

Before, During, and After CMOT Data Collection

The [Classroom Management Observation Tool](#) (CMOT; Simonsen et al., 2020) is a brief tool that outlines the evidence-based classroom management practices we hope to see in all classrooms. Teachers can use this tool to self-reflect on their current practices. Coaches can use the CMOT to observe in classrooms and then provide individual and group feedback.

Before

Observers/Coaches with School Leaders

- Select individuals who will be responsible for observing and coaching teachers on classroom social, emotional, behavioral health supports
- Provide professional learning that is aligned with the CMOT observation and checklist items for all teachers, instructional staff, SEBH coaches, and building administrators.
- Schedule classroom observations within 2-3 weeks of the completion of professional learning (or annually in September/October after the initial CMOT observation)
- Determine the following:
 - Which staff members will be observed? Keep in mind, that if they are observed then they would need to have access to coaching as well.
 - When will observations take place? Consider any potential conflicts with assessments, events, etc.
 - Will observations happen during the same instructional activity?
 - Will staff will sign up for observation slots or whether leaders will determine the schedule.
 - Will co-observations be needed? Consider pairing an experienced observer with a new observer
- Optional: Develop a survey or facilitate a staff discussion on the following:
 - What resources or support do teachers need to feel more comfortable having an observer/coach collect CMOT data in their classroom?
 - How will teachers let the coach/observer know specific areas they are working on and want some feedback?
 - When do teachers want to have a discussion with the observer/coach following the CMOT data collection?
 - How do teachers want the discussion to go with the observer/coach following the CMOT data collection (e.g., start with self-reflection, get a copy of the paper form, leave with a strength and a next step)?
 - How and when do teachers want to reflect on CMOT data together (e.g., during PLC meeting, upcoming school improvement meeting)?
 - For group conversations, should all data be anonymous?

- Are there preferred times of day/days of the week when teachers would like to be observed?
- Determine where CMOT data will be entered (e.g., spreadsheet) and by whom

Teachers

- Participate in professional learning that is aligned with the CMOT observation and checklist items
- Preview the CMOT to understand what observers/coaches will be looking for when in your classroom
- Practice using effective classroom practices in your classroom and consider an area you would like to focus on
- If needed, prepare your students for what to expect (and what you expect) when the observer/coach is in your classroom

Observers/Coaches

- Participate in professional learning with teachers that is aligned with the CMOT observation and checklist items.
- Preview the CMOT to understand what you will be looking for when conducting observations.
- Learn more about the CMOT:
 - Watch a [recorded webinar](#)
 - Read about the research study: [Initial Validation of the Classroom Management Observation Tool \(CMOT\)](#)
- Consider whether you would like to practice with [videos of classroom instruction](#) or practice in classrooms to better understand the tool and how to use it
- Get any questions answered before your first scheduled observation
- Print CMOT data collection forms and prepopulate the top portion based on your schedule of observations

During

Observers/Coaches

- Have a paper copy of the CMOT in front of you
- Observe for 15 minutes in a location that is not a distraction
- Take notes and complete initial ratings during the observation
- Complete final ratings of all CMOT items and add any additional notes
- Enter data and provide feedback to the teacher using the previously determined process

Teachers

- Teach as usual, without special attention to the observer

After

Observers/Coaches and School Leaders

- Prepare data and provide staff with the aggregated scores to determine school-wide supports
- Plan for the process/routine for reviewing data together, making sense of it and identifying any next steps
- Celebrate staff for their willingness to self-reflect, receive feedback, and work on improving their use of evidence-based classroom management practices
- Use school-wide and grade-level data to drive professional learning and supports provided to staff (PLC, grade-level, peer workgroups)

Teachers

- Review your own observation results and reflect on your own experience with the observation and feedback process
- Set a goal for improving and sustaining effective classroom management practices

References

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://nepbis.org/classrooms-data-tools-resources/>

URLs Used in Document

[Classroom Management Observation Tool](https://sebacademy.edc.org/sites/default/files/2022-11/CMOT-5.1.20.pdf)

(<https://sebacademy.edc.org/sites/default/files/2022-11/CMOT-5.1.20.pdf>)

[videos of classroom instruction](https://explicitinstruction.org/video-elementary/)

(<https://explicitinstruction.org/video-elementary/>)

[recorded webinar](https://www.youtube.com/watch?v=-FGighZaI0Q&t=308s)

(<https://www.youtube.com/watch?v=-FGighZaI0Q&t=308s>)

[Initial Validation of the Classroom Management Observation Tool \(CMOT\)](https://www.researchgate.net/publication/339080154_Initial_Validation_of_the_Classroom_Management_Observation_Tool_CMOT)

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