

# Classroom Management Observation Tool (CMOT)

**Overview.** The CMOT includes two components: (a) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a **checklist** of empirically-supported practices to “look for” periodically.

**Instructions.** Complete observation items routinely to inform decisions about professional development, and complete checklist periodically to check presence/absence of empirically-supported practices.

Educator _____	Observer _____	Date _____
Grade Level _____	Content Area: _____	Time Start _____ Time End _____
Instructional Activity:		Setting notes:
Group size: <input type="checkbox"/> whole class <input type="checkbox"/> small group		

## CMOT Observation Items

Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices Please complete this portion of the CMA after observing an educator for a minimum of 15 minutes of instruction.	1 = Disagree strongly	2 = Disagree Somewhat	3 = Agree Somewhat	4 = Agree strongly
1. The educator effectively engaged in <b>active supervision</b> of students in the classroom (i.e., moving, scanning, interacting). <sup>a</sup>	1	2	3	4
2. The educator effectively provided most/all students with <b>opportunities to respond</b> and participate during instruction. <sup>b</sup>	1	2	3	4
3. The educator effectively provided <b>specific praise</b> to acknowledge appropriate student academic and social behavior. <sup>c</sup>	1	2	3	4
4. The educator provided <b>more frequent acknowledgement</b> for appropriate behaviors than inappropriate behaviors (+ to - ratio).	1	2	3	4

<sup>a</sup> Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.

<sup>b</sup> Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.)

<sup>c</sup> Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate.

## CMOT Checklist

Periodically, check for evidence of the following effective classroom management practices.

Check for Evidence of Classroom Structure and Expectations	
1. The educator <b>posted schedule</b> for the day and/or class activity.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. The educator <b>posted</b> 3-5 positively stated behavioral <b>expectations</b> in the classroom.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. The <b>physical arrangement</b> of the room was appropriate for the activity. <sup>d</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. The educator developed <b>routines</b> for the day and/or class activity. <sup>e</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. The educator <b>taught</b> <sup>f</sup> and <b>prompted</b> <sup>g</sup> 3-5 positively stated behavioral <b>expectations</b> .	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. The educator selected and implemented additional <b>consequence strategies</b> , if appropriate, to support student behavior. <sup>h</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No

<sup>d</sup> **Physical arrangement** (seating assignments, furniture arrangement, etc.) is designed to maximize structure and minimize distraction.

<sup>e</sup> Students demonstrate fluency with **routines**, educator provides lesson plans, and/or educator references previously taught routines.

<sup>3</sup> Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.

<sup>g</sup> Effective **prompts** are delivered before a behavior is expected and make it more likely for students to engage in appropriate behavior for the given activity/environment.

<sup>h</sup> **Additional consequence strategies** may include classroom systems to acknowledge appropriate behavior or consequences to respond to inappropriate behavior; effective implementation is consistent, systematic, and accompanied by behavior-specific feedback.

Simonsen, B., Freeman, J., Kooker, J., Dooley, K., Gambino, A. J...Kern, L. (2019). Initial validation of the Classroom Management Observation Tool (CMOT). Manuscript under review.