



CSD Classroom Climate Observation Tool (CCO)

(adapted from a variety of classroom observation tools using the framework from Florida PBIS)

Directions: Observe for the recommended time of 15-20 minutes, rating each item as Yes, Somewhat, No, or No Opportunity. Keep a tally of instances of feedback type and track the type of OTRs provided (group vs. individual). Scan the classroom a minimum of three times during instruction to estimate the percentage of students on-task.

Teacher Name:	Date:	Start Time:
Observer:	Number of Students:	Activity:
Lesson Objective:		

CLASSROOM STRUCTURE - Physical Arrangements	
Furniture in the classroom is arranged so that the teacher can visually scan the classroom to monitor ALL students' behavior and allows the teacher to circulate freely to be able to interact with each student individually.	RATING
Classroom seating is arranged so that all students can participate and engage equally (different seating arrangements may be used for different activities, such as those designed to promote peer-to-peer discourse).	RATING
CLASSROOM STRUCTURE - Materials	
Classroom materials are clearly labeled, easily accessible, and arranged for ease of use.	RATING
Clutter on walls and surfaces is reduced and materials in the classroom are organized to minimize student distractions.	RATING
CLASSROOM STRUCTURE - Schedule	
Daily schedule is posted and is clear and easily visible.	RATING
Schedule provides consistency and variety to maintain student engagement.	RATING

CLASSROOM STRUCTURE - Attention Signal	
Attention signal is used consistently to maintain student attention.	RATING
Attention signal has clearly been taught, practiced, and positively reinforced.	RATING
When an attention signal is used by the teacher, over 85% of students respond within a few seconds.	RATING
Notes/Comments about Classroom Structure:	
RELATIONSHIPS AND CULTURAL RESPONSIVENESS - Cultural Responsiveness	
Students' experiences and identities are reflected in materials, instruction, and/or posted work.	RATING
Students with varying abilities and across all demographics actively engage in classroom activities.	RATING
Strategies are in place to promote equity of voice among students.	RATING
RELATIONSHIPS AND CULTURAL RESPONSIVENESS - Teacher-Student Relationships	
Teacher knows and uses students' names when interacting	RATING
Teacher pronounces student names accurately	RATING
The teacher engages in actions that promote positive relationships with students (e.g., smiling and making eye contact, extending simple courtesies, encouraging student responses, attending to student needs/concerns, inquiring whether help/support is needed, greeting students at the door, expressing interest in what students do outside of class).	RATING
Teacher interactions with students are positive, encouraging, and are likely to increase feelings of belonging and safety.	RATING
Notes/Comments about Relationships and Cultural Responsiveness:	
EXPECTATIONS, RULES, AND ROUTINES - Classroom Expectations	

The teacher clearly explains expectations prior to each activity using scaffolds, such as visual cues, to ensure that all students have access.	RATING
The teacher ensures students follow through on requested expectations in an immediate and visible manner (i.e., checking for understanding or making compliance visible).	RATING
EXPECTATIONS, RULES, AND ROUTINES - Classroom Rules	
There is evidence of 3 to 5 classroom rules that are clearly defined, observable, measurable, and stated positively.	RATING
Classroom rules are aligned with the school rules that reflect the vision of the school.	RATING
Classroom rules are displayed in an area of the classroom that is readable and readily accessible to all students.	RATING
At least 90% of students appear to follow established classroom rules.	RATING
EXPECTATIONS, RULES, AND ROUTINES - Classroom Routines	
Transitions between activities occur smoothly and timely without disruptions occurring.	RATING
Common classroom routines are clearly defined using age-appropriate language and/or visuals, stated positively, and displayed in the classroom (e.g., finishing early, arriving tardy to class, asking for help, online etiquette, calming corner, transitioning between activities, turning in assignments, obtaining supplies, using technology or equipment, using the restroom, sharpening pencils, cell phone use).	RATING
At least 90% of students appear to follow established classroom routines.	RATING
Notes/Comments about Expectations, Rules, and Routines:	
STUDENT ENGAGEMENT - Active Supervision	
The teacher circulates throughout the classroom (or is positioned) to closely observe all students, including their appropriate use of digital devices.	RATING

STUDENT ENGAGEMENT - OTRs	
The teacher solicits both group and individual responses to queries in an effort to provide the majority of students with opportunities to respond.	RATING
The teacher effectively uses two or more Universal OTR strategies for students to demonstrate what they know and at least 90% of students responded by saying, writing, reading, or doing	RATING
The teacher uses strategies to solicit responses from a wide variety of students, including those that do not volunteer to respond.	RATING
Teacher talk is less than 40% of the observed instructional time.	RATING
STUDENT ENGAGEMENT - Pacing and Wait Time	
Appropriate pacing of instruction is utilized that results in maintaining student attention and engagement throughout the observation.	RATING
The learning activity transitions at least once during the observation (new learning activity or new mode of instructional delivery).	RATING
Learning activity provides students with an opportunity to engage in some type of physical movement (not just sitting) at least once during the observation.	RATING
The teacher effectively utilizes wait time (at least 5 seconds) to support student engagement.	RATING
STUDENT ENGAGEMENT - On-Task Engagement	
90% or more of students are on-task and engaged in learning tasks during at least three scans of the classroom.	RATING
Students are engaged in active learning (versus passive engagement) more than half of the time during the observation.	RATING
Notes/Comments about Student Engagement:	

ACKNOWLEDGING APPROPRIATE BEHAVIOR - Noncontingent Attention	
The teacher provides attention to and interacts with students in a welcoming manner (e.g., uses student names, talks with students at every opportunity).	RATING
ACKNOWLEDGING APPROPRIATE BEHAVIOR - Positive Feedback	
Students receive consistent and frequent positive feedback for following classroom rules.	RATING
The teacher interacts more frequently with students when they are engaged in appropriate behavior than when engaged in inappropriate behavior.	RATING
Ratio of positive feedback to corrective feedback is 4:1 or higher. (see Tally)	RATING
ACKNOWLEDGING APPROPRIATE BEHAVIOR - Classwide Motivation Systems	
A classwide system is in place that serves to document and reward appropriate individual student and/or classwide behavior.	RATING
The teacher makes a clear connection between any earned point/token/reward and the rule/expectation that was followed.	RATING
ACKNOWLEDGING APPROPRIATE BEHAVIOR - Behavior Specific Praise	
The teacher uses behavior-specific (direct, descriptive, non attributive) praise to encourage appropriate behavior.	RATING
The teacher delivers praise in a genuine, supportive manner.	RATING
ACKNOWLEDGING APPROPRIATE BEHAVIOR - Precorrection	
The teacher prompts the expected behavior just prior to when it is needed (e.g., transition, new activity) to minimize the likelihood of inappropriate behavior.	RATING
ACKNOWLEDGING APPROPRIATE BEHAVIOR - Group Contingencies (site based)	

The teacher implements a collective goal for students to earn a reward for a target behavior in an effort to maintain a growth mindset and build community.	RATING
Notes/Comments about Acknowledging Appropriate Behavior:	
RESPONDING TO BEHAVIORAL ERRORS - Fluent, Calm, Consistent Response	
The teacher consistently responds to all inappropriate behavior as it arises.	RATING
The teacher is consistently calm, clear, and brief when providing behavior corrections in a manner that maintains student dignity.	RATING
In response to rule infractions, the teacher maintains appropriate tone of voice, voice volume, body language, and personal space.	RATING
RESPONDING TO BEHAVIORAL ERRORS - Reteach	
The teacher responds to rule infractions by restating the rule and/or reminding students about the expectation.	RATING
Students not following a rule are provided an opportunity to demonstrate the appropriate replacement behavior, which is followed by positive feedback.	RATING
RESPONDING TO BEHAVIORAL ERRORS - Continuum of Response Strategies	
<p>The teacher uses a continuum of consequences to respond to rule violations (minimum of 3 strategies observed).</p> <ul style="list-style-type: none"> ● Withholding attention when motivation is attention/connection seeking ● Redirection ● Physical proximity to communicate awareness ● Praising appropriate behavior in others to serve as a reminder of the rule/expectation ● Praising another appropriate behavior of the student while simultaneously ignoring the inappropriate behavior (differential reinforcement) ● Offering an appropriate alternative choice ● Using nonverbal cues to prompt a desired behavior ● Precision requests ● De-escalation strategies 	RATING

Notes/Comments about Responding to Behavioral Errors:

Feedback Type - Tally		OTR Type - Tally	
Positive Feedback, General	0	Group OTRs	0
Positive Feedback, Specific	0		
Corrective Feedback	0		
		Individual OTRs	0

Harsh Feedback	0		
Positive/Corrective Ratio =			

Reflections and Planning
<p>Examples of how Positive Classroom Climate was evident (I noticed...)</p>
<p>Missed opportunities/polishers/improvements (I wondered...)</p>