



# Standard 10: Classroom Management

## What consumers need to know about teacher preparation

To learn more about how programs are scored on this standard, including how individual indicators are satisfied, please see its [scoring methodology](#).

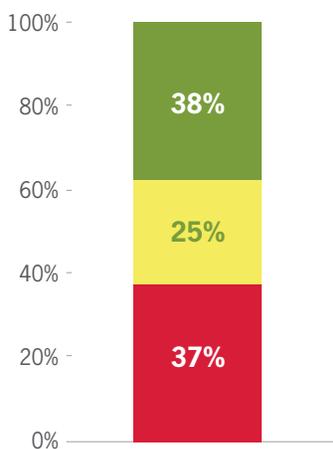
For examples of model materials on this standard, please see the [resources section](#).

Classroom management persists as a difficult facet of teaching for new teachers to master. Given that students learn best in a well-managed classroom environment, teacher candidates should be trained in a coherent management approach focusing on specific techniques including managing a productive learning environment, reinforcing appropriate behavior through specific praise, proactively managing minimally disruptive behavior, and addressing more serious misbehavior.

The standard looks at how student teachers are evaluated by their supervisors (and possibly by cooperating teachers as well) on their use of classroom management techniques.

### Overview

Distribution of scores on Std. 10: Classroom Management  
(N=1,181 elementary, secondary and special education programs)



The program provides student teachers with feedback on critical classroom management techniques.



The program provides student teachers with feedback on their use of some, but not all, critical classroom management techniques.



The program does not provide student teachers with feedback on their use of critical classroom management techniques.

## Sample for this standard

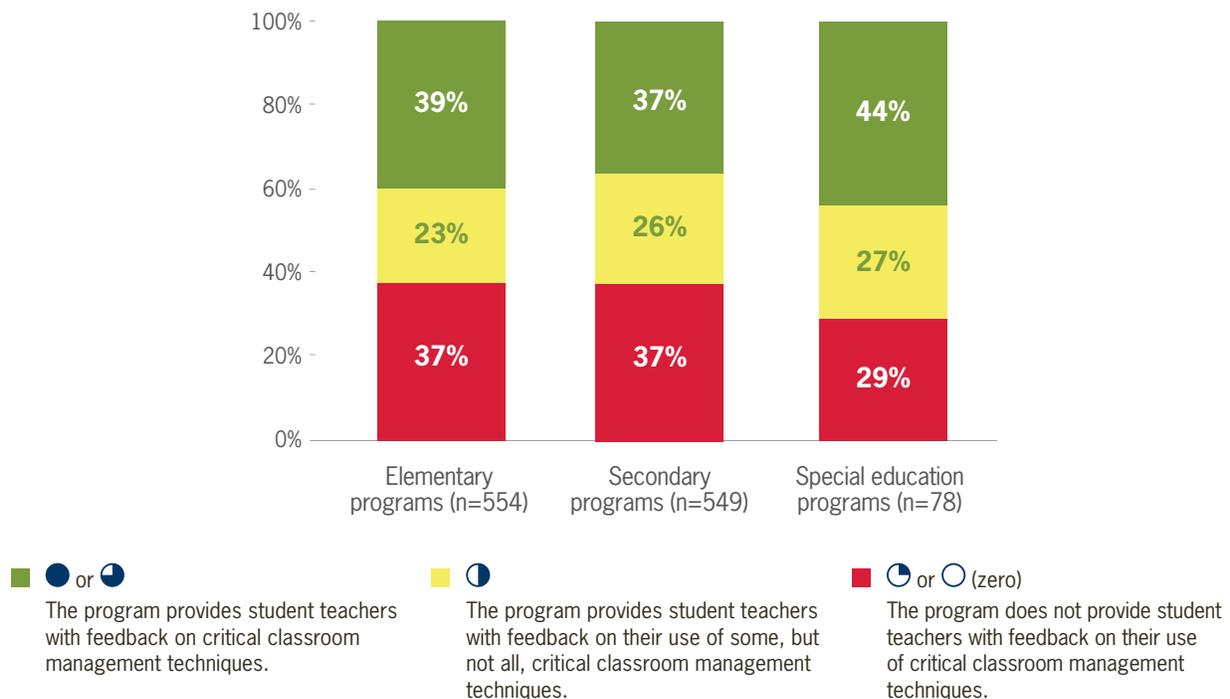
In this second edition of the *Teacher Prep Review*, the 1,181 programs evaluated or re-evaluated on the **Classroom Management Standard** (including 205 programs that submitted new or updated data) can be categorized as follows:

- 1) Nearly all of the 840 programs evaluated in the first edition, 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 Standard**, 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 that 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.

## More information on classroom management preparation

The distribution of scores on this standard does not significantly vary by division (undergraduate versus graduate) however it does vary slightly by program type. A larger proportion of undergraduate and graduate special education programs meet and nearly meet the standard. The similarity that does exist in the programs' distributions, especially among elementary and secondary programs, is largely a result of the fact that IHEs use the same instruments for multiple programs.

Distribution of scores on Standard 10: Classroom Management (n=1,181)

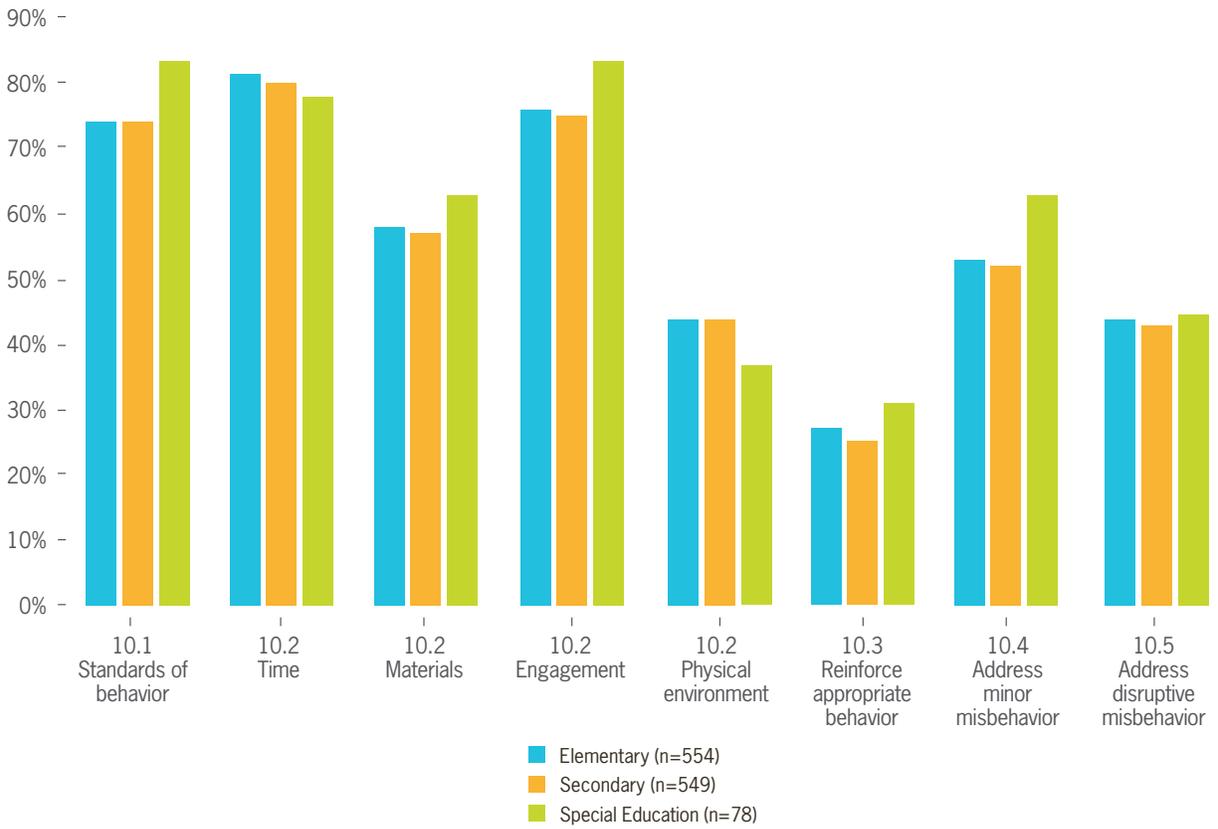


*Fewer special education programs earn scores of “○ does not meet standard” and “● meets only a small part of standard” on the Classroom Management Standard than elementary and secondary programs; more special education earn scores of “● nearly meets standard” and “■ meets standard” than elementary and secondary programs.*

Two indicators surface as causing a higher proportion of special education programs to nearly meet the standard: Establishing standards of behavior (Indicator 10.1) and Managing and/or monitoring minor misbehavior (Indicator 10.4).

## What proportion of programs satisfy each of the Classroom Management Standard’s indicators?

Proportion of programs satisfying each indicator of the Classroom Management Standard



*It is striking that the potentially most powerful technique available to teachers to create a functional classroom environment — reinforcing appropriate behavior through specific praise — is the least likely to be included in the subject of feedback to student teachers.*

Whereas 83 percent of special education programs provide feedback on student teachers’ ability to establish standards of behavior, 74 percent of elementary and secondary programs do the same. A similar gap (ten percentage points) is also present in providing feedback on managing and/or monitoring minor misbehavior through least intrusive means — 62 percent of special education programs provide feedback on this technique; 52 percent of elementary and secondary programs do the same.

Given the fact that many students in special education programs often need even more explicit, concrete academic directions, it is little surprise that the special education programs in our sample are leading the field in providing explicit behavioral expectations. It is, however, surprising that they are not stronger leaders in other areas.

## Establishing and/or reinforcing standards of classroom behavior

Observation/evaluation instruments are evaluated to determine whether they address the student teacher's ability to establish and/or reinforce standards of classroom behavior. Three out of four programs have instruments which do so.

- ✓+ Knowing that simply stating behavioral expectations at the beginning of the year or semester may not be enough, the undergraduate special education program at the **University of Utah** and the undergraduate elementary and secondary programs at **Wayne State College** (NE) provide student teachers with feedback not only on whether they teach expectations, but also whether they review and/or reinforce those expectations.

## Maintaining a productive learning environment

Teachers establish productive learning environments through managing time, materials, and the physical environment to ensure active engagement in productive tasks. While only 26 percent of programs have observation and/or evaluation tools that address all four parts of this indicator, individual sub-indicators are addressed more frequently — from 44 percent of programs addressing student teachers' ability to manage the physical environment up to 80 percent of programs addressing student teachers' management of time.

- ✓+ **West Virginia Wesleyan College's** undergraduate elementary and graduate secondary programs clearly connect the arrangement of the learning environment to the student teacher's ability to monitor student behavior.

## Recognizing appropriate behavior

Given the strength of research supporting techniques focused on reinforcing appropriate behavior through specific praise and/or recognition, it is disappointing that only one out of four programs (26 percent) provide their teacher candidates with feedback on this essential skill.

- ✓+ **University of Washington – Seattle's** graduate special education program not only provides its candidates with feedback on using positive reinforcement, it also indicates whether candidates use more positive than negative statements, providing a ratio guideline of 4:1. While no specific ratio is explicitly supported by research, the idea of having more positive than negative feedback is supported.

## Monitoring and managing minor misbehavior

Just as the observer watching a duck calmly swimming by does not see that its feet are energetically paddling below water, teachers skilled in effective classroom management techniques often facilitate classroom focus through such subtle means that they are not perceived by the uninformed observer. These subtle actions reengage students and ensure that minor misbehavior does not escalate. Only 53 percent of the programs evaluated provide candidates feedback on their ability to monitor and/or address minor misbehavior through these actions. Further, only 17 percent provide feedback on both elements — monitoring and managing.

- ✓+ **Middle Georgia State College's** undergraduate elementary and secondary programs explicitly provide feedback on how to use “least intrusive” techniques to manage behavior so as not to interrupt instruction. Further, they provide several examples of techniques that may achieve this: “eye contact, nonverbal gesture, physical proximity, brief pause, [or] short verbal reminder.” The programs also provide feedback on candidates’ ability to use “subtle/preventative monitoring.”

## Addressing disruptive student misbehavior

At times, even in the best-managed classroom, disruptive misbehavior can occur. Student teachers need to know how to address it when it does occur. Forty-four percent of programs evaluated have observation/evaluation instruments that address this critical skill.

- ✓+ Immediately and efficiently addressing misbehavior is a challenge for new and novice teachers. **Delta State University** (MS) provides its undergraduate elementary and secondary teacher candidates with feedback on how skillfully they are handling this specific challenge.

### What are common reasons that programs do not satisfy or only satisfy a small part of the Classroom Management Standard?

- *Observation/evaluation instruments do not in any way address the student teacher’s ability to reinforce appropriate behavior.* Our [inventory](#) of classroom management research indicates strong support for reinforcing positive behavior using specific praise and other means. Student teachers should be given feedback on this critical skill.
- *Observation/evaluation instruments often describe a “positive classroom environment” in terms of its affective climate.* To meet the standard, feedback on creating a “positive learning environment” must reflect the program’s expectations that the student teacher will manage time, materials, and the physical environment to engage students in learning.
- *Observation/evaluation instruments refer only generally to classroom management (e.g., “manages classroom well”) rather than addressing specific management techniques.* Student teachers need explicit feedback on their use of concrete classroom techniques; only language providing such feedback is credited.



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](http://www.nctq.org)