

2020 TEACHER PREP REVIEW

Clinical Practice & Classroom Management

October 2020

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INTRODUCTION

Strong preparation requires meaningful practice.

For many students, school this year looks very different from the way it did in the past. The COVID pandemic has meant that large numbers of students are learning by Zoom instead of in classrooms, and schools are struggling to reach students who don't have sufficient access to the internet or computers. In all this disruption, there is still one constant: the importance of effective, skilled teachers. Especially for students who may already be struggling, their teacher will be the difference between continuing to learn this year and falling even further behind.

While teachers continue to learn and grow as they gain experience, the foundation for their skills is provided by their initial teacher education program. And of all the parts of teacher education, none is more important than clinical practice. In general, the field of education has long recognized and championed the importance of practice. A 2010 blue ribbon panel organized by the profession's accrediting body called on the field of education to see clinical experiences as the core of teacher preparation.¹ In response, many programs have since increased the amount of their clinical practice, often, for example, switching from a semester-long to year-long student teaching. While length has become less of an issue (with the notable exception of alternative route programs), a large number of programs still have room to improve the quality of their clinical experiences.

The two standards addressed in this brief take different, but complementary approaches to better understanding the quality of clinical practice: the Clinical Practice standard addresses three elements of clinical practice that have an outsized effect on its overall value, while the Classroom Management standard takes a closer look at how teacher candidates practice a key instructional skill.

Unfortunately, there has not been much progress on the Clinical Practice standard in the seven years since the *Teacher Prep Review* (TPR) began, owing largely to a lack of agency on the part of teacher preparation programs over the all-important selection of the mentor teacher. More on that problem follows.



26%

Increase in the number of programs emphasizing all, or nearly all, of the most important classroom management strategies in clinical practice

There is better news to report when it comes to what teacher candidates learn about classroom management in the course of their training. The number of programs emphasizing all, or nearly all, of the most effective and universal classroom management strategies in clinical practice has increased by more than 26%. Two states' education agencies have led the way by implementing standardized student teaching evaluations with a focus on these strategies.

Clinical Practice

All aspiring teachers benefit from the firsthand experience of observing effective teachers at work and practicing under their direction. The challenge for teacher preparation programs is not only to provide teacher candidates with enough practice, but also to ensure that the practice, regardless of length, is a high-quality experience.

The evidence for the importance of high-quality clinical experience is undeniable. A 2010 National Research Council report said that clinical experience is one of three “aspects of preparation that have the highest potential for effects on outcomes for students.”² Remarkably, Daniel Goldhaber and his colleagues at the University of Washington reported in 2019 that first-year teachers can be as effective as typical third-year teachers if they spent their student teaching experience in the classrooms of highly effective teachers.³



Although there are [many other elements](#) that contribute to what was once referred to as student teaching but is now often referred to as clinical practice, NCTQ’s Clinical Practice standard looks for three essential components of quality:

- 1 The practice occurs over a period of at least ten weeks and takes place for most or all of the school day. (Alternative route programs do not include this component and therefore are unable to qualify for a high score on this standard).
- 2 A supervisor from the program observes a candidate at least four times during the semester (or the latter half of the year, if it is a full year), providing written feedback with each observation. In alternative route programs where participants work almost immediately as the teacher of record, supervisors need to observe these novices just as often.
- 3 When assigning teacher candidates to classrooms, the program has a role in the selection of the mentor teacher, ensuring that the mentor teacher has the skills needed to mentor another adult and to be an effective instructor, as measured by student learning.

*Two standard deviations above average in effectiveness. Findings by Dr. Daniel Goldhaber and his colleagues at the University of Washington

- 1** **The quality of clinical practice opportunities remains a problem of deep concern for the future health of the profession.**

- 2** **Programs and their partner school districts are not working hand in hand to select great mentors, the factor most likely to determine the quality of the experience.**

- 3** **A bright spot is supervision. Most traditional programs (71%) are providing a sufficient number of observations by a supervisor.**

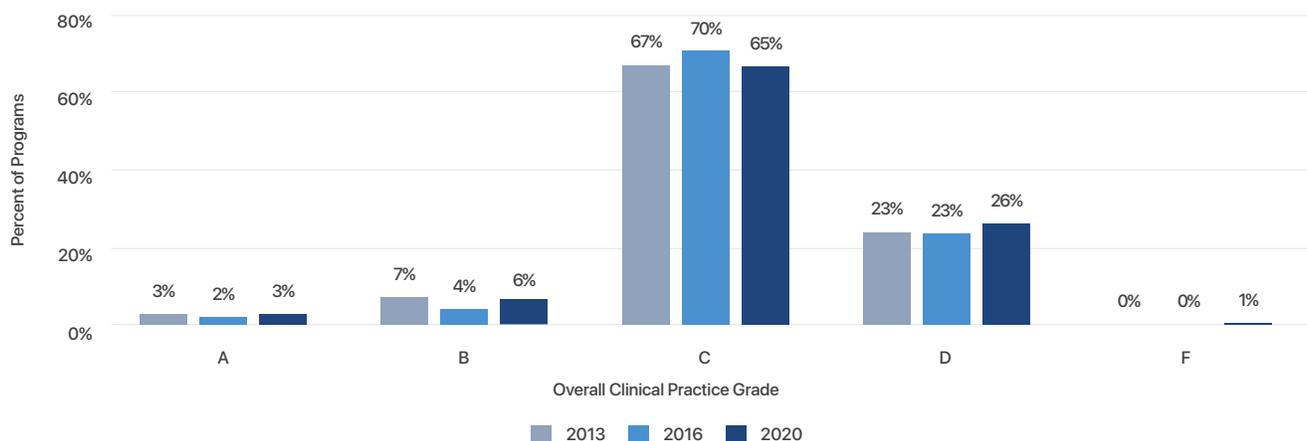
- 4** **Almost all traditional programs include at least a semester of clinical practice.**

- 5** **Alternative programs and residencies screen mentor teachers more carefully than traditional programs.**

1

The quality of clinical practice opportunities remains a problem of deep concern for the future health of the profession.

Clinical Practice Grades in All Editions of the TPR (Traditional Programs)

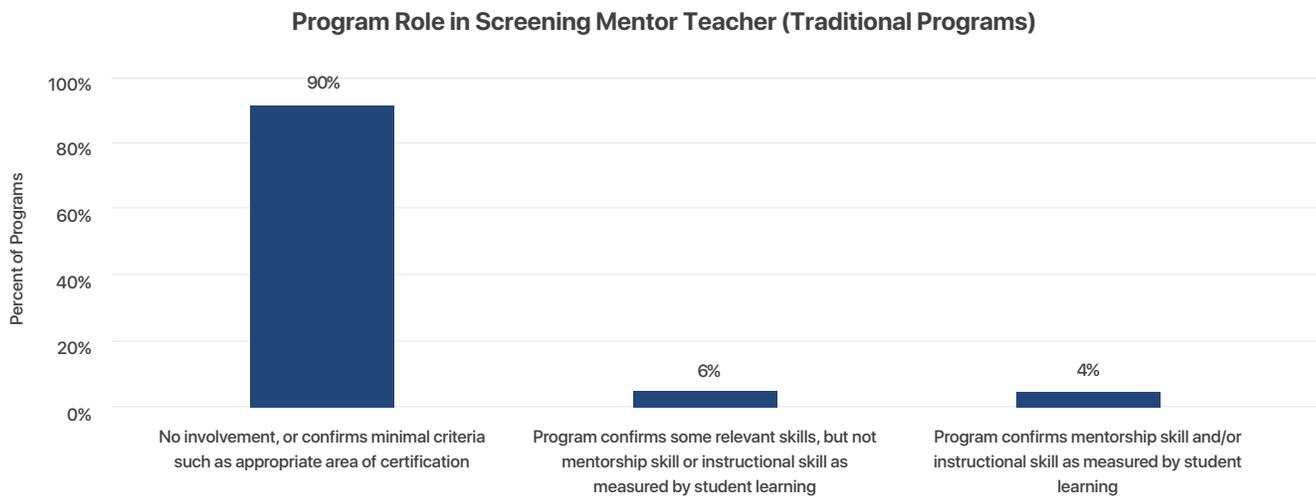


Grades summarize program performance on the three indicators (length, supervisory visits, and selection of the mentor teacher), and have been adjusted to reflect changes in scoring between 2013 and 2020. Figures may not add to 100% due to rounding.

In 2020, most traditional programs still earn a C, showing no signs of progress since 2013. Typically, these programs provide at least ten weeks of clinical practice and require supervisors to provide adequate feedback, but they seldom insist that the mentor teachers chosen by the school district meet essential criteria.

2

Programs and their partner school districts are not working hand in hand to select great mentors, the factor most likely to determine the quality of the experience.



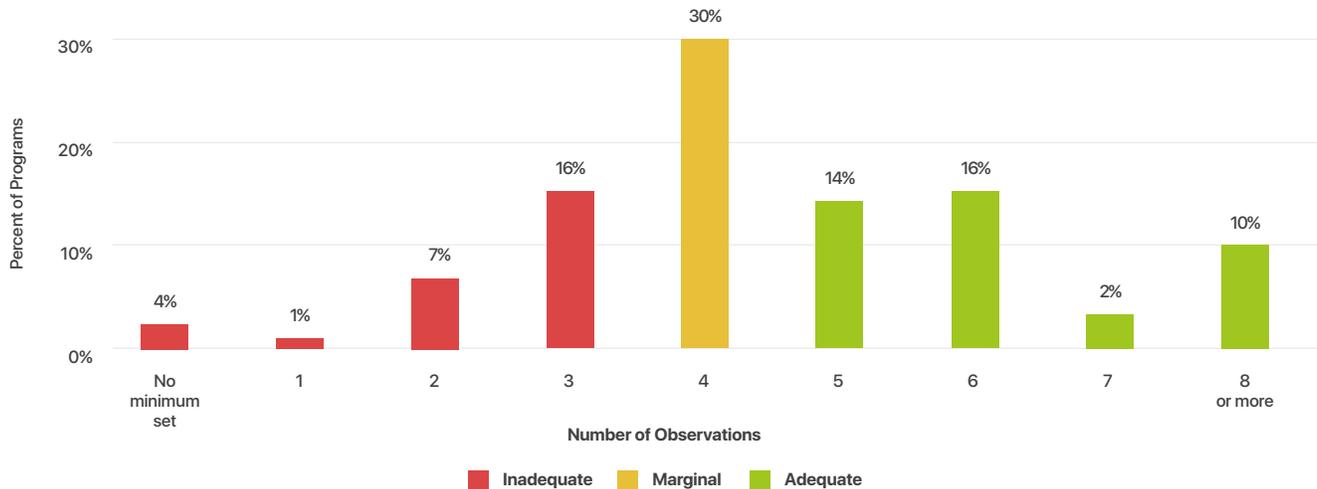
A strong mentor teacher can have an outsized influence on a teacher candidate’s growth during clinical practice. However, while mentor teacher selection should be a cooperative process involving both the teacher preparation program and the placement school, currently only 4 % of traditional programs appear to take much of a role in deciding who mentors the teacher candidate, no more than in 2013 when programs were first assessed on this standard. Instead, most programs send schools a list of student teachers who need mentors and accept the teachers that the schools propose. The one exception is that programs will sometimes push back with their school partners when they have had a poor experience in the past with a teacher.

Many programs report that they are not in a position to increase their involvement in the mentor selection process, because mentor selection has traditionally been the responsibility of the placement schools and because it can be hard to find teachers who are willing to serve as mentors. They are not wrong. Unfortunately, without active oversight by both programs and absent the school district appreciating the critical importance of clinical practice in securing a high quality workforce, mentor teachers are often selected simply because they volunteer.

3

A bright spot is supervision. Most traditional programs (71%) are providing a sufficient number of observations by a supervisor.

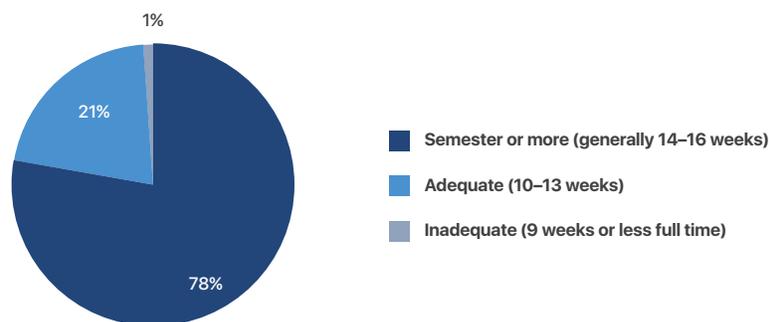
Supervisor Observations (Traditional Programs)



4

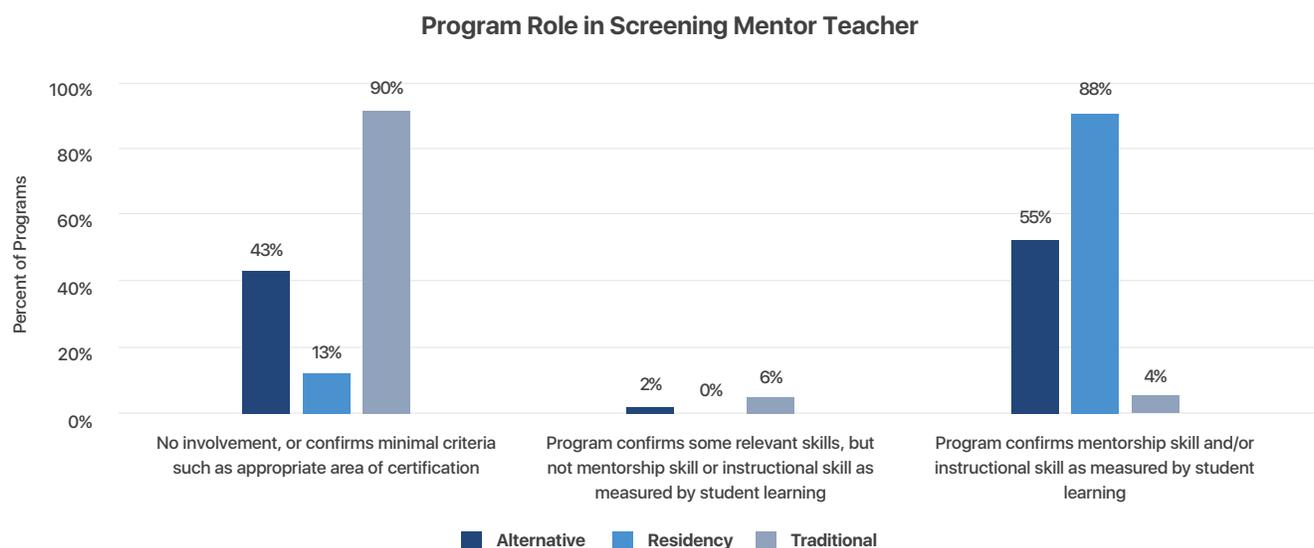
Almost all traditional programs include at least a semester of clinical practice.

Length of Student Teaching (Traditional Programs)



5

Alternative programs and residencies screen mentor teachers more carefully than traditional programs.



The vast majority of elementary certification programs are university-based programs offering traditional student teaching. However, NCTQ also evaluated 59 non-traditional programs on the Clinical Practice standard. Residencies, which incorporate a year-long experience in a mentor teacher’s classroom, tend to perform well on all three aspects of the Clinical Practice standard, including setting high standards for their mentor teachers. Non-residency based, alternative route programs also are more likely to identify high-quality mentor teachers than their traditional counterparts. Where these programs struggle is in providing enough time for clinical practice. Only a handful of the alternative route programs in this analysis offer practice in a mentor’s classroom, with those experiences typically lasting four to six weeks. Because mentors in other alternative programs generally do not share a classroom with their mentees (instead only visiting from time to time) opportunities for guidance are limited.

EXEMPLARY PROGRAMS

Forty elementary certification programs, including 33 university-based and seven residency programs, earned an A on this standard in 2020 because they incorporate the three essential components of effective clinical practice.

Undergraduate

Colorado	Colorado Christian University
● Delaware	Delaware State University
Florida	Daytona State College
● Georgia	Valdosta State University
Indiana	Marian University Indianapolis
Kentucky	University of Pikeville
● Louisiana	Louisiana State University - Alexandria
Louisiana	Southeastern Louisiana University
● Louisiana	Southern University and A&M College
● Massachusetts	Bay Path University
● New York	CUNY - City College
● New York	CUNY - Hunter College
● ● North Carolina	High Point University
● North Carolina	Lenoir-Rhyne University
● Ohio	Ohio Wesleyan University
● ● Ohio	Wright State University
● Tennessee	Lipscomb University
Tennessee	Middle Tennessee State University
● Tennessee	Union University
● Texas	Houston Baptist University
● ● Utah	University of Utah
● Utah	Western Governors University
Wisconsin	University of Wisconsin - Green Bay

Graduate

● District of Columbia	American University
● Hawaii	University of Hawaii at Manoa
● Louisiana	Southeastern Louisiana University
● ● Maryland	Johns Hopkins University
● New York	CUNY - City College
● New York	CUNY - Hunter College
● Tennessee	Lipscomb University
● Tennessee	Union University
● Texas	Houston Baptist University
● Utah	Western Governors University

Alternative

California	Alder Graduate School of Education: California Teacher Residency Program
Colorado	PEBC Teacher Residency
District of Columbia	Urban Teachers
Illinois	Chicago Teacher Residency (AUSL)
Massachusetts	Boston Teacher Residency
Massachusetts	MATCH Teacher Residency
New York	Relay Graduate School of Education

- Programs that got As in 2020 and 2016
- Consistently High Performers that received an A in every edition of the TPR in which they appeared
- Most Improved Programs that improved their scores from an F in the edition of the TPR when they were first evaluated to an A in 2020

Classroom Management

The environment in which students learn can have a major impact on their success. One study showed that students can learn 20% more when their teachers have the skills to create a positive environment.⁴ In order for new teachers to be ready to use these skills, it is essential to practice them, because classroom management can't be learned on paper. Student teaching, and other forms of clinical practice, are key times for this type of practice.

The Classroom Management standard looks at whether programs use observation and evaluation instruments during clinical practice that evaluate teacher candidates on five classroom management strategies supported by strong research, including a 2008 meta-analysis from the U.S. Department of Education's Institute for Education Sciences.⁵ These five strategies (when deployed correctly) have conclusive positive effects on students' behavior, regardless of their age, and together form a coherent approach to classroom management:

- 1** **Establishing rules and routines** that set expectations for behavior;
- 2** **Maximizing learning time** by managing time, class materials and the physical setup of the classroom, and by promoting student engagement;
- 3** **Reinforcing positive behavior** by using specific, meaningful praise and other forms of positive reinforcement;
- 4** **Redirecting off-task behavior** through unobtrusive means that do not interrupt instruction and that prevent and manage such behavior, and;
- 5** **Addressing serious misbehavior** with consistent, respectful and appropriate consequences.

- 1** **There has been a sizable 26% increase in the number of programs looking to research-based approaches to classroom management.**

- 2** **One classroom management strategy, reinforcing good behavior with praise, still stands out as the least likely to be taught and practiced by traditional programs — even though it has the most research behind its efficacy.**

- 3** **In spite of progress, many observation instruments popular with programs do not incorporate key evidence-based classroom management strategies. Only one, the National Institute for Excellence in Teaching (NIET) TAP instrument, is comprehensive and up-to-date.**

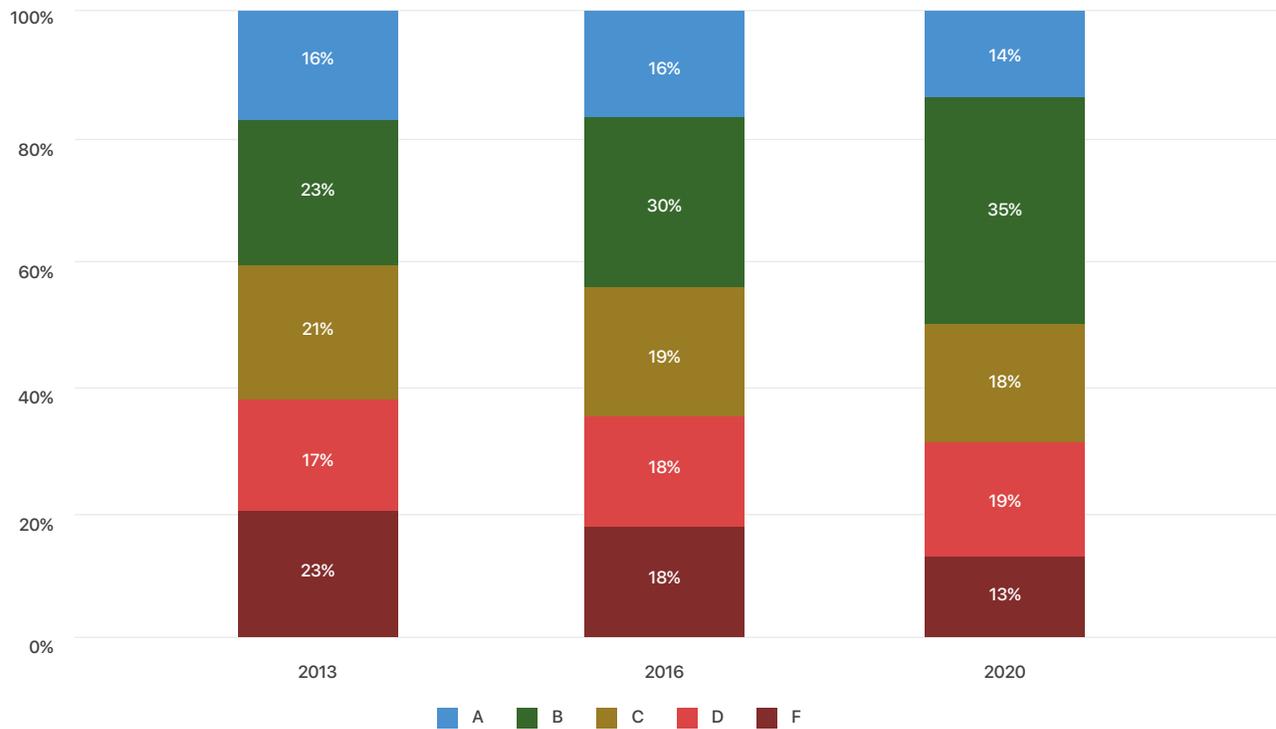
- 4** **States can leverage their oversight of approved programs to set the right course.**

- 5** **Non-traditional programs may be more likely to teach empirically-supported classroom management strategies.**

1

There has been a sizable 26% increase in the number of programs looking to research-based approaches to classroom management.

The Shift to Evidence-Based Classroom Management Strategies (Traditional Programs)



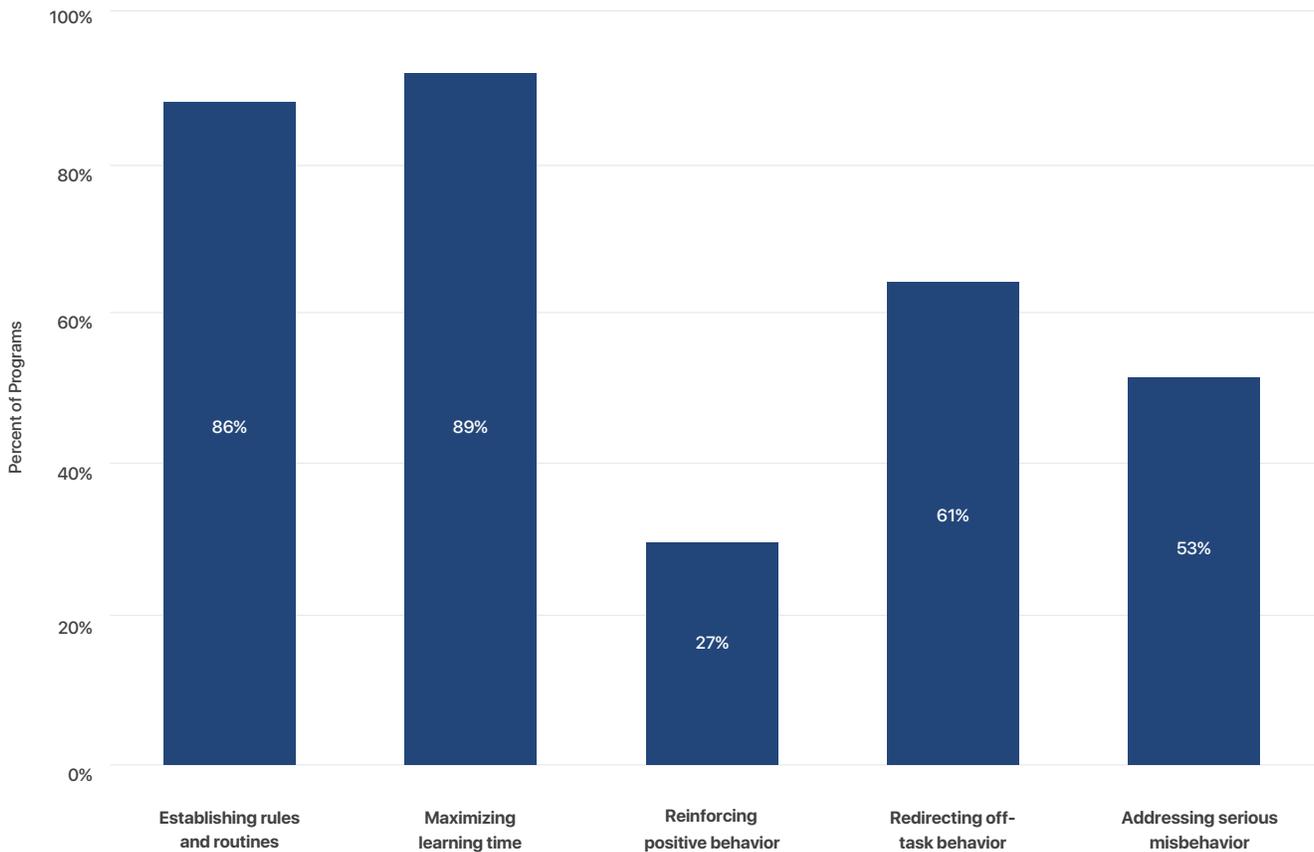
Figures may not add to 100% due to rounding.

Programs that earn an A require candidates to demonstrate their ability in all five classroom management strategies during student teaching, residency, or equivalent clinical practice. At the other end of the spectrum are programs earning an F that require candidates to model at most one of the five strategies. Scores shown above for 2013 and 2016 are adjusted to reflect small differences between the current scoring system and the system used in earlier editions of the TPR.

2

One classroom management strategy, reinforcing good behavior with praise, still stands out as the least likely to be taught and practiced by traditional programs — even though it has the most research behind its efficacy.

Program Adherence to Specific Classroom Management Strategies (Traditional Programs)



The graph above shows the percentage of programs that mandate practice and feedback on each strategy during clinical practice.

Praising students for positive behavior has been shown to be a powerful tool, yet only a quarter of programs require it to be modeled. The state of Missouri, a leader in this space, opted not to include this strategy in its otherwise strong evaluation instrument mandated for use in the observation of teacher candidates. This lack of emphasis on praise may be a result of

concerns that praise will reduce students' self-motivation to learn. However, research shows that when praise is used well it not only improves student behavior but it also increases student's self-motivation.

According to the psychologist Daniel Willingham, the most effective praise causes children to change their own beliefs about themselves.⁶ A student who struggles to maintain focus in class, for example, may feel he is destined to fail and may stop trying to do well in school. However, if the student's teacher is able to offer sincere praise for sustained effort on a project, the student will feel that he is capable of succeeding in school and that his effort is worthwhile. Similarly, the work of Carol Dweck demonstrates that praising students for effort, not ability, can contribute to students' beliefs that their effort will result in success, resulting in an increase in students' motivation and resilience.⁷

In contrast, when students are praised effusively for something they already can do or that represents less than their best effort, they do not gain the benefits of praise.⁸ At worst, excessive, unearned praise may feel like a kind of consolation prize, and students who receive it may think that their teacher doesn't believe they can improve, and internalize this belief. However, praise for behavior can be tremendously effective when teachers hold high expectations for their students and only praise exceptional acts.

In short, effective praise is highly specific, focuses on the student's actions, and targets a behavior that the student is in the process of improving.

3

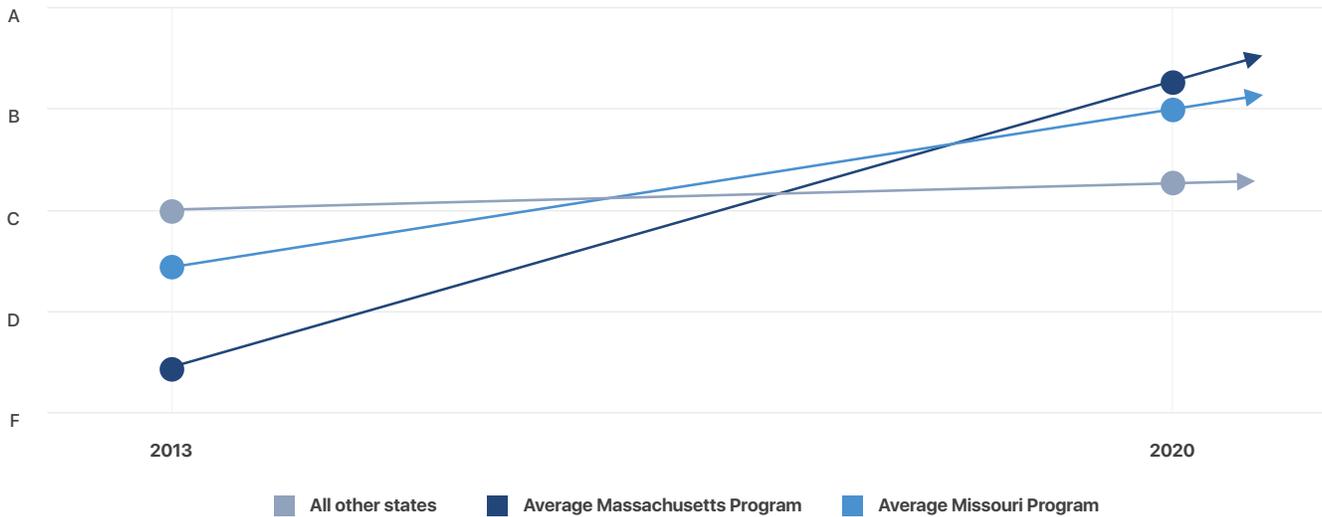
In spite of progress, many observation instruments popular with programs do not incorporate key evidence-based classroom management strategies. Only one, the National Institute for Excellence in Teaching (NIET) TAP instrument, is comprehensive and up-to-date.

Essential Classroom Management Strategies	CPAST	CAP (Massachusetts)	MEES (Missouri)	Danielson Framework	PDE 430 (Pennsylvania)	NIET TAP
Standards of behavior	✓	✓	✓	✓	✓	✓
Learning Time	✓	✓	✓	✓	✓	✓
Positive reinforcement	✗	✓	✗	✗	✗	✓
Redirect off-task behavior	✗	✓	✓	✗	✗	✓
Serious misbehavior	✗	✗	✓	✗	✗	✓
% of programs using	2%	3%	3%	>20%	7%	4%

Together, these instruments are used by 40% of all teacher preparation programs, with Danielson’s *Framework* remaining the most popular, despite lacking three of the five strategies. The remaining 60% of programs typically use instruments designed by their own faculty. Encouraged by requirements of CAEP and state accreditors, many programs are starting to discard ‘home-grown’ evaluation systems to shift to validated instruments, but as this chart illustrates, the shift does not necessarily mean that programs will adopt an instrument which is comprehensive in its approach.

4

States can leverage their oversight of approved programs to set the right course.

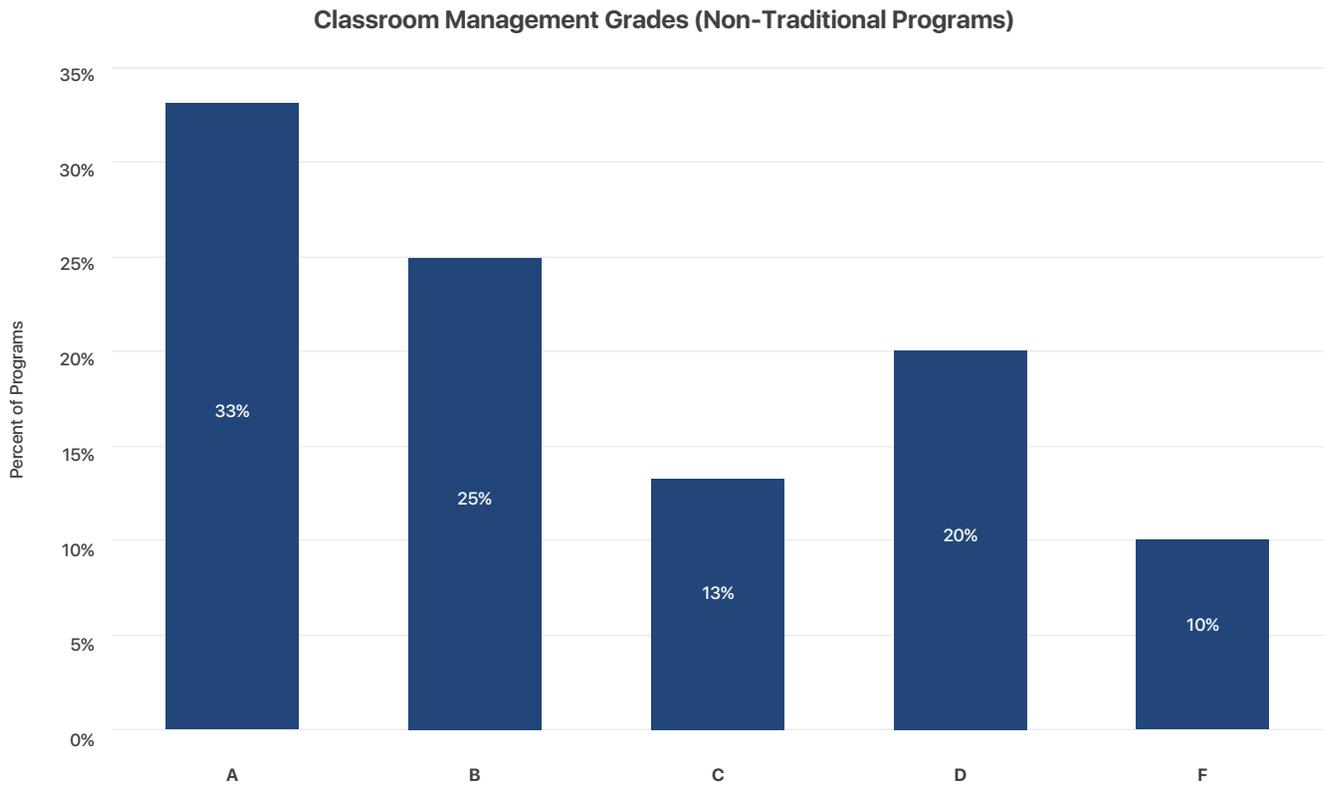


Since the *Teacher Prep Review* began in 2013, both Massachusetts and Missouri have implemented required evaluation instruments, each of which require the teacher candidate to model four of the five essential classroom management strategies—with the result that all programs in the state qualified for no less than a grade of B. (Massachusetts did not include the strategy addressing serious misbehavior and Missouri omitted the reinforcement of positive behavior.) No other state saw this kind of large, systematic improvement among their programs in classroom management practice.

Unfortunately, because the Missouri and Massachusetts evaluation systems each omit one of the five classroom management strategies, teacher candidates at seven programs in the two states, now mandated to use this instrument, have lost the “A” grade status they earned in the 2016 *Teacher Prep Review*.

5

Non-traditional programs may be more likely to teach empirically-supported classroom management strategies.



Figures may not add to 100% due to rounding.

Because most elementary teacher prep programs are traditional, university-based programs which include student teaching, the *Teacher Prep Review* only includes a small sample of 59 non-traditional elementary programs. Of the graded programs on this standard, most (58%) ensured that participants learned about and practiced all or nearly all of the five essential classroom management strategies.

EXEMPLARY PROGRAMS

One hundred fifty-one elementary programs, including 138 university-based and 13 alternative programs, earned an A on this standard in 2020 by ensuring that their teacher candidates practice all five essential classroom management strategies during clinical practice.

Undergraduate

● Alabama	Alabama State University	Kansas	University of Kansas
● Alabama	Troy University	● Kentucky	Murray State University
Alabama	University of Alabama in Huntsville	Kentucky	University of Pikeville
Alabama	University of Montevallo	● Louisiana	Louisiana State University and Agricultural & Mechanical College
● Arizona	Northern Arizona University	● Louisiana	Northwestern State University of Louisiana
● Colorado	Colorado Christian University	● Louisiana	Southeastern Louisiana University
● Colorado	Colorado State University - Pueblo	● Maine	University of Maine at Farmington
Florida	Daytona State College	● Maryland	McDaniel College
Florida	Florida Gulf Coast University	● Maryland	Washington College
Florida	Nova Southeastern University	● Massachusetts	Bay Path University
● Florida	University of North Florida	● Michigan	Hope College
● Florida	University of South Florida	● Michigan	Spring Arbor University
● Florida	Warner University	● Mississippi	Mississippi College
● Georgia	Georgia College and State University	Missouri	St. Louis University
Georgia	Georgia Southern University	Montana	Montana State University - Northern
● Georgia	Wesleyan College	● New Jersey	Rider University
● Idaho	Boise State University	● New York	Alfred University
Illinois	Governors State University	● New York	CUNY - Hunter College
Illinois	Loyola University Chicago	● New York	SUNY - Geneseo
● Indiana	Ball State University	● North Carolina	University of North Carolina at Pembroke
● Indiana	Goshen College	● Ohio	College of Wooster
● Indiana	Indiana Wesleyan University		
● Indiana	Vincennes University		
● Iowa	Buena Vista University		
● Kansas	Emporia State University		
● Kansas	Ottawa University		

- Programs that got As in 2020 and 2016
- Consistently High Performers that received an A in every edition of the TPR in which they appeared
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Undergraduate

● Ohio	University of Dayton	● Texas	Lamar University
● Ohio	University of Toledo	● Texas	Lubbock Christian University
● Oklahoma	Cameron University	● Texas	Midwestern State University
● Oklahoma	Oklahoma Baptist University	● Texas	Sam Houston State University
● Oregon	Pacific University	● Texas	Stephen F. Austin State University
● Pennsylvania	Clarion University of Pennsylvania	● Texas	Sul Ross State University
● Pennsylvania	Indiana University of Pennsylvania	● Texas	Texas A&M University - Commerce
● Pennsylvania	University of Pittsburgh at Bradford	● Texas	Texas Tech University
● Rhode Island	University of Rhode Island	● Texas	Trinity University
● South Carolina	Clemson University	● Texas	University of Houston
● South Carolina	Coastal Carolina University	● Texas	University of Houston - Downtown
● South Carolina	Columbia College	● Texas	University of St. Thomas
● South Carolina	Converse College	● Texas	University of Texas at Arlington
● South Carolina	Francis Marion University	● Texas	University of Texas at Austin
● South Carolina	Furman University	● Texas	University of Texas at Dallas
● South Carolina	South Carolina State University	● Texas	University of Texas at El Paso
● South Carolina	University of South Carolina - Beaufort	● Texas	University of Texas at San Antonio
● Tennessee	Belmont University	● Texas	University of Texas Rio Grande Valley
● Tennessee	Cumberland University	● Texas	West Texas A&M University
● Tennessee	East Tennessee State University	● Utah	University of Utah
● Tennessee	Lipscomb University	● Utah	Western Governors University
● Tennessee	Milligan College	● Vermont	University of Vermont
● Tennessee	South College	● Virginia	Radford University
● Tennessee	Tennessee Technological University	● Virginia	Regent University
● Tennessee	Trevecca Nazarene University	● Washington	Washington State University
● Tennessee	Tusculum University	● Wisconsin	Carthage College
● Tennessee	Union University	● Wyoming	University of Wyoming
● Tennessee	University of Tennessee		
● Texas	Dallas Baptist University		
● Texas	East Texas Baptist University		
● Texas	Houston Baptist University		

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Graduate

● Alabama	Troy University
●● Arizona	Northern Arizona University
● Colorado	University of Denver
Connecticut	University of Hartford
● Florida	University of South Florida
● Georgia	Georgia Southern University
● Louisiana	Southeastern Louisiana University
● New Jersey	Rider University
● New York	CUNY - Hunter College
● North Carolina	Queens University of Charlotte
● Ohio	University of Toledo
● Oregon	Lewis and Clark College
● Oregon	Pacific University
● Rhode Island	University of Rhode Island
● Tennessee	Christian Brothers University
● Tennessee	Freed-Hardeman University
● Tennessee	Lipscomb University
● Tennessee	Tennessee Technological University
● Tennessee	Trevecca Nazarene University
● Tennessee	Tusculum University
● Tennessee	Union University
● Texas	East Texas Baptist University
● Texas	Houston Baptist University
● Texas	Stephen F. Austin State University
● Texas	University of Houston
● Texas	University of Texas at Arlington
Texas	University of Texas at San Antonio
● Utah	Western Governors University
Virginia	Christopher Newport University
● Virginia	Radford University
●● Washington	University of Washington - Tacoma
Washington	Washington State University
● Wyoming	University of Wyoming

Alternative

California	Alder Graduate School of Education: California Teacher Residency Program
Louisiana	Northwestern State University: Practitioner Teacher Program
Louisiana	teachNOLA: TNTP Teaching Fellows
New York	Relay Graduate School of Education
Tennessee	Teach For America, Memphis
Texas	COMPASS: Alternative Certification Teacher Academy of the Dallas Independent School District (ISD)
Texas	Houston Independent School District (ISD): Effective Teacher Fellowship (ETF)
Texas	INSPIRE Texas: Educator Certification by Region 4
Texas	Region 13 Education Service Center: Educator Certification Program
Texas	Region 20 Education Service Center: Teacher Orientation and Preparation Program (TOPP)
Texas	Region 20 Education Service Center: Teacher Orientation and Preparation Program (TOPP), TFA Partnership
Texas	West Texas A&M University: Panhandle Alternative Certification Program (PACE)
Texas	YES Preparatory Public Schools Inc.: Teaching Excellence Program

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RECOMMENDATIONS

1

Educator programs and K-12 school partners should form meaningful clinical practice partnerships and work together to improve clinical experiences.

The benefits are clear: Improving clinical practice can lead to a stronger pool of future teachers and build mutually beneficial relationships between school districts and teacher preparation programs. For K-12 schools, upgrading student teaching can be a clear path to improving the teacher pipeline. For teacher preparation programs, ongoing communication about clinical practice can lead to better integration of the district's culture and the program's goals for its candidates.

School districts are in the best position to catalyze this process. They can get the ball rolling by:

- Setting up regular meetings with teacher preparation programs to discuss goals and share data.
- Tracking key data related to student teachers, including placement, hiring, performance, and retention.
- Matching student teachers with specially selected cooperating teachers who believe that the school district is a great place to work (they are the front-line recruiters!); are passionate about developing aspiring teachers; are effective at teaching students, and are talented in instructional coaching and mentorship.
- Placing student teachers in well-run schools, particularly schools which are educating high percentages of nonwhite students and/or are high poverty schools.
- Providing stipend and scholarship opportunities for selected student teachers as well as their mentors.
- Giving student teachers priority consideration for a full time job the following year, as long as their performance is acceptable.

Fulton County, GA shows how school districts can increase the value of student teaching as both a training opportunity and as a pathway to hiring great teachers. Fulton County created the [First STEP](#) internship program, in which student teachers are matched with the very best classroom teachers for a year-long experience in county schools. Student teachers, who are carefully screened, are attracted by a \$3,000 stipend and guaranteed early consideration for jobs. Classroom teachers must show strong mentorship, instructional, and classroom management skills to be considered as mentors. Fulton County describes the First STEP program as enriching its teacher pipeline by attracting the best student teachers, supporting them, and raising the likelihood of their being hired by Fulton County once they are certified.

In future iterations of this standard, there will be more formal acknowledgment and measurement of the role that partner schools must play in securing a high quality practice teaching experience.

2

To strengthen clinical experiences, educator prep programs should place an emphasis on selecting strong mentor teachers.

High-performing educator prep programs shared the tools they use to ensure that mentor teachers have critical skills, such as being strong instructors themselves who also possess the fundamental knowledge of how to deliver effective support. Explore these resources below.

Colorado Christian University

School-Based Teacher Selection Form

The School-Based Teacher Selection form is a recommendation form completed by principals. Principals are asked to rate potential mentor teachers in areas such as mentorship skills, classroom management ability, and instructional excellence.

School-Based Teacher Selection Form: Principal recommendation form that confirms mentor teachers' skills.

Georgia Southwestern State University

Mentor Teacher Selection Process

Mentor Teacher Application and Reference Form: Classroom teachers first apply to be mentor teachers who can host teacher candidates during early field experiences, which take place during the initial semesters of the program.

Master Teacher Application and Reference Form: After successfully serving as a mentor teacher for at least two semesters, classroom teachers can apply to be master teachers. Applications ask teachers to explain how they will guide student teachers, and a principal recommendation form confirms that prospective mentor teachers are talented instructors and mentors.

Western Governors University

Host Teacher Nomination Form

Prospective mentors who fill out this form are asked to explain how they know they have strong mentorship and instructional skills.

Host Teacher Nomination Form: Mentor teacher nomination form that asks for information on mentors' skills.

3

To strengthen training in classroom management, programs should adopt observation and evaluation forms that provide comprehensive feedback to their student teachers.

The evaluation systems highlighted below demonstrate different ways that programs can provide high-quality feedback on all five essential classroom management strategies.

National Institute for Excellence In Teaching (NIET)

TAP Teaching Standards Rubric

The TAP Teaching Standards Rubric is the only widely-available rubric, as far as we are aware, that evaluates all five of the classroom management strategies with the most robust research support. NIET helps educator preparation programs to adopt the rubric, train supervisors and mentors to use it, and incorporate the underlying standards throughout the program. NIET charges a fee for their services.

TAP Teaching Standards Rubric: A valid and reliable observation system that addresses all five key classroom management strategies.

NIET's Educator Preparation Partnerships: NIET's website provides more information on how NIET works with programs to improve their evaluation of teacher candidates.

Murray State University

Teacher Candidate Performance Record

This record provides a way to track the candidate's progress toward mastery.

Teacher Candidate Performance Record: A university-developed rubric that tracks the candidate's progress and addresses all five classroom management strategies.

University of Alabama in Huntsville

Evaluation Rubric for Interns

For each competency that is evaluated, the rubric provides indicators and specific look-fors that distinguish the four evaluation levels.

Form 103, Evaluation Rubric for Interns: A university-developed observation framework that addresses all five classroom management strategies.

Western Governors University

Elementary Student Teaching Observation

The rubrics that correspond to each section of the observation form provide additional detail on the indicators' meaning.

Elementary Student Teaching Observation:

A university-developed observation tool that addresses all five classroom management strategies.

Accompanying Rubrics: Rubrics correspond to each area of the observation tool.

CONCLUSION

It is encouraging to see that progress has been made in the last seven years in the teaching of classroom management. However, the lack of corresponding change in other parts of clinical practice is concerning. The fact that many students will have difficulty learning during the COVID pandemic makes it even more important to ensure that their future teachers are well-prepared.

Teacher prep programs can improve their candidate's classroom management skills by choosing to use evaluation systems that incorporate research-based strategies on classroom management; many of the most commonly used instruments do not.

Most programs, however, cannot raise the quality of their student teaching placements on their own. Districts need to see student teaching as the key to improving their own teacher pipeline, and act accordingly. By taking measures to attract talented student teachers, and matching them with the very best mentor teachers, districts can substantially improve their pool of future hires.

GLOSSARY

- **Clinical practice:** Includes student teaching, residency, and, for alternative programs, the first semester of being a teacher of record.
- **Student teaching:** An extended experience in a mentor teacher’s classroom during which a teacher candidate either experiences all of the responsibilities of a classroom teacher, including responsibility for instruction of the whole class for a week or more, or has significant co-teaching responsibilities. Student teaching generally lasts for a semester or longer.
- **Traditional programs:** University-based teacher education programs which incorporate student teaching and often lead to a bachelor’s or master’s degree.
- **Alternative programs:** Programs in which participants quickly become teachers of record and do not experience traditional student teaching. These programs may be offered by universities or other types of providers.
- **Residency:** Programs incorporating a year-long internship in a mentor teachers’s classroom. These programs are offered by universities as well as other types of providers, and participants already have a bachelor’s degree when the program begins.

ENDNOTES

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