

Ohio Department of Job and Family Services  
**OHIO CLASSROOM OBSERVATION TOOL (OCOT)  
 FOR STEP UP TO QUALITY (SUTQ)**

Observer	Date	Program Type	Room ID	Age Group	# of Children	# of Adults	Observation Times		Interview Times	
							Start	End	Start	End
		<input type="checkbox"/> JFS-Licensed <input type="checkbox"/> ODE-Licensed <input type="checkbox"/> PSE <input type="checkbox"/> ECE <input type="checkbox"/> Type A <input type="checkbox"/> Type B		<input type="checkbox"/> Infant <input type="checkbox"/> Toddler <input type="checkbox"/> Preschool <input type="checkbox"/> School Age						
Rating	Indicator Type	Elements and Indicators					Comments			
ENVIRONMENT										
Element E.1: Materials support the learning environment										
<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	O	E.1.1 Materials support the full range of development and abilities within the group. <i>Minimum evidence: One material that supports the full range of development for each child. Does not have to be observed for each type of material available.</i>								
<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	O/I	E.1.2 Materials are rotated and adapted in order to support children's interests and learning. <i>Minimum evidence: Need to indicate rotation and adaptation occurs to support children's interest and learning, not necessarily a particular frequency.</i>								
<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	O	E.1.3 Materials are organized to facilitate independent use.								
<input type="checkbox"/> Met  <input type="checkbox"/> Not Met	O/I	E.1.4 Materials reflect children and families enrolled while offering additional diversity for other races, cultures, gender and abilities. <i>Minimum Evidence: More than one type of material or equipment, with at least one being for children's use. Not all types of diversity need to be represented.</i>								

<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O/I	E.1.5 Materials can be used in a variety of ways to promote open-ended and creative play. <i>Minimum Evidence: At least once, a child has an opportunity to use materials in open-ended or creative way.</i>	
<b>Element E.2: Intentional organization of the environment supports learning and development</b>			
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O	E.2.1 Space and furnishings are appropriately sized for the age and needs of the group served.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O	E.2.2 Unobstructed and clearly defined traffic patterns support children moving throughout the space without disrupting others' activities.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O	E.2.3 The environment allows for quiet, individual or 2-child spaces, and a whole group area.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O	E.2.4 Designated and accessible space provides for the storage of children's personal items and allows for independent use, depending on the needs and abilities of the children.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O	E.2.5. Materials for planned activities are readily available to the teacher to ensure or promote efficient implementation and minimize wait time for children. <i>Note: This element is measuring the availability of the materials, not the quality of the implementation of the activity associated with the materials.</i>	
<b>Element E.3: The schedule and routines support learning and development</b>			
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O	E.3.1 Activities are balanced and include both child and teacher initiated activities as well as planned and free choice activities/experiences.	

<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	E.3.2 Care giving routines and personal care tasks are predictable and relaxed.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	E.3.3 Routine transitions are supported through verbal and/or non-verbal cues and are implemented quickly and effectively.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	E.3.4 Schedule is familiar, predictable, and age appropriate while allowing for flexibility to accommodate children's needs and interests.	
<b>Element E.4: The curriculum is integrated into the learning environment</b>			
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○/I	E.4.1 Evidence displayed demonstrates a connection to the curriculum.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	E.4.2 Developmentally appropriate activities are implemented in the classroom which actively engage children and support the development, interest and/or needs of the group.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○/I	E.4.3 The daily plan of activities is developed by the teacher(s) responsible for the group and it demonstrates how activities support curriculum implementation.	
<b>INTERACTIONS</b>			
<b>Element I.1: Staff are responsive to children</b>			
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	I.1.1 Staff respond to children consistently in a warm, encouraging manner.	

<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	I.1.2 Staff acknowledge children's needs in a consistent manner, even when the staff person is not immediately able to meet those needs.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	I.1.3 Staff acknowledge and validate children's emotions and feelings.	
<b>Element I.2: Staff support children's learning by using varied instructional strategies</b>			
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	I.2.1 Staff support and encourage children's exploration of materials.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	I.2.2 Staff identify and extend activities based on each child's level of participation and interest.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	I.2.3 Staff use a variety of instructional methods to facilitate learning.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	○	I.2.4 Staff extend learning opportunities through the effective use of questioning, listening, and responding.	

**Element I.3: Staff support children through positive guidance and behavior management strategies.**

*For all indicators in this element, instances of mixed evidence (positive and negative examples) result in a score of “not met” for that indicator.*

<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O	I.3.1 There is evidence of clear and appropriate expectations regarding behavior.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O	I.3.2 Staff recognize conflicts among children and work to minimize them using positive guidance methods.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O/I	I.3.3 Staff provide activities that support children’s social development.	
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	O/I	I.3.4 Staff manage inappropriate behaviors through a variety of strategies appropriate to the age, ability, and temperament of each child.	