



NATIONAL COMPREHENSIVE CENTER  
FOR TEACHER QUALITY

# **Classroom Organization and Behavior Management Innovation Configuration**

MAY 2011

## Authors

This innovation configuration was developed by:

Regina M. Oliver, Vanderbilt University

Daniel J. Reschly, Ph.D., Vanderbilt University

## Original Source

This innovation configuration originally appeared in the following resource, which fully describes the innovation configuration, clarifies its purpose, and provides examples of what each component may look like in the classroom.

Oliver, R. M., & Reschly, D. J. (2007). *Effective classroom management: Teacher preparation and professional development* (TQ Connection Issue Paper). Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved May 12, 2011, from <http://www.tqsource.org/topics/effectiveClassroomManagement.pdf>

## Instructions for Using Innovation Configurations

The following resource describes the content and purpose of innovation configurations, outlines their intended use as syllabus evaluation tools, and provides scoring guidelines and examples for clarification.

National Comprehensive Center for Teacher Quality. (2011). *Innovation configurations: Guidelines for use in institutions of higher education and professional development evaluation*. Washington, DC: Author. Retrieved May 12, 2011, from [http://www.tqsource.org/publications/IC\\_Guidelines.pdf](http://www.tqsource.org/publications/IC_Guidelines.pdf)

# Introduction

The ability of teachers to prevent or address disruptive behaviors is important in the context of the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind (NCLB) Act, and the Individuals with Disabilities Education Act. A greater emphasis on preparing general and special educators to be competent and efficient at managing today's classrooms is needed to improve student outcomes. This innovation configuration outlines effective classroom management strategies, highlighting the specific content and level of training that should be addressed in preservice teacher preparation and professional development efforts.



# Classroom Organization and Behavior Management Innovation Configuration

Essential Components	Variations					
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
<p><b>Instructions:</b> Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately.</p> <p>Descriptors and examples are bulleted below each of the components.</p>	<p><b>There is no evidence</b> that the component is included in the class syllabus.</p>	<p>Syllabus mentions <b>content related to the component.</b></p>	<p>Syllabus mentions the component and requires <b>readings and tests or quizzes.</b></p>	<p>Syllabus mentions the component and requires <b>readings, tests or quizzes, and assignments or projects for application.</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Classroom demonstration</li> <li>• Journal response</li> </ul>	<p>Syllabus mentions the component and requires <b>readings, tests or quizzes, assignments or projects, and teaching with application and feedback.</b></p> <ul style="list-style-type: none"> <li>• Fieldwork (practicum)</li> <li>• Tutoring</li> </ul>	<p>Rate each item as the number of the highest variation receiving an X under it.</p>
<p><b>Structured Environment</b></p> <ul style="list-style-type: none"> <li>• Daily schedule is posted and clearly visible to students.</li> <li>• Environment is arranged for ease of flow of traffic and distractions minimized.</li> </ul>						
<p><b>Active Supervision and Student Engagement</b></p> <ul style="list-style-type: none"> <li>• Teacher scans, moves in unpredictable ways, and monitors student behavior.</li> <li>• Teacher uses more positive than negative teacher-student interactions.</li> <li>• Teacher provides high rates of opportunities for students to respond.</li> <li>• Teacher utilizes multiple observable ways to engage students (e.g., response cards, peer tutoring).</li> </ul>						
<p><b>Schoolwide Behavioral Expectations</b></p> <ul style="list-style-type: none"> <li>• A few, positively stated behavioral expectations are posted, systematically taught, reinforced, and monitored.</li> </ul>						

Essential Components	Variations					
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
<p><b>Instructions:</b> Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately.</p> <p>Descriptors and examples are bulleted below each of the components.</p>	<p><b>There is no evidence</b> that the component is included in the class syllabus.</p>	<p>Syllabus mentions <b>content related to the component.</b></p>	<p>Syllabus mentions the component and requires <b>readings and tests or quizzes.</b></p>	<p>Syllabus mentions the component and requires <b>readings, tests or quizzes, and assignments or projects for application.</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Classroom demonstration</li> <li>• Journal response</li> </ul>	<p>Syllabus mentions the component and requires <b>readings, tests or quizzes, assignments or projects, and teaching with application and feedback.</b></p> <ul style="list-style-type: none"> <li>• Fieldwork (practicum)</li> <li>• Tutoring</li> </ul>	<p>Rate each item as the number of the highest variation receiving an X under it.</p>
<p><b>Classroom Rules</b></p> <ul style="list-style-type: none"> <li>• A few, positively stated behavioral rules are linked to schoolwide expectations.</li> <li>• Rules are posted, systematically taught, reinforced, and monitored.</li> </ul>						
<p><b>Classroom Routines</b></p> <ul style="list-style-type: none"> <li>• Classroom routines are systematically taught, reinforced, and monitored within the context of the classroom (e.g., turning in homework, requesting assistance).</li> </ul>						
<p><b>Encouragement of Appropriate Behavior</b></p> <ul style="list-style-type: none"> <li>• Procedures acknowledge appropriate behavior at the group level (e.g., specific, contingent praise, tokens, activities, group contingencies, Good Behavior Game).</li> <li>• Procedures encourage appropriate behavior at the individual student level (e.g., specific, contingent praise; behavior contracts).</li> <li>• Data are collected on the frequency of appropriate behavior within the classroom environment.</li> </ul>						

Essential Components	Variations					
	Code = 0	Code = 1	Code = 2	Code = 3	Code = 4	Rating
<p><b>Instructions:</b> Place an X under the appropriate variation implementation score for each course syllabus that meets the criteria specified, from 0 to 4. Score and rate each item separately.</p> <p>Descriptors and examples are bulleted below each of the components.</p>	<p><b>There is no evidence</b> that the component is included in the class syllabus.</p>	<p>Syllabus mentions <b>content related to the component.</b></p>	<p>Syllabus mentions the component and requires <b>readings and tests or quizzes.</b></p>	<p>Syllabus mentions the component and requires <b>readings, tests or quizzes, and assignments or projects for application.</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Lesson plans</li> <li>• Classroom demonstration</li> <li>• Journal response</li> </ul>	<p>Syllabus mentions the component and requires <b>readings, tests or quizzes, assignments or projects, and teaching with application and feedback.</b></p> <ul style="list-style-type: none"> <li>• Fieldwork (practicum)</li> <li>• Tutoring</li> </ul>	<p>Rate each item as the number of the highest variation receiving an X under it.</p>
<p><b>Behavior Reduction Strategies</b></p> <ul style="list-style-type: none"> <li>• Antecedent strategies are used to prevent inappropriate behavior (e.g., precorrection, prompts, environmental arrangements).</li> <li>• Multiple procedures are used to respond to inappropriate behavior.</li> <li>• Procedures are used to teach replacement behaviors and reteach appropriate behavior (e.g., overcorrection).</li> <li>• There is differential reinforcement (e.g., reinforcing other, competing behaviors).</li> <li>• There is effective use of consequences (e.g., planned ignoring, time-out from positive reinforcement, reinforcing around target student).</li> </ul>						



NATIONAL COMPREHENSIVE CENTER  
FOR TEACHER QUALITY

1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
877.322.8700 | 202.223.6690

[www.tqsource.org](http://www.tqsource.org)

Copyright © 2011 National Comprehensive Center for Teacher Quality, sponsored under government cooperative agreement number S283B050051. All rights reserved.

This work was originally produced in whole or in part by the National Comprehensive Center for Teacher Quality with funds from the U.S. Department of Education under cooperative agreement number S283B050051. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

The National Comprehensive Center for Teacher Quality is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University.

0127B\_05/11

## About the National Comprehensive Center for Teacher Quality

The National Comprehensive Center for Teacher Quality (TQ Center) was created to serve as the national resource to which the regional comprehensive centers, states, and other education stakeholders turn for strengthening the quality of teaching—especially in high-poverty, low-performing, and hard-to-staff schools—and for finding guidance in addressing specific needs, thereby ensuring that highly qualified teachers are serving students with special needs.

The TQ Center is funded by the U.S. Department of Education and is a collaborative effort of ETS, Learning Point Associates, and Vanderbilt University. Integral to the TQ Center's charge is the provision of timely and relevant resources to build the capacity of regional comprehensive centers and states to effectively implement state policy and practice by ensuring that all teachers meet the federal teacher requirements of the current provisions of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind Act.

The TQ Center is part of the U.S. Department of Education's Comprehensive Centers program, which includes 16 regional comprehensive centers that provide technical assistance to states within a specified boundary and five content centers that provide expert assistance to benefit states and districts nationwide on key issues related to current provisions of ESEA.

LEARNING POINT Associates<sup>®</sup>  
An Affiliate of American Institutes for Research<sup>®</sup>

