

Classroom Data Collection Tool

School: _____

Overview. This tool includes two components: (a) a **checklist** of empirically supported practices to “look for” periodically, and (b) **observation items**, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management (Simonsen et al., 2020).

Instructions. Complete the checklist periodically to check presence/absence of empirically supported practices and complete observation items routinely to inform decisions about professional development. Utilize an online form for efficient analysis ([Sample Microsoft Form](#)).

Assessment Type (circle): Self-Assessment Direct Observation	Schedule (circle): Baseline Follow-up	Group size (circle): Whole Class Small Group
Educator:	Observer:	Date:
Room:	Grade Level:	Content Area:
Instructional Activity:	Time Start:	Time End:
	Setting notes:	

Checklist

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

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

^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.

Observation/Self-Assessment Items

Assess implementation of positive and proactive classroom management practices.

Positive and Proactive Classroom Management Practices Please complete this portion after observing an educator for a minimum of 20 minutes of instruction.	0 = Not In Place	1 = Partially In Place	2 = Fully In Place
1. The educator effectively engaged in active supervision of students in the classroom (i.e., moving, scanning, interacting). ^a	0	1	2
2. The educator effectively provided most/all students with opportunities to respond and participate during instruction. ^b	0	1	2
3. The educator effectively provided specific praise to acknowledge appropriate student academic and social behavior. ^c	0	1	2
4. The educator provided more frequent acknowledgement for appropriate behaviors than inappropriate behaviors (+ to - ratio).	0	1	2

^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 (verbal, written, gestural/performance).

^c Effective **specific praise** names the behavior and is contingent, genuine, and contextually/culturally appropriate (e.g., address by name, describe behavior, use words of approval, and connect back to expectations).

Adapted from the Classroom Management Observation Tool (CMOT)

Simonsen, B., Freeman, J., Kookken, 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://nepbis.org/classrooms-data-tools-resources/>

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Tally Sheet

During the observation, tally the number of times you hear teacher praise, teacher use of reprimands, teacher providing an OTR (i.e., academic question), and number of disruptive student behaviors. Take notes as you observe.

	Interval 1 (1-10 minutes)	Interval 2 (11-20 minutes)
SPECIFIC Praise ⁱ		
GENERAL Praise ⁱ		
Error Correction ^j		
Opportunity to Respond (OTR) ^k		
Disruptive Behavior ^l		
Notes:		
Assessing Student Engagement Give attention to how engaged the students are during the observation. Make a ballpark estimate by looking up and determining approximately what percentage of students were engaged on average during the first 10 minutes of the observation. Provide the same estimate for the next 10 minutes. Average the two estimates for your estimate of student engagement.		
In general, what percentage of students were engaged during instruction? ^m		

Adapted from The Classroom Check-Up Rubric: Gather Data - <https://www.classroomcheckup.org/>

ⁱ At Least 2:1 Specific to General Praise Ratio

^j At Least 5:1 Praise to Correction Ratio

^k Three or More Opportunities to Respond Per Minute

^l Fewer than 5 Disruptions During a 10 Minute Observation

^m At Least 95% of Students Engaged

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