4.1.7 COMPLETER MANAGEMENT OF STUDENT BEHAVIOR

Initial Programs

OVERVIEW

The Student Behavior Survey is administered to Year-2 completers participating in the EPP case study to examine how they establish and maintain productive learning environments. The survey gathers information about the behavior challenges completers encounter, the routines and strategies they use, and their level of confidence and support. As part of the process, completers upload their current classroom management plan, which is independently scored by reviewers to evaluate the quality and alignment of their management systems.

Purpose

The purpose of this evidence is to examine the extent to which completers demonstrate effective classroom management practices that support productive learning environments and protect instructional time.

Standards

This evidence relates to Standard 4.1 and 5.4 by showing how completers are managing classroom behavior, an important part of effective teaching and how the EPP collects data on its completers for continuous improvement.

Evidence Design and Analysis	
Category	**Description**
Administration	The Student Behavior Survey is administered online to Year-2 completers participating in the case study across licensure areas. It is collected during the case study window and takes approximately 10–12 minutes to complete. As part of the submission, completers upload their current classroom management plan. Survey responses are analyzed in aggregate to identify overall trends in classroom conditions and management practices. Classroom management plans are scored individually and reported by licensure area and year to examine patterns in management system design. Data are used for program-level analysis and are not used to evaluate individual teachers. This evidence is collected for internal program evaluation and continuous improvement purposes only. It is not designed as human subjects research and results are not disseminated beyond institutional accreditation and program review processes. As such, formal Institutional Review Board review was not sought.
Purpose	The purpose of this evidence is to examine how effectively Year-2 completers establish structured and supportive learning environments through their classroom management practices. Survey results describe classroom conditions in practice, and scored classroom management plans evaluate the quality of the systems completers design.
Participants	Participants include Year-2 completers recruited across licensure areas and programs to ensure representation of the EPP's preparation programs. Completers receive an honorarium for case study participation.
Content	The survey includes rating-scale and open-response items related to classroom management practices and the learning environment. Items address classroom conditions, strategies used, and perceived preparedness and support.
Scoring	Survey responses are summarized using descriptive statistics and reported in aggregate across participants. Open-ended responses are reviewed to identify common themes. Classroom management plans are evaluated using a faculty-developed rubric. Each plan is scored independently by two reviewers. Results are analyzed to identify areas for continuous improvement.
Conceptual Framework for Analysis	Survey results and classroom management plans are examined using a common set of domains adapted from the classroom management research of Marzano, Marzano, and Pickering (2003) and Marzano (2007). These works identify core elements of effective classroom management, including rules and procedures, disciplinary interventions, teacher–student relationships, and teacher mental set, which emphasizes proactive practice. For this evidence, the framework is extended to include equity and differentiation and connection to student learning to reflect current professional expectations. Both measures are interpreted through these shared domains to provide a coherent view of completer effectiveness in establishing structured and supportive learning environments.
Limitations	This evidence includes several limitations. The survey relies on self-reported data and is not based on direct observation of classroom practice. Classroom management plans are submitted by completers and reflect articulated systems rather than independently verified implementation. Participants represent multiple grade levels, licensure areas, and school contexts; therefore, variation in student age, site expectations, and school-wide systems limits direct comparison across individuals. In addition, the case study cohort is small and findings are not intended for broad generalization. Despite these limitations, the use of a shared analytic framework and independent scoring of classroom management plans supports consistent interpretation across participants.

Data Table: Completer Survey

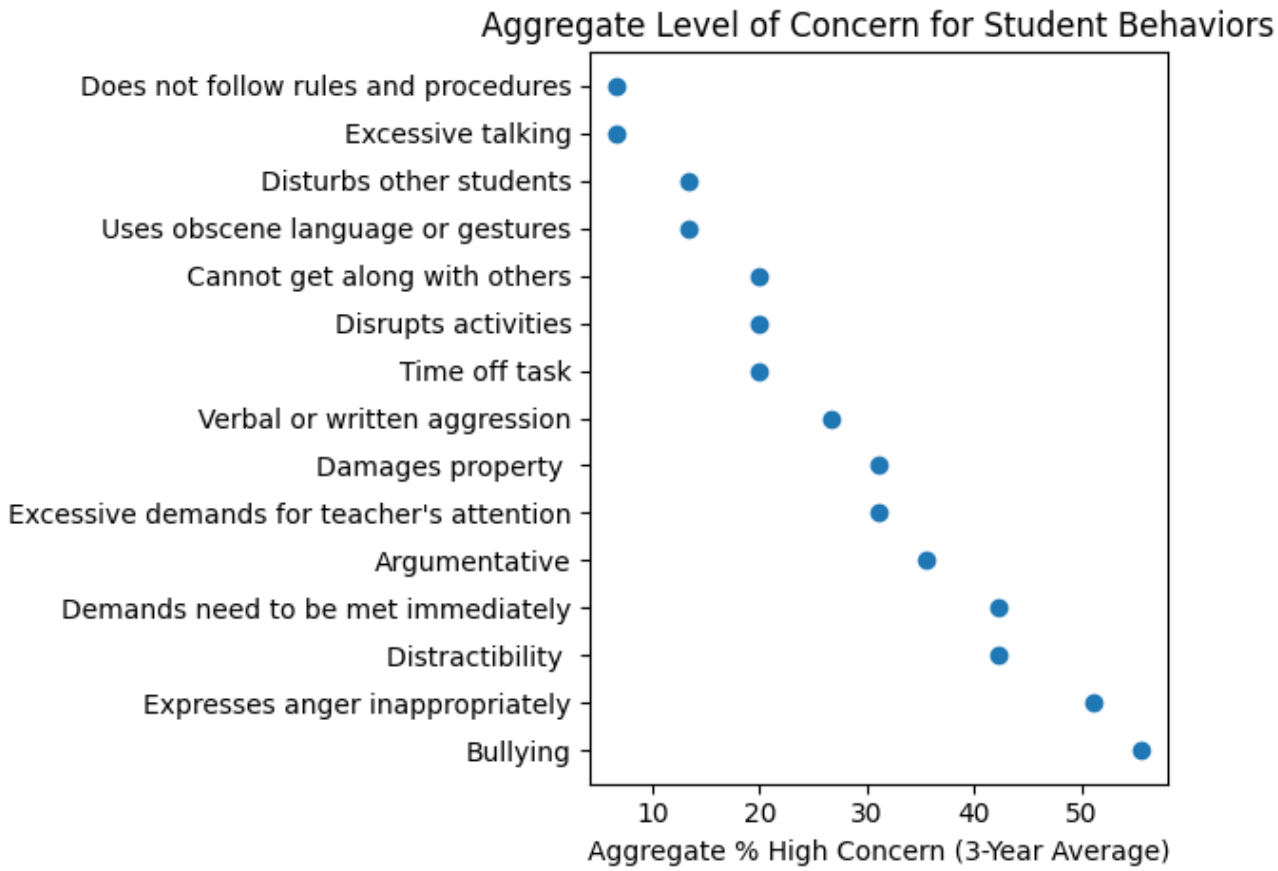
Aggregated Survey Results				
How strongly do you agree or disagree with the following statements about your class?				
Questions	2023-2024	2024-2025	2025-2026	2026-2027
When the lesson begins, I have to wait quite a while for the class to quiet down. (Domain(s): Rules & Procedures, Proactive Strategies)	4.0	4.0	2.4	
Students in this class take care to create a positive environment. (Domain(s): Teacher–Student Relationships, Equity & Differentiation)	3.0	3.2	4.0	
I created routines and procedures at the beginning of the year that we consistently follow. (Domain(s): Rules & Procedures)	4.33	3.8	4.2	
I lose quite a lot of time because of students interrupting the lesson. (Domain(s) Connection to Student Learning)	3.33	3.8	2.2	
There is unnecessary noise in this classroom. (Domain(s): Rules & Procedures, Connection to Student Learning)	4.0	3.8	3.0	
Students do not typically follow class rules. (Domain(s): Rules & Procedures, Connection to Student Learning)	3.67	3.6	2.2	
Students have a hard time sitting still through a lesson. (Domain(s) Connection to Student Learning)	3.0	4.4	2.8	
Students in my class are frequently absent. (Domain(s) Connection to Student Learning)	4.33	3.6	2.8	
Students in my class are consistently tardy. (Domain(s) Connection to Student Learning)	3.33	4.0	2.2	
I feel comfortable handling classroom disruptions (Domain(s): Teacher–Student Relationships, Connection to Student Learning)	4.33	4.0	4.2	

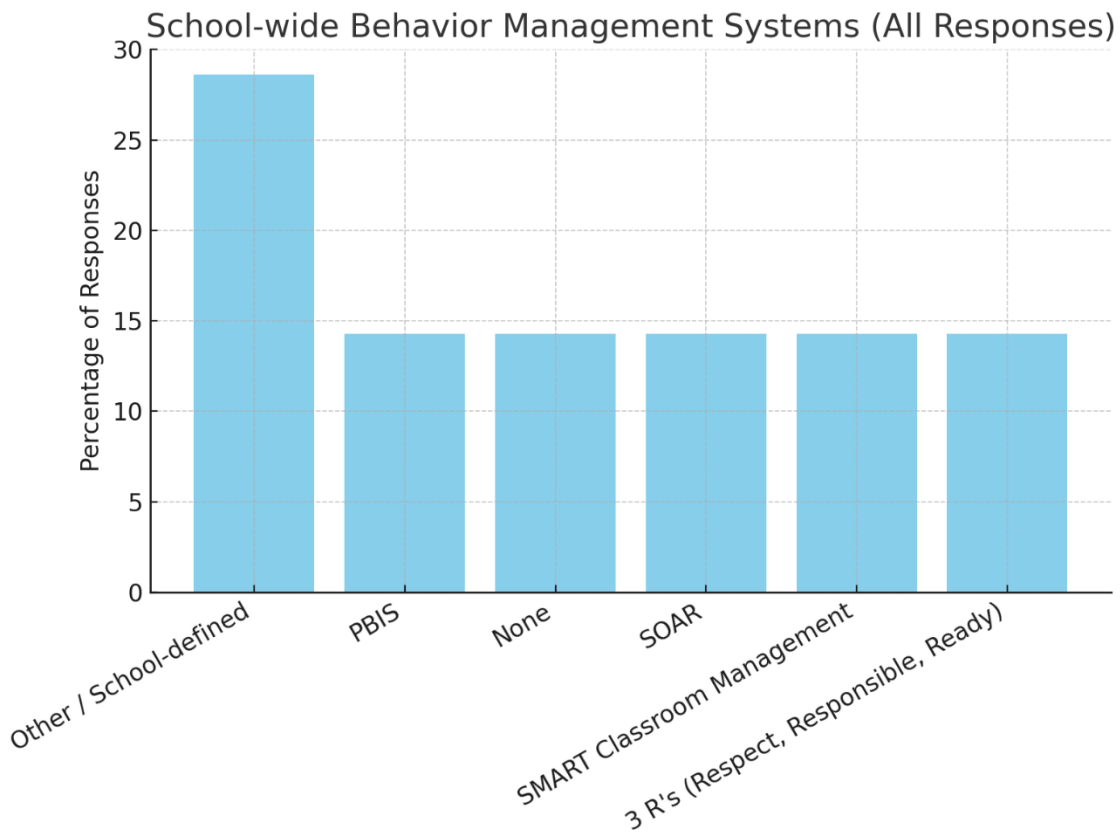
Effectiveness of Behavior Strategies				
Question	2023-2024	2024-2025	2025-2026	2026-2027
How many times have you referred students to the administrator this year (formal discipline referrals)? (Domain(s) Disciplinary Interventions, Proactive Strategies, Connection to Student Learning)	More than 12 times (2 responses) 0–2 times (1 response)	0–2 times (4 responses) 3–5 times (1 response)	Most teachers (4 out of 5) reported referring students to the administrator 0–2 times during the year. One teacher reported referring students 5 times.	
On average, how much learning time is lost within each hour of teaching time when a single episode of low-level disruption occurs? (Domain(s) Connection to Student Learning)	Averages (minutes lost per hour) 2023–2024: 5.25 minutes	Averages (minutes lost per hour) 2024–2025: 4.3 minutes	Most teachers reported losing only a few minutes of instructional time per hour due to minor disruptions, with the average loss estimated at about 3–4 minutes.	
Behaviors of most concern (Domain(s) Equity & Differentiation)	Attention seeking Physical violence Written or verbal threats Not completing work Talking/tattling	Calling out (3 mentions) Extraneous noise (humming, singing, shouting, etc.) (2 mentions) Singing (2 mentions) Shouting (2 mentions)	The most common classroom concerns involved low-level, attention-related behaviors such as attention seeking, calling out, and excessive talking. More serious or disruptive behaviors were mentioned far less frequently.	
Methods used to manage classroom behaviors (Domain(s) Disciplinary Interventions, Teacher–Student Relationships, Proactive Strategies, Equity & Differentiation)	Talked with student (3 mentions) Ignored behavior (3 mentions) Contacted parents/families (2 mentions) Used seating arrangements (2 mentions) Used praise (2 mentions)	Removed privileges (recess, field trip, free time, etc.) (12 mentions) Talked with student (5 mentions) Removed privileges (e.g. recess) Contacted parents/families (4 mentions) Used praise (4 mentions)	Teachers most often relied on strategies such as talking with students, modeling expectations, removing privileges, using rewards, adjusting seating, contacting parents, and giving praise. Overall, they used a combination of relationship-based approaches and clear consequences to manage behavior.	
Most effective methods used (Domain(s) Disciplinary Interventions, Teacher–Student Relationships, Proactive Strategies, Equity & Differentiation)	Used seating arrangements — 3.5 (between “Effective” and “Very effective”) Behavior contracts: 3.0 (Effective) Consulted the counselor: 3.0 (Effective) Verbal reprimand: 3.0 (Effective) Conflict resolution: 3.0 (Effective)	Suspension — 4.0 (Very effective) Time out: 3.5 (between “Effective” and “Very effective”) Behavior intervention strategies:3.5 (between “Effective” and “Very effective”) Removed privileges (recess, field trip, free time, etc.) 3.25 (Effective) Used praise: 3.25 (Effective)	Teachers reported that talking with students, removing privileges, modeling expectations, using rewards, and giving praise were the most effective strategies. Whole-class punishments were used infrequently and were viewed as less effective.	

Where Teachers Learned the Top 5 Strategies (Percent Distribution)						
Strategy	**University Professor**	**Cooperating Teacher**	**Observed P–12 Teachers**	**On the Job**	**Own Study**	**Did Not Use**
Adapted curriculum to meet student needs	25%	50%	0%	0%	12.5%	12.5%
Providing behavior rewards	0%	75%	12.5%	0%	12.5%	0%
Verbal reprimands	0%	37.5%	12.5%	25%	0%	12.5%
Time out	12.5%	50%	12.5%	0%	0%	25%
Talked with student	25%	50%	0%	12.5%	0%	12.5%

Survey findings were examined using the same rubric domains applied to the Classroom Management Plans. Organizing the results through a shared framework allows for consistent interpretation of reported classroom conditions and documented management system design.

Across the three-year aggregate, when higher-level concerns are reported, they tend to involve aggression, bullying, while lower-level issues such as excessive talking and rule-following concerns appear less frequently as high-level concerns.





Responses show that no single school-wide behavior system dominates across sites, with the largest portion categorized as “Other/School-defined” and smaller, evenly distributed use of PBIS and other named systems. This suggests variation in behavior frameworks across schools rather than a consistent shared model.

Classroom Management Plans

As part of the case study, each participating completer submits a current classroom management plan alongside the Student Behavior Survey. Plans typically outline classroom expectations, routines and procedures, disciplinary responses, and strategies for maintaining a structured and supportive learning environment. Plans are submitted between September 15 and January 1 during the case study window. Each plan is independently evaluated by two expert reviewers using rubric aligned to

The rubric assesses the following domains:

- Rules and Procedures
- Disciplinary Interventions
- Teacher–Student Relationships
- Mental Set / Proactive Strategies
- Equity and Differentiation
- Connection to Student Learning

Independent scoring by two reviewers supports consistency in evaluation. Results are examined by year and licensure area to identify patterns of strength and areas for growth.

Scoring Scale

Each rubric domain is scored on a three-point scale:

- **Exceeds (3):** Demonstrates clear, proactive, and coherent classroom management practices aligned to professional standards.
- **Meets (2):** Demonstrates adequate classroom management practices with generally consistent systems and expectations.
- **Does Not Meet (1):** Demonstrates inconsistent, reactive, or underdeveloped classroom management practices

Classroom Management Plan Rubric

(adapted from Marzano, 2003; Marzano, 2007)

Domain	Exceeds (3)	Meets (2)	Does Not Meet (1)
Rules & Procedures *InTASC Standard 3: Learning Environments*	Rules and procedures are explicit, positively stated, and proactive; routines are comprehensive and designed to maximize instructional time. (*Marzano, 2003)*	Clear rules and procedures described; routines evident but limited in detail or consistency.	Rules vague, incomplete, or compliance-based; routines not established.
Disciplinary Interventions *InTASC Standard 3: Learning Environments*	Preventive strategies emphasized (positive reinforcement, restorative practices); corrective responses are consistent, respectful, and instructionally supportive. *(Marzano, 2003)*	Includes basic corrective strategies that are generally consistent; some evidence of preventive approaches.	Reactive focus; relies on punitive responses with little attention to prevention.
Teacher–Student Relationships *InTASC Standard 2: Learning Differences Standard 3: Learning Environments*	Strong emphasis on positive, respectful relationships; management plan explicitly incorporates equity, inclusion, and attention to individual needs. *(Marzano, 2003; Marzano, 2007)*	Evidence of respectful interactions and responsiveness to student needs; equity addressed in general terms.	Limited evidence of respect, trust, or responsiveness to diverse learners.
Mental Set / Proactive Strategies *InTASC Standard 3: Learning Environments, Standard 9: Professional Learning and Ethical Practice*	Clearly demonstrates proactive stance (anticipating issues, modeling growth mindset, continuous reflection); environment structured to support student responsibility and engagement. *(Marzano, 2003)*	Demonstrates awareness of proactive management (growth mindset, monitoring, reflection); strategies are adequate but not comprehensive.	Plan is fragmented, inconsistent, or primarily reactive; lacks evidence of teacher awareness.
Equity & Differentiation *InTASC Standard 2: Learning Differences Standard 3: Learning Environments*	Language throughout the plan is inclusive, accessible, and affirming of all students. Differentiation strategies are clearly articulated, ensuring equitable access to routines, expectations, and supports for learners with varied cultural, linguistic, and developmental needs. *(Marzano, 2007, emphasis on fairness & adaptability)*	Plan references inclusive or accessible practices in general terms; some differentiation strategies are identified but lack detail or consistency.	Plan uses generic or one-size-fits-all language; little or no attention to inclusivity, accessibility, or differentiation for diverse learners.
Connection to Student Learning *InTASC Standard 1: Learner Development Standard 3: Learning Environments Standard 6: Assessment*	Explicit alignment of management strategies to student learning outcomes; shows how environment enables engagement, higher-order thinking, and achievement. *(Marzano, 2003)*	Plan addresses management as supportive of instruction in general terms.	Plan disconnected from instructional goals; focus is on compliance.

Classroom Management Plans Results

Classroom Management Plan Results

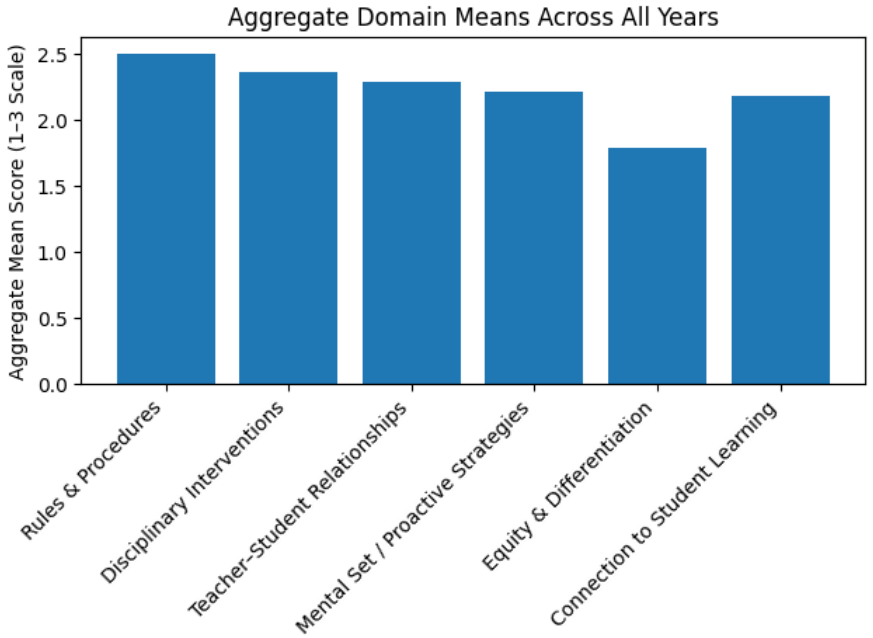
Completer	Licensure Area	Rules & Procedures		Disciplinary Interventions		Teacher/ Student Relationships		Mental Set / Proactive Strategies		Equity & Differentiation		Connection to Student Learning		Overall Performance Mean
2023-2024														
Completer 1	EALTA	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		3	3	3	3	3	3	3	3	3	2	3	3	2.92
Completer 2	ESEC	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		2	2	2	2	2	1	2	2	1	1	1	1	1.58
Completer 3	SALTA ELA	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		2	2	2	2	2	2	2	2	1	2	2	2	1.92
Completer 4	SALTA GSS	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		2	2	1	1	1	1	2	2	2	2	2	2	1.67
2024-2025														
Completer 1	ELEM-CEM	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		3	3	3	3	3	3	3	3	1	1	3	3	2.67
Completer 2	ESEC	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		1	2	2	2	1	2	1	1	1	1	1	1	1.33
Completer 3	SEED MATH	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		3	3	3	3	3	3	3	3	1	2	3	3	2.75
Completer 4	ESEC	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		3	3	2	3	2	2	2	2	2	2	2	2	2.25
Completer 5	SALTA GSS	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		3	3	3	2	3	2	3	2	3	2	3	2	2.58
2025-2026														
Completer 1	ELEM-CEM	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		2	3	2	3	2	2	1	2	2	2	1	1	1.92
Completer 2	ESEC	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		2	2	3	3	3	3	2	2	2	2	2	2	2.33
Completer 3	SEED-ELA	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		3	3	3	3	2	3	3	3	2	2	3	3	2.75
Completer 4	SEED GSS	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		3	3	2	2	3	3	3	3	2	2	3	3	2.67
Completer 5	CALTA	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	Scorer A	Scorer B	**Overall Performance Mean**
		2	2	1	2	2	2	1	1	2	2	2	2	1.75

Analysis

Aggregate Survey & Plan Findings & Actions Based on Domains		
Domain	**Findings**	**Program Actions**
Rules & Procedures *InTASC Standard 3: Learning Environments*	Ratings related to routines and rule clarity remain strong across cycles. Reports of waiting for quiet and rule-following concerns decreased in the most recent cycle. Noise and calling out remain the most common low-level concerns.	Faculty will revise the First Day of School Observation to include structured analysis of routines and procedures and a standardized observation form.
Disciplinary Interventions *InTASC Standard 3: Learning Environments*	Most completers report low referral rates, with the majority indicating 0–2 formal referrals. Teachers most frequently use removal of privileges, conversations with students, and clear consequences. Whole-class punishments are used infrequently.	Classroom management coursework will continue to emphasize proportional responses and consistent follow-through. Conscious Discipline training will be embedded in management courses.
Teacher–Student Relationships *InTASC Standard 2: Learning Differences Standard 3: Learning Environments*	Completers report strong confidence handling disruptions (means ranging 4.0–4.3). Ratings related to positive classroom climate improved in the most recent cycle. Relationship-based strategies such as talking with students and praise are commonly used and rated as effective.	Supervisors will incorporate structured post-observation conversations focused on relationship-building strategies during classroom disruptions.
Mental Set / Proactive Strategies InTASC Standard 3: Learning Environments, Standard 9: Professional Learning and Ethical Practice	Completers consistently report establishing routines at the beginning of the year. Proactive strategies such as seating adjustments, behavior contracts, and modeling expectations are commonly identified.	SimSchool modules focused on proactive management and disruptive behavior will be piloted beginning spring 2026.
Equity & Differentiation *InTASC Standard 2: Learning Differences Standard 3: Learning Environments*	Reported concerns include attention-seeking and low-level disruptive behaviors, with more serious behaviors mentioned less frequently. Aggregate plan scores indicate this domain as the lowest-performing area across years.	Faculty will integrate case-based discussions that address differentiated behavior supports and varied school-wide systems.
Connection to Student Learning *InTASC Standard 1: Learner Development Standard 3: Learning Environments Standard 6: Assessment*	Reported instructional time lost per disruption decreased across cycles (from approximately 5.25 minutes to 3–4 minutes). Ratings related to interruptions and lost time improved in the most recent cycle.	Faculty will reinforce connections between classroom management and instructional flow in methods coursework and supervision feedback.

Analysis of Classroom management plans

Across reporting cycles, most completers demonstrated performance at the Meets or Exceeds level across domains. Strongest domains were Rules and Procedures and Teacher–Student Relationships. Lower scores were most often observed in Equity and Differentiation and Connection to Student Learning, indicating areas for continued program emphasis. The Overall Performance Mean reflects the average of the six domain scores, with each domain score representing the mean of the two independent reviewers.



Across all three years of data, aggregate domain means indicate strongest performance in Rules and Procedures (2.50) and Disciplinary Interventions (2.36), with consistent “Meets” level performance across Teacher–Student Relationships, Proactive Strategies, and Connection to Student Learning. Equity and Differentiation (1.79) emerged as the lowest aggregate domain, identifying it as the primary area for continued program attention and improvement.

Summary

Teaching Effectiveness

Classroom management is a foundational component of teaching effectiveness because it directly shapes instructional time, student engagement, and learning conditions. The combined survey findings and scored classroom management plans show that most completers establish structured routines, apply consistent disciplinary responses, and maintain positive relationships that support instructional flow. Improvements in reported lost instructional time and strong performance in rules and procedures indicate that completers are translating preparation into practice. While equity and differentiated behavior supports remain an area for continued emphasis, the overall evidence suggests that completers are demonstrating effective classroom management practices that contribute to productive learning environments.

Rules and Procedures	Plans show strong structure in expectations and routines, and survey responses indicate that most completers establish procedures early and maintain them. Reports of waiting for quiet and rule-following concerns decreased in the most recent cycle, which aligns with the strong plan scores in this domain.
Disciplinary Interventions	Most completers report low referral rates, and survey data show that teachers rely primarily on direct conversations, removal of privileges, and consistent consequences. Plan scores reflect adequate to strong alignment in this area. Whole-class punitive approaches are rare.
Teacher–Student Relationships	Completers report high confidence handling disruptions, and relationship-based strategies such as talking with students and using praise are both commonly used and rated as effective. Plan scores support this pattern, showing consistent attention to respectful interactions.
Mental Set / Proactive Strategies	Survey data indicate that completers implement proactive strategies such as modeling expectations and adjusting seating. Plan scores reflect adequate design of preventive systems, though this area does not score as high as Rules and Procedures.
Equity and Differentiation	While plans reference inclusive language and general responsiveness, aggregate rubric scores are lower in this domain than in others. Survey responses show variation in school contexts and student needs, suggesting that completers are navigating diverse systems but may need more explicit preparation in differentiated behavior supports.
Connection to Student Learning	Survey reports of instructional time lost due to disruption decreased across cycles. Plan scores indicate that most completers understand that management supports instruction, though explicit alignment to learning outcomes varies.

TECHNICAL STUDIES

Relationship to Standard 4.1

This evidence shows how Year-2 completers are establishing structured and supportive learning environments in their own classrooms. Survey responses reflect the daily realities they experience, while the independently scored management plans provide documentation of the systems they have intentionally designed. Together, these measures offer a clear picture of how completers are putting classroom management practices into action in ways that support consistency, engagement, and respectful learning environments.

Validity and Reliability: Assessing Classroom Management Plans

Content Validity

The Classroom Management Plan rubric and the Student Behavior Survey are informed by established research on effective classroom management, including the work of Marzano, Marzano, and Pickering (2003), which identifies core elements such as rules and procedures, disciplinary interventions, teacher–student relationships, and proactive practice. The domains used to analyze both measures—Rules and Procedures, Disciplinary Interventions, Teacher–Student Relationships, Proactive Strategies, Equity and Differentiation, and Connection to Student Learning—are adapted from these research-based elements and aligned to the InTASC Model Core Teaching Standards. This alignment supports content validity by grounding both instruments in recognized research and professional standards related to effective classroom management and learning environments.

Construct Alignment

Both the Student Behavior Survey and the Classroom Management Plan rubric are analyzed using the same conceptual domains: Rules and Procedures, Disciplinary Interventions, Teacher–Student Relationships, Proactive Strategies, Equity and Differentiation, and Connection to Student Learning. Applying a shared framework across measures supports consistency in interpretation and allows findings from reported practice and documented system design to be examined through the same lens.

Reliability

Each management plan is scored independently by two faculty members within the completer's licensure area. Discrepancies greater than one performance level are resolved through discussion or by a third reviewer.

Interrater reliability demonstrates consistent application of the rubric across faculty reviewers. In 2023–2024, exact agreement was 87.5% (κ = 0.79), indicating substantial to strong agreement. In 2024–2025, agreement was 70.0% (κ = 0.53), reflecting moderate agreement. In 2025–2026, agreement increased to 83.3% (κ = 0.71), indicating substantial agreement.

Pooled across all three years, raters achieved 79.8% exact agreement (κ = 0.67), demonstrating substantial consistency in rubric application. These results support the reliability of the Classroom Management Plan scoring process.

Year	Paired Domain Ratings (N)	Agreement (%)
2023–2024	**24**	**87.5%**
2024–2025	**30**	**70.0%**
2025–2026	**30**	**83.3%**
All years	**84**	**79.8%**

These agreement levels meet commonly accepted thresholds for substantial agreement in applied educational assessment contexts.

Data Analysis Procedures

Survey data are examined by reporting year to identify trends over time. Results are interpreted at the program level rather than at the individual level. Classroom management plan scores are reviewed by domain and by licensure area to identify patterns of strength and areas for continued emphasis on classroom management instruction. Findings are discussed by program faculty as part of continuous improvement.

Completer Sample

Please view the sample here.