How NCTQ scores the Classroom Management Standard

Standard 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

Two general analysts independently evaluate each program using a detailed scoring protocol from which this scoring methodology is abstracted. 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 whole-class instruction in student teaching, the culminating clinical experience.

Thorough document processing first ensures that all relevant sources of data are isolated. This standard evaluates all observation and evaluation instruments used by either university supervisors or cooperating teachers.[1] Most programs evaluated have used at least one instrument developed or adapted by the IHE itself.
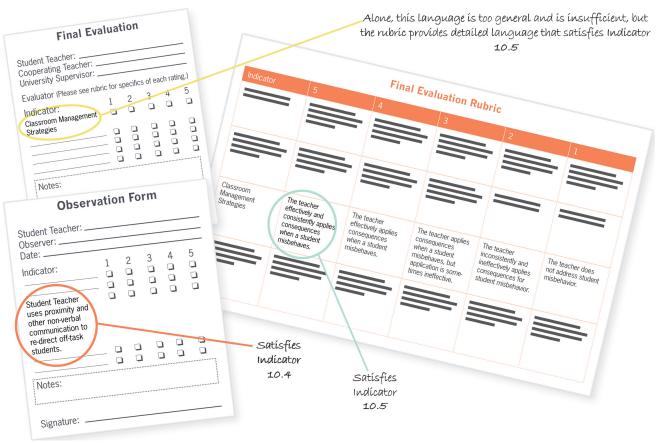
Teacher performance assessments (TPAs) are not included in the collection of instruments evaluated under this standard because although TPAs generally provide feedback on some classroom management techniques, the relevant instrument can be completed either using information collected from other than whole-class instruction, or the information may be derived from sources other than an actual or videotaped classroom observation (e.g., including a teacher candidate reflection as an evidence source).[2]

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[1] 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.

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

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.

How documents are scored for the Classroom Management Standard

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);[3]

3. recognize appropriate behavior through meaningful praise or other positive reinforcement (Indicator 10.3);

4. appropriately use one or more types of least intrusive means[4] to monitor and/or manage minor student misbehavior (Indicator 10.4); and

5. appropriately use disciplinary action[5] to address disruptive student misbehavior (Indicator 10.5).

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[3] 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.

[4] 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.

[5] 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 first edition of the *Teacher Prep Review*. The standard's Rationale provides more information on the purpose of these revisions. Although 42 percent of programs evaluated in Teacher Prep Review 2014 received a higher score on this standard than in the earlier edition of the Review, 19 percent of programs experienced a score decrease. In most cases the lower score can be explained by the absence of any language relating to "rules" and/or "praise" in observation/evaluation instruments.

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.[6] 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.[7]

If a rubric is aligned to an instrument to support interpretation of that instrument and the rubric has multiple levels of proficiency, the highest or next to highest proficiency level is generally chosen for evaluation.[8]

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 rate the student teacher without observing the student teacher conducting instruction (e.g., by simply examining a classroom management plan or a lesson plan), the language in the instrument does not satisfy any of the standard's indicators.[9]

Common misconceptions about how analysts evaluated 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.

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[6] 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.

[7] 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.

[8] 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.

[9] 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 second edition of the *Teacher Prep Review*, the 1,181 programs evaluated or re-evaluated on the Classroom Management Standards (including 205 programs that submitted new or updated data) can be categorized as follows:

1. Nearly all of the 840 programs evaluated in the first edition,[10] including 130 programs that submitted new or updated data for the second edition.

2. An additional 269 programs evaluated on other standards in the first edition of the *Review*. The vast majority of these programs had data available for evaluation on the Classroom Management Standards but could not be evaluated on the standard due to time constraints. Of these, 57 programs provided new or updated data for the second edition.

3. Seventy-eight special education programs which were included in the first edition of the *Teacher Prep Review* for evaluation on other standards but were not evaluated on the Classroom Management Standard. Prior to making the decision that it was appropriate to apply this standard to special education programs in this second edition, we ascertained through consultation with special education experts that the standard, as revised, is adequate for evaluation of the minimal level of feedback that should be provided to special education teacher candidates. Eighteen of these programs provided new or updated data for the second edition.

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
At least one observation or evaluation instrument addresses the student teacher's ability to establish and/or reinforce standards of classroom behavior. Examples: ■ *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.*	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. Examples: ■ *Assists students in developing reflection and self-discipline.* ■ *Manages the learning environment.* ■ *Supports students in self-monitoring and self-regulating behavior.*

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[10] Two programs were removed from the sample because they were no longer offered.

Maintain a Productive Learning Environment (Indicator 10.2)

✔ · fully satisfies the indicator	✘ · does not satisfy the indicator
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. Examples that satisfy one or more component(s) of Indicator 10.2: ■ *Uses instructional time effectively; manages transitions; engages all students in learning.* Note: *The above language satisfies time, materials,[11] and engagement components.* ■ *Students are on task and engaged in learning; the class effectively transitions between activities.* Note: *The above language satisfies time, materials, and engagement components.* ■ *Ensures that routines for handling materials and supplies occur smoothly, with little loss of instructional time.* Note: *The above language satisfies time and materials components.* ■ *Teacher ensures physical environment supports learning and no instructional time is lost.* Note: *The above language satisfies physical environment and time components.*	No observation or evaluation instrument addresses the student teacher's ability to establish a productive learning environment, or the relevant language is inadequate. Examples that do not satisfy any component of Indicator 10.2: ■ *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.*

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[11] 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 portions of the indicator.

Recognize Appropriate Behavior (Indicator 10.3)

✔ · fully satisfies the indicator	✘ · does not satisfy the indicator
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. Examples: - *Helps students work productively and co-operatively 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.*	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. Examples: - *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
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. Examples: - *Redirects inappropriate behavior.* - *Constantly monitors the classroom while teaching.* - *Exhibits "with-it-ness."* - *Uses proximity to redirect student attention.*	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. Examples: - *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
At least one observation or evaluation instrument addresses the student teacher's ability to handle disruptive misbehavior. Examples: - *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.*	No observation or evaluation instrument addresses the student teacher's ability to handle disruptive misbehavior, or the relevant language is inadequate. Examples: - *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.*