

Classroom Management Observation Tool (CMOT)

(Simonsen et al., 2020)

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

^a Effective **active supervision** includes systematic scanning, unpredictable movement, and interactions spread across students.

^b Effective **OTRs** provide opportunities to various numbers of students using various opportunity and response modalities.)

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

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

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

^f Students demonstrate fluency with **expectations**, educator provides lesson plans, and/or educator references previously taught expectations.

^g 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.

^h **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., Wilkinson, S., VanLone, J., Walters, S., Byun, S. G., Xu, X., Lupo, K., & Kern, L. (2020). *Classroom Management Observation Tool (CMOT)*. Storrs, CT: University of Connecticut. Retrieved from: <https://nephis.org/classrooms-data-tools-resources/>