



Understanding Our Classroom Management Standard

The program ensures that teacher candidates practice specific techniques for managing the classroom.

WHY THIS STANDARD?

New teachers often cite classroom management as their most pressing challenge. Given that students learn best in an orderly classroom environment, teacher candidates should be trained in a coherent management approach focusing on maximizing the potential for learning and the strategies to handle both minimally disruptive behavior as well as more serious misbehavior.

WHAT IS THE FOCUS OF THE STANDARD?

The standard looks at how student teachers are evaluated by their supervisors on the use of classroom management strategies. We evaluate programs on their feedback to student teachers in several key areas, including the use of praise and positive reinforcement, establishment of a productive learning environment, and management of minor and escalating misbehavior.

Standard applies to: Elementary, Secondary, and Special Education programs.

Standard and Indicators

page 2

Rationale

3

The rationale summarizes research about this standard. The rationale also describes practices in the United States and other countries related to this standard, as well as support for this standard from school leaders, superintendents, and other education personnel.

Methodology

6

The methodology describes the process NCTQ uses to score institutions of higher education on this standard. It explains the data sources, analysis process, and how the standard and indicators are operationalized in scoring.

Research Inventory

11

The research inventory cites the relevant research studies on topics generally related to this standard. Not all studies in the inventory are directly relevant to the specific indicators of the standard, but rather they are related to the broader issues that the standard addresses. Each study is reviewed and categorized based on the strength of its methodology and whether it measures student outcomes. The strongest “green cell” studies are those that both have a strong design and measure student outcomes.

Standard and Indicators

Standard 10: Classroom Management

The program ensures that teacher candidates practice specific techniques for managing the classroom.

Standard applies to: Elementary, Secondary, and Special Education programs.

Indicators that the program meets the standard:

10.1 At least one of the typical student teacher observation or evaluation instruments used by the student teacher's university supervisor, cooperating teacher, or both specifically addresses the student teacher's ability to establish and/or reinforce expectations regarding appropriate behavior.

AND

10.2 At least one of the typical student teacher observation or evaluation instruments used by the student teacher's university supervisor, cooperating teacher, or both specifically addresses the student teacher's ability to establish a productive learning environment by maintaining student engagement and managing time, materials, and the physical classroom environment.

AND

10.3 At least one of the typical student teacher observation or evaluation instruments used by the student teacher's university supervisor, cooperating teacher, or both specifically addresses the student teacher's ability to recognize appropriate behavior through meaningful praise and other forms of positive reinforcement.

AND

10.4 At least one of the typical student teacher observation or evaluation instruments used by the student teacher's university supervisor, cooperating teacher, or both specifically addresses the student teacher's appropriate use of overall classroom awareness and/or the least intrusive means to prevent or manage minor student misbehavior. (Examples may include but are not limited to proximity, adjustment of the physical setting, and eye contact.)

AND

10.5 At least one of the typical student teacher observation or evaluation instruments used by the student teacher's university supervisor, cooperating teacher, or both specifically addresses the student teacher's appropriate use of disciplinary action to handle escalating or disruptive misbehavior.

Indicators that the program has strong design:

10.6 A program that satisfies indicators 10.1-10.5 will receive a designation of "strong design" if its required coursework most clearly identified as dealing with classroom management also prepares teacher candidates in the techniques of classroom management identified in indicators 10.1-10.5.

Rationale

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RATIONALE

Research base for this standard

Little “strong research”² exists on teacher preparation in classroom management. However, additional research³ has found that without a positive, orderly classroom environment, learning is difficult, if not impossible. A study of growth in literacy found that students who have trouble inhibiting impulses distract other students and reduce class average scores on literacy assessments.⁴

The benefits of a well-managed classroom are confirmed by a meta-analysis of research which confirms that teachers’ classroom management techniques can reduce students’ behavioral problems.⁵ Likewise, another meta-analysis found that classroom

- 1 NCTQ’s [report on classroom management](#) finds an inconsistent connection between the classroom management topics teacher candidates learn in coursework and the feedback they receive in student teaching. Given this inconsistency, NCTQ’s evaluation of the student teaching evaluation/observation instruments rather than course syllabi focuses analysis on the classroom management techniques the IHE considers most critical to the classroom performance of its graduates, as is evident from their inclusion in the culminating student teaching feedback instruments.
- 2 NCTQ has created “research inventories” that describe research conducted within the last decade or so that has general relevance to aspects of teacher preparation also addressed by one or more of its standards (with the exceptions of the Outcomes, Evidence of Effectiveness, and Rigor standards). These inventories categorize research along two dimensions: design methodology and use of student performance data. Research that satisfies our standards on both is designated as “strong research” and will be identified as such. That research is cited here if it is directly relevant to the standard; strong research is distinguished from other research that is not included in the inventory or is not designated as “strong” in the inventory. Refer to the [introduction](#) to the research inventories for more discussion of our approach to categorizing research. If a research inventory has been developed to describe research that generally relates to the same aspect of teacher prep as addressed by a standard, the inventory can be found in the back of this standard book.
- 3 “Additional research” is research that is not designated as “strong” because it is not as recent and/or does not meet the highest standards for design methodology and/or use of student performance data.
- 4 Skibbe, L. E., Phillips, B. M., Day, S. L., Brophy-Herb, H. E., & Connor, C. M. (2012). Children’s early literacy growth in relation to classmates’ self-regulation. *Journal of Educational Psychology, 104*, 541-553.
- 5 The studies included in this meta-analysis did not yield enough statistical power to identify the specific techniques that produced the greatest benefit. Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher Classroom Management Practices: Effects on Disruptive or Aggressive Student Behavior. *Society for Research on Educational Effectiveness*.

management interventions that focus on changing the teacher's behavior have a positive, statistically significant effect on students' academic outcomes.⁶

Two research summaries echo Oliver's findings and provide support for specific classroom management techniques.⁷ These studies provide especially strong support for the use of praise and positive reinforcement to encourage students to continue appropriate behavior. Other effective classroom management techniques backed by these studies include establishing and teaching rules and routines; maintaining the flow of the lesson through effective management of time, materials, and the physical classroom to maintain student engagement; and addressing misbehavior. A number of studies also address strategies to identify burgeoning disruptions and to quickly redirect students before their behavior develops into misbehavior. To a lesser extent, studies also support other techniques including teaching students to self-monitor their behavior, involving families in behavior issues, and using school-wide behavior plans. However, since these latter techniques appear less often in the research and because they extend beyond what student teachers could reasonably demonstrate in a classroom observation, they are not included in this standard. However, the availability of these other strategies reinforces the point that the techniques included in NCTQ's classroom management standard are necessary underpinnings for effective classroom management, but do not exhaustively address every strategy that could be employed.

Other support for this standard

Having a well-managed classroom correlates with students' ability to learn,⁸ yet classroom management continues to be one of the biggest obstacles to teaching, especially for new teachers. New teachers (and their supervisors) often cite classroom management as their most pressing challenge,⁹ but training can relieve the stress this challenge brings.¹⁰ Twenty years ago, a poll revealed that 58 percent of K-12 teachers said that behavior that disrupted instruction occurred "most of the time or fairly often."¹¹ Almost 15 years ago, a survey of teachers found that nearly half indicated that "quite a large number" of new teachers need a lot more training on effective ways to handle students who are discipline problems.¹² More recently, school staff indicated that 44 percent of new teachers were either not at all prepared or only somewhat prepared to handle a range of classroom management or discipline situations.¹³ Teachers themselves also highlight classroom and behavior management as a key area in which they would like additional training.¹⁴ For a variety of reasons, including the fact that students with disabilities related to behavior are participating in general education classes, there is every reason to believe that the number and intensity of behavior problems presented by students have not decreased recently and continue to be a challenge.

- 6 Kopershoek, H., Harms, T., de Boer, H., van Kuijk, M. Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, 86(3), 643-680.
- 7 While the research cited in these summaries is generally of high quality, the studies may not be included in NCTQ's Classroom Management research inventory because of the publication date or other methodological constraints. Atkins, M., Cullinan, D., Kutash, K., Weaver, K., & Woodbridge, M. (2008). *Reducing behavior problems in the elementary school classroom*. Institute of Educational Sciences and National Center for Education Evaluation and Regional Assistance; Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.
- 8 See Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom assessment scoring system manual: Pre-K*. Baltimore: Paul H. Brookes Publishing Co.
- 9 Jones, V. (2005). How do teachers learn to be effective classroom managers? In C. Evertson, & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp. 888-889). Mahwah, NJ: Lawrence Erlbaum Associates.
- 10 Dicke, T., Elling, J., Schmeck, A., Leutner, D. (2015). Reducing reality shock: The effects of classroom management skills training on beginning teachers. *Teaching and Teacher Education*, 48, 1-12.
- 11 Langdon, C. A. (1997, November). The fourth Phi Delta Kappa poll of teachers' attitudes towards the public schools. *Phi Delta Kappan*, 79(3), 212-220.
- 12 Farkas, S., Johnson, J., & Duffett, A. (2003). *Stand by me: What teachers really think about unions, merit pay and other professional matters* (Report from Public Agenda). Retrieved February 7, 2013, from <http://www.publicagenda.org/specials/standbyme/standbyme.htm>
- 13 U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher Data File," 2011-12.
- 14 Hope Street Group. (2016). *On Deck: Preparing the Next Generation of Teachers*. Washington, D.C. Retrieved from <http://hopestreetgroup.org/wp-content/uploads/2016/02/On-Deck-Preparing-the-Next-Generation-of-Teachers.pdf>

Teacher candidates will be better able to establish a classroom environment that makes learning possible if they are taught and practice a coherent management approach that focuses on maximizing the potential for learning and the means to handle minimally disruptive behavior.¹⁵ And for incidents of more serious misbehavior, teacher candidates need to learn, and practice, specific techniques so that the techniques become habits that teachers apply consistently.¹⁶

This standard garners support from school district superintendents.

- 15 Stuhlman, M. W., Hamre, B. K., Downer, J. T., & Pianta, R. C. (n.d.). *What should classroom observation measure?* Charlottesville, VA: University of Virginia. Strong empirical evidence at the primary grade level suggests that behavior management should focus on both “proactive intervention and efficient, positive misdirection of minor misbehaviors.” Retrieved January, 2011, from http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part2_single.pdf
- 16 Stough, L. M. (2006). The place of classroom management and standards in teacher education. In C. M. Evertson, & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues*. pp. 909-923. These self-evident facts do not find the expression one might expect in standards related to teacher preparation or teaching. “The extent to which knowledge and skills of classroom management is included in [accreditation, certification, and licensing] standards appears exceedingly minimal.”

Methodology

How NCTQ scores the Classroom Management Standard

Standards and Indicators

DATA USED TO SCORE THIS STANDARD

Evaluation of elementary, secondary, and special education teacher preparation programs on this standard uses the following sources of data:

- Observation instruments used by university supervisors and/or cooperating teachers in student teaching placements
- Formative and summative evaluation instruments, based on observational data, used in student teaching placements
- Rubrics aligned with the above instruments

WHO ANALYZES THE DATA

A general analyst independently evaluates each program using a detailed scoring protocol from which this scoring methodology is abstracted. Twenty percent of programs are randomly selected for analysis by a second general analyst. For information on the process by which scoring discrepancies are resolved, see the “scoring processes” section of the [General Methodology](#).

SCOPE OF ANALYSIS

Analysts ascertain whether teacher candidates in undergraduate and graduate programs receive feedback from IHE-affiliated supervisors and/or cooperating teachers on specific categories of classroom management techniques observed during student teaching, the culminating clinical experience.

Thorough document processing first ensures that all relevant sources of data are identified. This standard evaluates all observation and evaluation instruments¹⁷ used by university supervisors, cooperating teachers, or both.¹⁸ If any instruments are missing, the program is not rated. Nearly all programs evaluated use at least one instrument developed or adapted by the IHE itself; a few programs choose to use only state-mandated instruments.

Teacher performance assessments (TPAs) are not included in the collection of instruments evaluated under this standard. An exhaustive analysis of TPAs conducted during analysis for the *2014 Teacher Prep Review* showed that although TPAs sometimes provide feedback on classroom management techniques, with only a single exception, they are affected by one or both of two issues that prevent them from being relevant for the standard: Either the relevant instrument can be completed using information collected from other than whole-class instruction, or feedback on observation may be combined with information drawn from sources other than an actual or videotaped classroom observation (e.g., including a teacher candidate reflection as an evidence source).¹⁹

Analysts examine every relevant document comprehensively, reviewing the language designated as pertaining to the classroom environment as well as language that has relevance for the classroom environment even if it is not labeled as such. As illustrated in the graphic below, any of the standard's indicators can be satisfied by language or combinations of language on any one of the program's instruments.

17 For secondary teacher preparation programs, analysts evaluate the observation instruments specific to math and English programs when the instruments are available.

18 Our attempts to differentiate in our evaluation among instruments used by university supervisors, instruments used by cooperating teachers and those used by both were frustrated by the lack of clarity in guidance on this issue provided by programs in relevant handbooks and other materials.

19 The one exception is the teacher performance assessment developed by and used exclusively at California State University, Fresno.

How documents are scored for the Classroom Management Standard

Final Evaluation

Student Teacher: _____
 Cooperating Teacher: _____
 University Supervisor: _____
 Evaluator (Please see rubric for specifics of each rating.)

	1	2	3	4	5
Classroom Management Strategies	<input type="checkbox"/>				

Notes: _____

Observation Form

Student Teacher: _____
 Observer: _____
 Date: _____

Indicator:

	1	2	3	4	5
Student Teacher uses proximity and other non-verbal communication to re-direct off-task students.	<input type="checkbox"/>				

Notes: _____

Signature: _____

Final Evaluation Rubric

Indicator	5	4	3	2	1
Classroom Management Strategies	The teacher effectively and consistently applies consequences when a student misbehaves.	The teacher effectively applies consequences when a student misbehaves.	The teacher applies consequences when a student misbehaves, but application is sometimes ineffective.	The teacher inconsistently and ineffectively applies consequences for student misbehavior.	The teacher does not address student misbehavior.

Annotations:

- Yellow circle: Classroom Management Strategies (Final Evaluation)
- Red circle: Student Teacher uses proximity and other non-verbal communication to re-direct off-task students. (Observation Form)
- Green circle: The teacher effectively and consistently applies consequences when a student misbehaves. (Rubric)

Text annotations:

- Alone, this language is too general and is insufficient, but the rubric provides detailed language that satisfies Indicator 10.5
- Satisfies Indicator 10.4
- Satisfies Indicator 10.5

Analysts examine instruments to determine whether the instruments require a specific evaluation of the teacher candidate's ability to

1. establish and/or reinforce expectations for behavior through rules, routines and/or procedures (Indicator 10.1);
2. create a productive learning environment through managing time, materials, and the physical environment to actively engage students in productive tasks (Indicator 10.2);²⁰
3. recognize appropriate behavior through meaningful praise or other positive reinforcement (Indicator 10.3);
4. appropriately use one or more types of least intrusive means²¹ to monitor and/or manage minor student misbehavior (Indicator 10.4); and
5. appropriately use disciplinary action²² to address disruptive student misbehavior (Indicator 10.5).

²⁰ Each component of this indicator is scored independently. Also, references to "engagement" cannot be restricted to one component of instruction (e.g., "students engaged in cooperative learning"); references must encompass instruction and classroom activities as a whole.

²¹ A "least intrusive means" is defined as an action by the student teacher to re-engage a student in instruction and preempt activity that will eventually lead to disruptive misbehavior (e.g. strategic use of eye contact, proximity); the student teacher's action should not itself disrupt the flow of instruction. Note, however, that in addition to specific teacher actions that can discourage or prevent minor misbehavior, references to the student teacher's monitoring of student behavior while teaching can also satisfy the indicator. Monitoring of student behavior is central to preventive management.

²² These are overt actions by the student teacher to address student misbehavior that take place apart from instruction and interrupt its flow.

These five indicators replace the three indicators used for evaluation in the 2013 edition of the *Teacher Prep Review*. The standard's rationale provides more information on the purpose of these revisions.

In general, our evaluation of instruments looks for clearly worded and specific language that unambiguously communicates to both the observer and the student teacher the nature of the feedback that should be provided with regard to a specific classroom circumstance. For example, language that asks the university supervisor and/or cooperating teacher to provide feedback on whether the student teacher "uses a variety of management strategies" is not deemed to satisfy any indicator because of its generality and lack of any reference to the classroom situation.²³ In contrast, language that asks the observer to provide feedback on whether the student teacher "uses proximity to redirect student attention" is deemed to satisfy Indicator 10.4 because it refers to a specific, least intrusive action that is an appropriate means to reclaim the attention of a student who is off task.²⁴

Rubrics are used to support interpretation of the instruments to which they are aligned. If the rubric has multiple levels of proficiency, the highest or next to highest proficiency level is generally chosen for evaluation.²⁵

To satisfy an indicator, the relevant language in the instrument must address the student teacher's instruction in action. If an instrument's language allows a supervisor or cooperating teacher to base all or part of her evaluation on sources other than observation of the student teacher (e.g., by using information from a classroom management plan or a lesson plan), the language in the instrument does not satisfy any of the standard's indicators.²⁶

Common misconceptions about how analysts evaluate the Classroom Management Standard:

- *Classroom management coursework is considered in the standard's evaluation.* Evaluation for this standard does not consider coursework instruction on classroom management techniques. Observation/evaluation instruments and accompanying rubrics used in student teaching placements are the only sources of data used for evaluation of this standard in the *Teacher Prep Review*. For more on the reasons for the distinction, see the standard's rationale.
- *Any instrument used for evaluation of teacher candidates' classroom management skills can be used for evaluation of this standard.* Some evaluation instruments (or portions of instruments) used in student teaching are not based on observations and are therefore not used for evaluation of this standard. For example, some evaluation instruments that address classroom management skills may incorporate sources of evidence, such as reflective commentaries written by the candidate, in addition to observation. Additionally, only instruments (or portions of instruments) that evaluate the student teacher through observations of whole-class instruction are used for the evaluation of this standard; instruments used to evaluate the student teacher engaged in tutorials or small-group instruction are not used in this standard.

23 Although this indicator suggests that classroom management strategies were used, it is too vague to provide teacher candidates with meaningful information. For example, it does not identify what strategies were used, whether they were used appropriately, or whether they were effective. Using more concrete and specific language would make this instrument more meaningful for teacher candidates.

24 Similarly, we also look for an indication that all teacher candidates will receive feedback on each indicator on the evaluation or observation form. If a form has a list of indicators, but then invites the observer to provide only narrative commentary on any indicators s/he believes is relevant, that form is not evaluated because there is no guarantee that all teacher candidates will receive feedback on each and every indicator. However if the teacher preparation program can provide evidence that the observers would in fact give feedback on each indicator listed, the form may be considered. Examples of acceptable evidence include an experimental study based on the form (with evidence that the study ensured that the form was used consistently by each observer) or a reliability study comparing different raters' feedback on the same student, with a finding of high reliability.

25 Note, however, that if a rubric introduces a new facet of instruction in one level that is incongruous with the other levels of proficiency and/or the indicator it is intended to support, that rubric language is not considered in the evaluation.

26 Feedback on the student teacher's ability to manage the physical environment (a sub-indicator of Indicator 10.2) is the one exception because the physical classroom is often arranged prior to class instruction. In this case, written lesson plans or classroom management plans are acceptable sources of evidence.

Examples of what satisfies or does not satisfy the standard's indicators

Establish and/or Reinforce Standards of Classroom Behavior (Indicator 10.1)

 fully satisfies the indicator	 does not satisfy the indicator
<p>At least one observation or evaluation instrument addresses the student teacher's ability to establish and/or reinforce standards of classroom behavior.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Establishes and maintains consistent standards for student behavior. ■ Revisits and reinforces classroom behavior expectations. ■ Provides concrete, positively stated guidelines on how to complete routine tasks and behave in the classroom. ■ Students understand the behavioral expectations of the classroom. 	<p>No observation or evaluation instrument addresses the student teacher's ability to establish and/or reinforce standards of classroom behavior, or the relevant language is inadequate.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Assists students in developing reflection and self-discipline. ■ Manages the learning environment. ■ Supports students in self-monitoring and self-regulating behavior.

Create a Productive Learning Environment (Indicator 10.2)

 fully satisfies the indicator	 does not satisfy the indicator
<p>At least one observation or evaluation instrument addresses the student teacher's ability to establish a productive learning environment through managing time, materials, and the physical environment to ensure active engagement of students in productive tasks.</p> <p>Examples that satisfy one or more component(s) of Indicator 10.2:</p> <ul style="list-style-type: none"> ■ Uses instructional time effectively; manages transitions; engages all students in learning. <i>Note: The above language satisfies time, materials,²⁷ and engagement components.</i> ■ Students are on task and engaged in learning; the class effectively transitions between activities. <i>Note: The above language satisfies time, materials, and engagement components.</i> ■ Ensures that routines for handling materials and supplies occur smoothly, with little loss of instructional time. <i>Note: The above language satisfies time and materials components.</i> ■ Teacher ensures physical environment supports learning and no instructional time is lost. <i>Note: The above language satisfies physical environment and time components.</i> 	<p>No observation or evaluation instrument addresses the student teacher's ability to establish a productive learning environment, or the relevant language is inadequate.</p> <p>Examples that do not satisfy any component of Indicator 10.2:</p> <ul style="list-style-type: none"> ■ Maintains a pleasant atmosphere; creates an environment of respect and rapport. ■ Creates a positive classroom environment that is secure, inviting and accepting. ■ Selects a variety of appropriate materials and technology for lessons. ■ Engages students in content-related skills. ■ Engages students with questioning techniques to stimulate higher-order thinking.

²⁷ Transitions between activities/ lessons often test student teachers' abilities to manage both time and materials and therefore indicators which address management of transitions are deemed to satisfy both sub-indicators.

Recognize Appropriate Behavior (Indicator 10.3)

 fully satisfies the indicator	 does not satisfy the indicator
<p>At least one observation or evaluation instrument addresses the student teacher's ability to recognize appropriate behavior through meaningful praise or other forms of positive reinforcement.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Helps students work productively and cooperatively with each other, recognizing appropriate behavior through praise. ■ He or she skillfully uses positive extrinsic reinforcements and motivational strategies to manage instruction, keep students on task and build individual and group intrinsic self discipline. ■ Uses a variety of appropriate and specific praise for individuals and the whole group; positive reinforcement predominates. ■ Teacher positive to negative reinforcement ratio is 4:1 ■ Teacher uses incentives and contingent rewards to encourage appropriate behavior. 	<p>No observation or evaluation instrument addresses the student teacher's ability to recognize appropriate behavior through meaningful praise or other forms of positive reinforcement, or the relevant language is inadequate.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Uses a variety of strategies to foster appropriate student behavior. ■ Provides students with instructional and motivational feedback. ■ Creates a positive learning environment. ■ Motivates students to self-regulate their behavior.

Monitor or Manage Minor Misbehavior (Indicator 10.4)

 fully satisfies the indicator	 does not satisfy the indicator
<p>At least one observation or evaluation instrument addresses the student teacher's ability to use one of more type(s) of least-intrusive means to monitor or manage minor misbehavior.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Redirects inappropriate behavior. ■ Constantly monitors the classroom while teaching. ■ Exhibits "with-it-ness." ■ Uses proximity to redirect student attention. 	<p>No observation or evaluation instrument addresses the student teacher's ability to use least-intrusive means to monitor or manage minor misbehavior, or the relevant language is inadequate.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Uses a variety of strategies to foster appropriate student behavior. ■ Effectively manages student behavior. ■ Maintains class discipline.

Address Disruptive Student Misbehavior (Indicator 10.5)

 fully satisfies the indicator	 does not satisfy the indicator
<p>At least one observation or evaluation instrument addresses the student teacher's ability to handle disruptive misbehavior.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Responds to disruptive behavior consistently and respectfully. ■ Deals effectively with student misbehavior. ■ Deals firmly and positively with behavior problems. ■ Applies consequences effectively. ■ No misbehavior observed, but there is evidence that candidate understands how to handle disruptive behavior. 	<p>No observation or evaluation instrument addresses the student teacher's ability to handle disruptive misbehavior, or the relevant language is inadequate.</p> <p>Examples:</p> <ul style="list-style-type: none"> ■ Shows evidence of knowing many/most students well, resulting in strong rapport and good classroom control and management. ■ Is in control of the class. ■ Is a good classroom disciplinarian. ■ Uses effective classroom management strategies.

Research Inventory

Researching Teacher Preparation: Studies investigating the preparation of teacher candidates in classroom management

These studies address issues most relevant to Standard 10: Classroom Management

Total number of studies	Studies with stronger design		Studies with weaker design	
	Measures student outcomes	Does not measure student outcomes	Measures student outcomes	Does not measure student outcomes
22	2	2	0	18
	Citations: 11, 18	Citations: 1, 5		Citation: 2-4, 6-10, 12-17, 19-22

Citations for articles categorized in the table are listed below.

Databases: Education Research Complete and Education Resource Information Center (peer-reviewed listings of reports on research including United States populations, with the exception of citation 10 which is not published in a peer-reviewed journal but is included due to the reputation of the authors).

Publication dates: Jan 2000 - August 2016

See [Research Inventories: Rationale and Methods](#) for more information on the development of this inventory of research.

1. Alvarez, H. K. (2007). The impact of teacher preparation on responses to student aggression in the classroom. *Teaching and Teacher Education: An International Journal of Research and Studies*, 23(7), 1113–1126.
2. Balli, S. J. (2011). Pre-service teachers' episodic memories of classroom management. *Teaching and Teacher Education: An International Journal of Research and Studies*, 27(2), 245–251.
3. Banks, M. K. (2003). Classroom management preparation in Texas colleges and universities. *International Journal of Reality Therapy*, 23(3), 48–51.
4. Choi, I., & Lee, K. (2009). Designing and implementing a case-based learning environment for enhancing ill-structured problem solving: Classroom management problems for prospective teachers. *Educational Technology Research and Development*, 57(1), 99–129.
5. Good, T. L., McCaslin, M., Tsang, H. Y., Zhang, J., Wiley, C. H., Bozack, A., & Hester, W. (2006). How well do 1st-year teachers teach: Does type of preparation make a difference? *Journal of Teacher Education*, 57(4), 410–430.
6. Johansen, A., Little, S. G., & Akin-Little, A. (2011). An examination of New Zealand teachers' attributions and perceptions of behaviour, classroom management, and the level of formal teacher training received in behaviour management. *Kairaranga*, 12(2), 3–12.
7. Kaufman, D., & Moss, D. M. (2010). A new look at preservice teachers' conceptions of classroom management and organization: Uncovering complexity and dissonance. *Teacher Educator*, 45(2), 118–136.

8. Lee, K., & Choi, I. (2008). Learning classroom management through web-based case instruction: Implications for early childhood teacher education. *Early Childhood Education Journal*, 35(6), 495–503.
9. Mahon, J., Bryant, B., Brown, B., & Kim, M. (2010). Using Second Life to enhance classroom management practice in teacher education. *Educational Media International*, 47(2), 121–134.
10. Marks, D. B. (2010). Preservice teachers' perceptions of classroom management instruction: Theory to practice. *National Teacher Education Journal*, 3(2), 179–201.
11. Murray, D. W., Murr, N., Rabiner, D. L., & Society for Research on Educational Effectiveness, (2012). Preliminary effects of the Incredible Years Teacher Training Program on classroom management skills. *Society for Research on Educational Effectiveness*.
12. Putman, S. (2009). Grappling with classroom management: The orientations of preservice teachers and impact of student teaching. *Teacher Educator*, 44(4), 232–247.
13. Reupert, A., and Woodcock, S. (2010). Success and near misses: Pre-service teachers' use, confidence and success in various classroom management strategies. *Teaching and Teacher Education*, 26(6), 1261–1268.
14. Rudolph, A. (2008). Using role-play and case studies to improve preservice teacher attitudes toward classroom management. *Teacher Education and Practice*, 21(3), 329–342.
15. Sandholtz, J. (2011). Preservice teachers' conceptions of effective and ineffective teaching practices. *Teacher Education Quarterly*, 38(3), 27–47.
16. Sempowicz, T., & Hudson, P. (2011) Analysing mentoring dialogues for developing a preservice teacher's classroom management practices. *Australian Journal of Teacher Education*, 36(8).
17. Shook, A. C. (2012). A study of preservice educators' dispositions to change behavior management strategies. *Preventing School Failure: Alternative Education for Children and Youth*, 56(2), 129–136.
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