



A Closer Look at Classroom Management

Undergraduate Elementary Programs

KEY FINDINGS: Two in five (42 percent) of the 661 teacher preparation programs give feedback to their student teachers on all or nearly all key areas of classroom management. Programs are most likely to provide feedback on student teachers' ability to establish standards of behavior and maximize the amount of class time in which students are focused on learning, and least likely to provide feedback on student teachers' use of meaningful praise to encourage positive behavior.

Why teacher prep programs should teach key classroom management skills

New teachers and their principals consistently report that classroom management is one of their greatest challenges. Given that students learn best in an orderly, well-run classroom, teacher candidates should be trained in a coherent management approach focusing on the five areas that receive strong support from research.¹ These areas are:

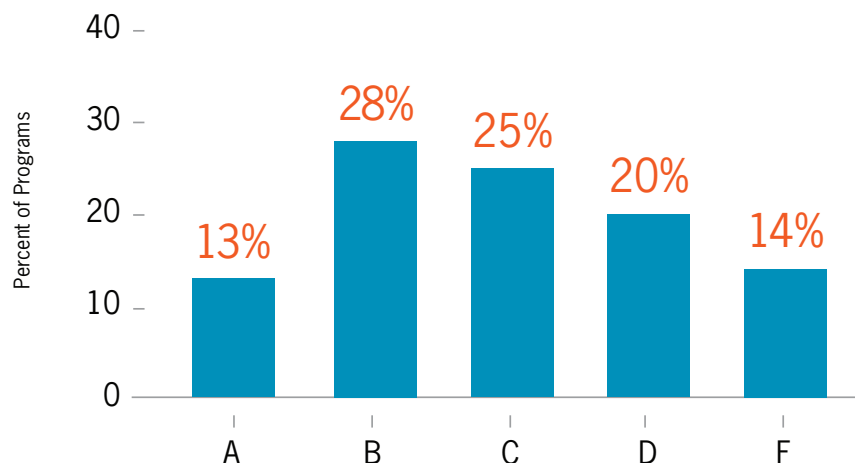
- Establishing and maintaining standards of behavior,
- Maximizing the time that students are engaged in learning,
- Using meaningful praise and other forms of positive reinforcement to encourage appropriate behavior
- Using unobtrusive means to prevent and manage minimally disruptive behavior, and
- Addressing more serious misbehavior.

Our evaluation examines the feedback that student teachers receive from their supervisors and cooperating teachers on their use of classroom management techniques. Programs signal which skills they consider most essential through the indicators included on the observation and evaluation forms used by program supervisors and cooperating teachers to provide feedback to student teachers. In addition, since student teaching is the last chance for future teachers to polish their skills before taking responsibility for their own classrooms, it is a critical time for programs to provide feedback to their teacher candidates on how they can improve. Programs that earn an "A" provide feedback to their student teachers on all or nearly all of the five essential areas of classroom management.

1 For more on the research underpinning this analysis, see the Classroom Management report [here](#) and Understanding our Classroom Management Standard [here](#).

How many programs provide feedback to aspiring teachers on the most important classroom management skills?

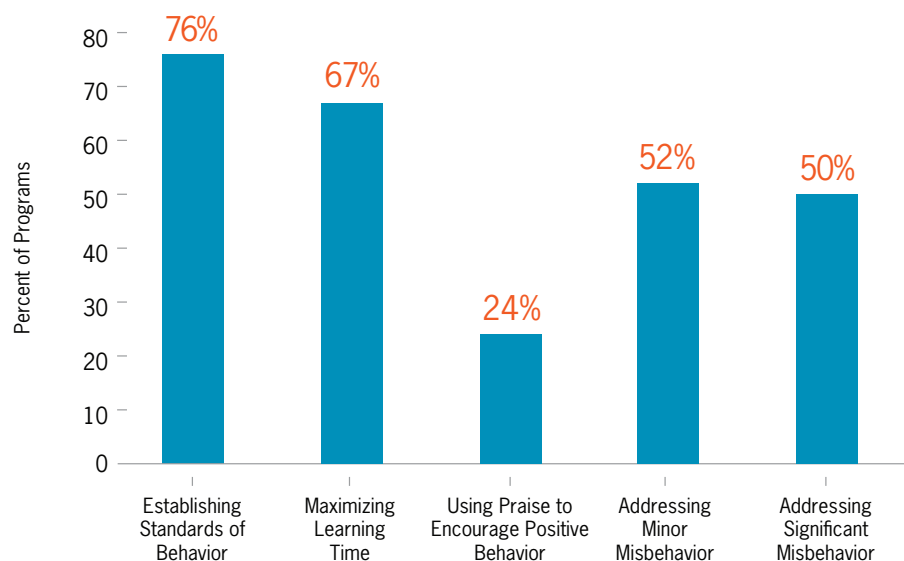
(N=661 undergraduate elementary programs)



Two in five programs (42 percent) earn an “A” or “B,” meaning that they provide feedback on all or nearly all of the key areas of classroom management. This grade distribution is virtually unchanged since the *2014 Teacher Prep Review*.

A closer look at classroom management

On which skills do teacher prep programs provide feedback?²



Programs in 2016 are slightly more likely than they were in the past to provide feedback on some key classroom management skills during student teaching. Of the 382 undergraduate elementary programs with sufficient information to compare the *2014 Teacher Prep Review* to the *2016 Teacher Prep Review*, 42 percent earned the equivalent of an “A” or “B” in 2014, while 47 percent now receive those grades. The number of programs providing feedback on addressing

2 Maximizing learning time is the only area in which our evaluation is divided among separate skills: 1) maintaining student engagement, and managing 2) time, 3) materials, and 4) the physical classroom environment. Programs are included in the graph above if their student teachers receive feedback on at least three of the four skills.

significant misbehavior increased by eight percentage points between 2014 and 2016. Programs showed very minor improvement in most other areas, although the number of programs providing feedback on praise declined by three percentage points.

Programs within the same state tend to use similar observation forms, but from state to state, observation forms differ significantly. For example, in 31 states, no more than 25 percent of programs provide any feedback on the use of praise, whereas 70 percent of programs in Texas and 75 percent of programs in Connecticut provide feedback in this area.

Methodology in brief

We examine the observation and evaluation forms that supervisors and cooperating teachers use to give feedback to student teachers on their performance in the classroom. We read each form in full to determine if it requires the user to give feedback in any of the five key areas of classroom management.

To learn more about how we evaluate programs' teaching of classroom management techniques, including how individual indicators are satisfied, please see our [methodology](#). For examples of model materials on this standard, please see the [resources](#) section.

Understanding program grades for Classroom Management

Note: One area of our analysis, maximizing the time that students are engaged in learning, is divided into four subskills (maintaining student engagement, and managing time, materials, and the physical environment). Programs need to cover all four subskills to count as providing complete feedback. In most cases, partial feedback (on three or fewer of these subskills) is not enough to lift the program's grade.

- A** Program provides feedback to student teachers on all five key areas of classroom management, although it may omit one or two of the four subskills related to maximizing the time that students are engaged in learning.
- B** There are multiple ways to earn a B. The most common is:
 - Program provides feedback to student teachers in four of the five key areas of classroom management. If one of the four areas is maximizing the time that students are engaged in learning, partial feedback in this area is sufficient.
- C** There are multiple ways to earn a C. The most common are:
 - Program provides feedback to student teachers in three of the five key areas of classroom management. If one of the three areas is maximizing the time that students are engaged in learning, partial feedback in this area is sufficient.
 - Program provides feedback to student teachers in two of the five key areas of classroom management. If one of these two areas is maximizing the time that students are engaged in learning, feedback in this area must be complete.

D There are multiple ways to earn a D. The most common are:

- Program provides feedback to student teachers in one of the five key areas of classroom management. If the area of maximizing the time that students are engaged in learning is the area in which feedback is provided, the feedback must be complete.
- Program provides feedback to student teachers in two of the five key areas of classroom management. One of the two areas is maximizing the time that students are engaged in learning, and feedback for this area is incomplete.

F Program does not provide feedback to student teachers on any of the five key areas of classroom management, with the possible exception of partial feedback in the area of maximizing the time that students are engaged in learning.



National Council on Teacher Quality

1120 G Street, NW, Suite 800

Washington, D.C. 20005

Tel: 202 393-0020 Fax: 202 393-0095

Web: www.nctq.org