the cross-program tables. This discrepancy is because this table (Figure 17) identifies only on the strategies that emerged from the studies reviewed by NCTQ. The cross-program tables are based on the strategies that emerged from the Simonsen et al., Oliver et al., and IES studies themselves, which reviewed a larger range of studies.
- 26 While some of these categories have more studies than the "Big Five," this does not mean that they have more support. NCTQ did not have access to all studies reviewed by Simonsen et al., Oliver et al., and IES. In addition, these strategies tended to have weaker aggregated research support as identified by the IES practice guide.
- 27 All reports can be accessed at <http://www.nctq.org/reports.do?d=Teacher%20Prep>
- 28 Classroom management preparation for special education teacher candidates is essential as well but should include specialized coursework beyond the scope of this preliminary analysis.
- 29 Report can be accessed at http://www.nctq.org/dmsStage/Ed_School_Essentials_IL_Teacher_Prep_NCTQ_Report
- 30 Report can be accessed at http://www.nctq.org/dmsStage/Student_Teaching_United_States_NCTQ_Report
- 31 Most of the syllabi used for this study were collected as part of the *Teacher Prep Review 2013*. Because many institutions refused to provide information, we used public records requests to obtain syllabi and other materials. Only public institutions are subject to public records requests, so we were able to collect more sets of syllabi from public than from private institutions.