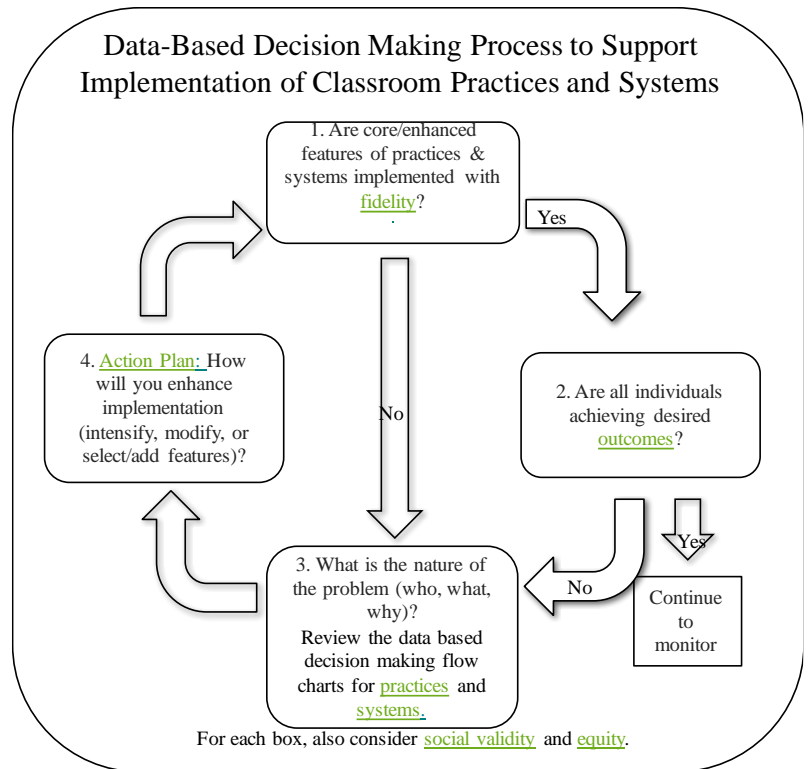


Development, Validation, and Application of a User-Friendly Classroom Management Observation Tool (CMOT)

Brandi Simonsen, Jennifer Freeman, Jennifer Bouckaert, & Anthony Gambino

Q1. Why use data to guide professional development (PD)?

- “[Intervening] without assessment is like driving a car [at night] without headlights” (Good, Harn, Kame'enui, Simmons, & Coyne, 2003)
- Data are critical to guide (1) PD systems to support teachers and (2) teachers’ practices to support students.
- [PBIS Technical Guide on Using Data to Support Implementation of Positive Classroom Behavior Support](#)
- “For educators and school leadership teams, **implementation requires a series of decisions** related to implementing and evaluating the effects of core strategies in a manner that is socially valid and promotes equity among all students and educators. To increase the likelihood of these decisions leading to desired outcomes, **educators and leadership teams need information, or data, and a logical process to guide their decision-making...**” (Simonsen et al., 2019, p. 269; emphasis added)



A1. Using data increases the likelihood that educators and students will experience desired outcomes

Q2. What are the pros/cons of existing tools?

	Pros	Cons
Self-Assessment Checklists	<ul style="list-style-type: none"> • Efficient • Comprehensive 	<ul style="list-style-type: none"> • Lack psychometric data • Subjective, potential for bias
Observer Checklists	<ul style="list-style-type: none"> • Potentially more objective 	<ul style="list-style-type: none"> • Resource intensive (for validated tools) • OR lack psychometric data
Direct Observation Tools	<ul style="list-style-type: none"> • Most accurate for specific skills 	<ul style="list-style-type: none"> • Narrow • Potentially resource intensive

2. The field needs a brief, reliable, and validated way to assess classroom management practices

Q3. What is the Classroom Management Observation Tool (CMOT)?

Classroom Management Observation Tool (CMOT)
Revised 2.20.18

Overview: The CMOT includes two components: (a) progress monitoring items, which have been validated for inferring decisions about relative strengths/needs with positive and proactive classroom management, and (b) a checklist of empirically-supported practice features to "look for" periodically.

Instructions: Complete progress monitoring items routinely to inform decisions about professional development, and complete checklist periodically to check presence/balance of empirically-supported practices.

Educator: _____ Observer: _____ Date: _____
Grade Level: _____ Content Area: _____ Time Start: _____ Time End: _____
Instructional Activity: _____ Setting notes: _____
Group size: Whole class Small group 1:1 (do not use)

CMOT Progress Monitoring Items
Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices	1+ Observed at least once	2+ Observed at least twice	3+ Observed at least three times	4+ Observed at least four times
1. The educator effectively engaged in active supervision of students in the classroom (e.g., moving, scanning, interacting).	1	2	3	4
2. The educator effectively provided most/all students with opportunities to respond and participate during instruction.	1	2	3	4
3. The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior.	1	2	3	4
4. The educator provided more frequent acknowledgment for appropriate behaviors than inappropriate behaviors (e.g., re-rats).	1	2	3	4

CMOT Checklist
Periodically, check for evidence of the following features of effective classroom management.

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

Physical arrangement (Seating arrangements, furniture arrangement, etc.) designed to facilitate effective and efficient classroom activities.
Classroom structure (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom expectations (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom consequences (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom routines (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom procedures (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom transitions (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom reference points (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom activities (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom materials (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom resources (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom supports (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom services (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom personnel (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom environment (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom climate (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom culture (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom community (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom relationships (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom interactions (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom communication (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom collaboration (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom cooperation (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom participation (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom engagement (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom involvement (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom contribution (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom ownership (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom responsibility (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom accountability (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom autonomy (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-direction (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-management (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-regulation (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-monitoring (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-evaluation (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-reflection (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-critique (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-improvement (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-empowerment (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-actualization (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-fulfillment (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-actualization (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.
Classroom self-fulfillment (Routines, classroom procedures, transitions, and/or student reference points) designed to facilitate effective and efficient classroom activities.

- **4 validated items assess key areas of classroom management:**
 - Active Supervision
 - Opportunities to Respond
 - Specific Praise
 - + to - ratio
- **6 items related to other features of classroom management:**
 - Schedule
 - 3-5 Positive Expectations
 - Physical Arrangement
 - Routines
 - Taught & Prompted Expectations
 - Additional Consequence Strategies

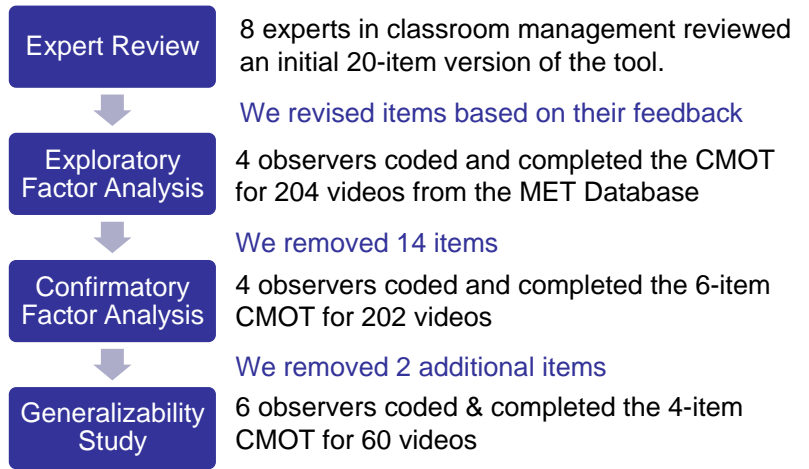
Available at <https://nepbis.org/classrooms-data-tools-resources/>

- **What were the Key Findings for the 4-Item CMOT?**
 - Good model fit across raters
 - Items were correlated with direct observation data (specific praise, general praise, and academic opportunities to respond)
 - Our confidence in the generalizability of ratings is highest when there are multiple raters (Simonsen et al., in preparation)

- **CMOT App (email [Jen Freeman](mailto:Jen.Freeman@nepbis.org) to request access)**



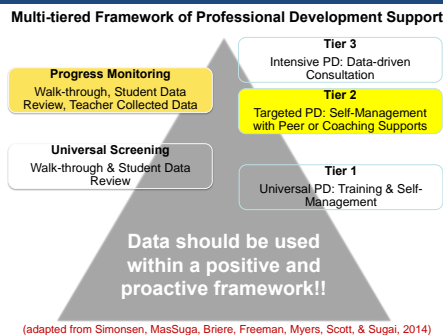
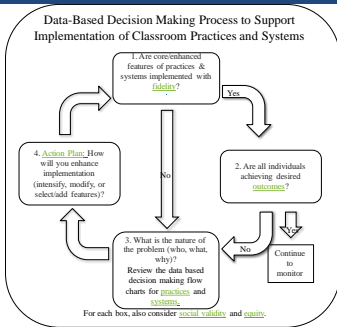
Validation Process



MET = Measures of Effective Teaching (Bill & Melinda Gates Foundation)

A3. The CMOT is a brief, reliable, and validated way to assess classroom management practices ☺

Q4. How can I use the CMOT and other tools in my school(s)?



- **Example: Summer learning lab**
 - Professional development on classroom practices provided to all staff
 - CMOT walkthroughs conducted by coaches
 - With trainers the first time
 - Weekly throughout the summer program
 - Data and positive feedback were left for each classroom teacher

A4. See CMOT and other resources available at nepbis.org (classroom click)