

Classroom Management Observation Tool (CMOT) Administration Recommendations for Remote or Hybrid Learning

The CMOT was developed to monitor implementation of empirically-supported classroom practices. See [CMOT overview and instructions](#) for additional detail for in-person administration. The following general recommendations and examples provide suggested guidance for remote administration (when school is operating in remote or hybrid learning conditions).

General Recommendations for Administering in Remote or Hybrid Learning Conditions

- When possible extend observations to 20-30 mins to best sample teacher and student interactions.
- When conducting observations in remote learning enter the meeting with video off to avoid distracting students and teacher. Ensure teacher is aware observation is occurring by scheduling in advance and/or sending a private chat upon arrival.
- If teacher is simultaneously teaching students who are both in person and remote, consider interactions between teacher and both groups of students.
- In hybrid learning mode, consider conducting both in-person and remote observations to best understand teacher and student interactions across learning platforms.

CMOT Observation Examples in Remote and Hybrid Modes of Instruction

Item	Remote Examples	Hybrid Examples (Simultaneous Remote & In Person)
1. The educator effectively engaged in active supervision of students in the classroom	<ul style="list-style-type: none"> • Educator effectively provides active supervision of the remote learning environment by: <ul style="list-style-type: none"> ○ Moving between breakout rooms ○ Brief individual student check ins – verbal or in chat (e.g., great to see you today, how are you doing?) ○ Responding to questions or needs expressed in chat ○ Respond to student facial or non-verbal cues (e.g., you seem confused by that statement can I help you?) 	<ul style="list-style-type: none"> • Educator effectively provides active supervision of both learning conditions by: <ul style="list-style-type: none"> ○ Visually scanning and interacting with students in both conditions ○ Responding to student needs in both conditions
2. The educator effectively provided most/all students with opportunities to respond and participate during instruction	<ul style="list-style-type: none"> • Educator effectively uses OTRs to engage students by using a range of response options, including: <ul style="list-style-type: none"> ○ Chat ○ Electronic participation (e.g., polling, on-line surveys, on-line white boards) ○ Response cards (students print or make at home) ○ Non-verbal signals (e.g., thumbs up, fist to 5) ○ verbal OTRs • Educator effectively (a) teaches students how to engage in the OTR (e.g., how to participate in a poll) and (b) adjusts OTRs based on students' access or use of technology 	<ul style="list-style-type: none"> • Educator effectively uses OTRs to engage students in both learning conditions by: <ul style="list-style-type: none"> ○ Including students in both learning conditions in OTRs ○ Adapting the type of OTRs provided in person to also be effective for those in the remote condition (e.g., response cards, non-verbal signals) ○ Allowing students in-person to access technology to participate in similar electronic response opportunities (e.g., polling, on-line surveys, on-line white boards)
3. The educator effectively provided specific praise to acknowledge	<ul style="list-style-type: none"> • Educator effectively provides specific praise to students using: <ul style="list-style-type: none"> ○ Chat (private or public) ○ Verbal statements 	<ul style="list-style-type: none"> • Educator provides effective specific praise to students in both learning conditions by:

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appropriate student academic and social behavior	<ul style="list-style-type: none"> ○ Positive written feedback on assignments 	<ul style="list-style-type: none"> ○ Naming students (individually or as a group) participating both remotely and in person ○ Acknowledging a range of behaviors displayed by students in both learning conditions
4. The educator provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors	<ul style="list-style-type: none"> ● Educator uses strategies above to provide higher rates of acknowledgement than corrective statements ● Educator delivers corrective statements via private chat or other private and respectful conversations 	<ul style="list-style-type: none"> ● Educator combines remote and in person strategies to provide higher rates of acknowledgement than corrective statements

CMOT Checklist Examples in Remote and Hybrid Modes of Instruction

Item	Remote Examples	Hybrid Examples (Simultaneous Remote & In Person)
The educator posted schedule for the day and/or class activity.	<ul style="list-style-type: none"> ● Agenda for the class meeting is shared or posted on screen at the start of the meeting ● Weekly or daily schedule of all learning activities is provided 	<ul style="list-style-type: none"> ● Schedule and lesson agenda are available to students in both learning conditions
The educator posted 3-5 positively stated behavioral expectations in the classroom	<ul style="list-style-type: none"> ● Expectations are posted in meeting agenda or at the start of the meeting as a reminder for students 	<ul style="list-style-type: none"> ● Expectations are posted in a place where students in both learning conditions can see them
The physical arrangement of the room was appropriate for the activity	<ul style="list-style-type: none"> ● Use of breakout rooms or virtual learning features facilitates lesson needs and objectives ● Educators provide resources and teach students how to create a safe and focused learning environment at home 	<ul style="list-style-type: none"> ● In person learning environment is set up to allow educator to easily monitor the learning needs of students in both learning conditions (e.g., large visible monitors, classroom microphones and speakers)
The educator taught and prompted 3-5 positively stated behavioral expectations	<ul style="list-style-type: none"> ● Educator directly teaches expectations for the virtual environment (e.g., use of chat, breakout room expectations, etc.) 	<ul style="list-style-type: none"> ● Educator directly teaches expectations for both learning conditions including how students may interact across learning conditions
The educator selected and implemented additional consequence strategies , if appropriate, to support student behavior	<ul style="list-style-type: none"> ● Educator appropriately uses virtual learning functions such as muting audio or video for a student only after proactive and less intensive consequence strategies are implemented 	<ul style="list-style-type: none"> ● Educator effectively applies consequence strategies across learning conditions to maintain a focus on learning