

# Classroom Management: Standard 10

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

*For information on resources for this standard, please see the [resources section](#).*

## Background

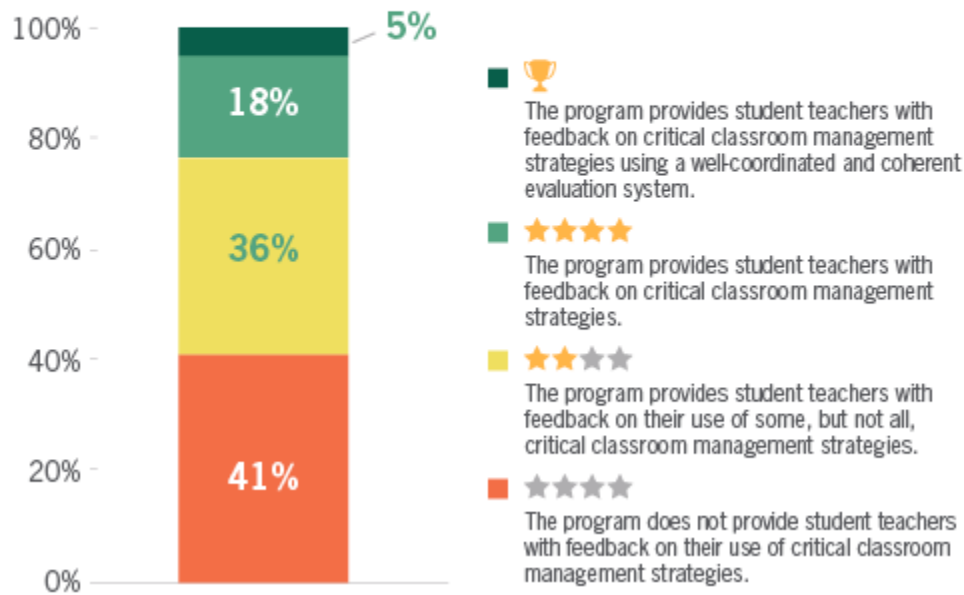
New teachers often cite classroom management as their most pressing challenge. Given that students learn best in an orderly classroom environment, teacher candidates should be trained in a coherent management approach focusing on maximizing the potential for learning and the strategies to handle both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

The standard looks at how student teachers are evaluated by their supervisors (and possibly by cooperating teachers as well<sup>1</sup>) on the use of classroom management strategies. The standard's Strong Design (🏆) indicator addresses whether programs:

- Provide feedback on the same strategies or techniques throughout the student teaching placement.
- Require that university supervisors write comments to support each rating.
- Align the cooperating teacher's evaluation of the student teacher with the university supervisor's evaluation.

## Overview

**Distribution of scores on  
Standard 10: Classroom Management  
(N=840 elementary and secondary programs)**



Sample for this standard: Our original intent was to evaluate all programs in our sample from which we received information for this standard. We reluctantly decided not to do so after determining that document processing was imposing too great a burden. Beyond an extensive back-and-forth with IHEs to obtain specific materials that we had requested but which had not been provided, the standard demands that we engage in intensive and time-consuming document processing. Instead, we established a time limit for analysis that would nonetheless ensure that we could evaluate a sample of sufficient size to provide credible information about the nature of teacher preparation in this area. Once this time limit was established, we prioritized the evaluation of providers that produce larger numbers of teachers each year.














































### **What are common reasons that programs earn no stars or few stars on the Classroom Management Standard?**

- *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 and materials to productively facilitate learning.
- *Observation/evaluation instruments refer only generally to classroom management (e.g., "manages classroom well") rather than addressing specific management techniques.* As student teachers need explicit feedback on their use of concrete classroom techniques, only language providing such feedback is credited.
- *Observation/evaluation instruments do not in any way address the student teacher's handling of disruptive student misbehavior.* Even if a student teacher is an exemplary instructor and acts unobtrusively to keep students engaged, student misbehavior may occur. If so, the candidate's means of dealing with it should receive feedback. If misbehavior doesn't occur during an observation, a discussion of hypothetical situations should ensue and results duly noted.

## **Strong Design**

Forty-five programs at 21 institutions of higher education (IHEs) deserve special recognition for providing exceptionally focused feedback to student teachers and ensuring consistency in their observations of how well the student teachers have mastered key skills for classroom management.

### Programs earning the Strong Design designation

	Undergraduate Elementary	Undergraduate Secondary	Graduate Elementary	Graduate Secondary
Colorado Mesa University				
Emporia State University (KS)				
Francis Marion University (SC)				
Indiana University - Bloomington				
Indiana University - Southeast				
Ithaca College (NY)				
Louisiana State University and Agricultural & Mechanical College				
Mansfield University of Pennsylvania				
Morehead State University (KY)				
Oklahoma Panhandle State University				
Oregon State University				
Richard Stockton College of New Jersey				
Texas A & M University				
University of Arkansas at Monticello				
University of North Carolina at Charlotte				
University of South Carolina - Aiken				
University of Texas at San Antonio				
University of Texas of the Permian Basin				
Virginia Commonwealth University				
West Virginia University - Parkersburg				
Western Oregon University				

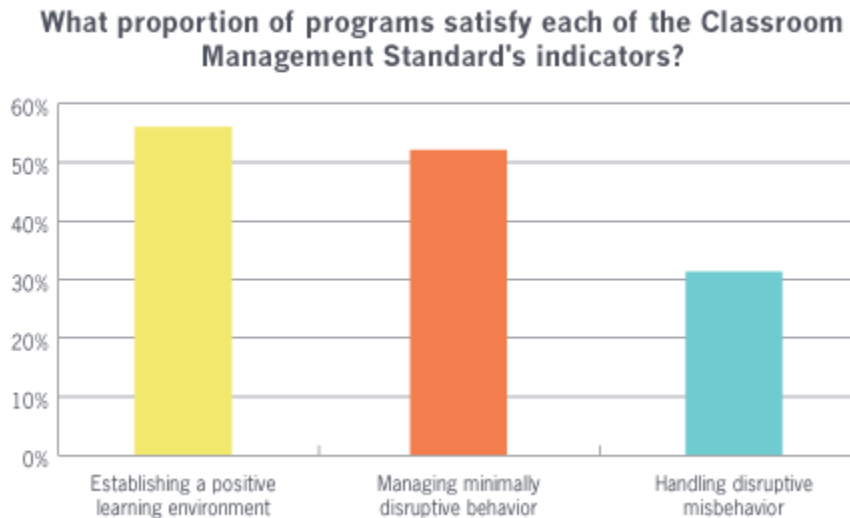


 Program not included in sample OR not offered by IHE

## Findings

Largely because IHEs use the same instruments for multiple programs, the distribution of scores on this standard do not significantly vary by program type (elementary or secondary, undergraduate or graduate.)

The graphic below depicts the proportion of all programs that satisfy each of the standard's indicators and discussion of findings on each indicator follows.



*More than half of all programs evaluated provide feedback to student teachers about their establishment of a positive learning environment, but fewer than one-third do so on how candidates handle disruptive behavior.*

### **Establishing a positive learning environment.**

Classroom management techniques addressed in observation/evaluation instruments are evaluated to determine whether they address the student teacher's ability to: 1) establish a positive learning environment that actively engages students in productive tasks through the organization and management of time and materials, and 2) reinforce standards of behavior. About 70 percent of programs have instruments that provide feedback in each of these areas, but only 56 percent provide feedback in both.

✓+ **Oklahoma Panhandle State University's** undergraduate elementary and secondary programs provide clear guidance to student teachers about the need to focus on engaging students in productive tasks by establishing a "target" level for non-instructional activities of no more than 5 percent of classroom time.

## Managing minimally disruptive behavior.

Teachers who are effective classroom managers have the ability to keep students focused on the instructional task at hand by taking action when they sense that some students are distracted or losing their engagement in learning. The teachers' actions -- often quite subtle -- reengage students and prevent the actual misbehavior that might otherwise occur. Teacher actions that do not interrupt instruction but help to reengage students are labeled "low profile desists." Only 52 percent of programs evaluated use instruments that address the use of one or more forms of low profile desists.

✓+ Several programs give feedback on use of more than one type of low profile desist. Observation and/or evaluation forms used by **Indiana University - South Bend** (undergraduate elementary and secondary), **SUNY - New Paltz** (undergraduate and graduate elementary), **Middle Tennessee State University** (undergraduate secondary), **University of Kentucky** (undergraduate secondary), and **Ohio State University** (graduate secondary) all address multiple techniques, such as eye contact, proximity, strategic silence, movement around classroom and praise for a student whose behavior is appropriate.

## Handling disruptive misbehavior

Even when a positive learning environment is maintained, and a teacher is an expert at redirecting student behavior before it becomes disruptive, serious student misbehavior can occur, and student teachers need to know how to address it. Only 31 percent of the programs evaluated have observation/evaluation instruments that address the candidate's handling of disruptive behavior (or -- if it did not occur during observation -- how the student teacher would handle such behavior when it does occur).

✓+ The **University of Colorado Colorado Springs's** undergraduate elementary and secondary programs use an observation/evaluation instrument that not only addresses misbehavior but also allows for feedback in the event that no disruptive behavior occurs during any observation.

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1. In many programs, the university supervisor and cooperating teacher use the same forms for observation/evaluation; in others, they do not, and distinguishing which forms are used by whom is often difficult.