

Ohio Department of Children and Youth
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	
							Start	End
		☐ Center Based ☐ School Based ☐ Family Child Care		☐ Infant ☐ Toddler ☐ Preschool ☐ School Age				
Programs must meet 22 of 25 indicators to pass the OCOT. Programs will not pass the OCOT if there is more than one indicator not met within any element.								
Rating	Elements and Indicators					Comments		
ENVIRONMENT								
Element E.1: Materials support learning and development.								
☐ Met ☐ Not Met	E.1.1 Materials support the full range of development and abilities within the group. <i>Minimum evidence: At least two materials are available that support the range of abilities for children in the group in each of the following developmental areas: cognitive, language and literacy, and physical.</i>							
☐ Met ☐ Not Met	E.1.2 Materials are accessible and organized to facilitate independent use.							
☐ Met ☐ Not Met	E.1.3 Materials reflect children and families enrolled while offering additional diversity for other races, cultures, gender and abilities. <i>Minimum Evidence: Three pieces of evidence representing a minimum of two types of diversity are required. At least one piece must be for children's use, and one piece must reflect children and families in the group.</i>							
☐ Met ☐ Not Met	E.1.4 Materials can be used in a variety of ways to promote open-ended and creative play. <i>Minimum Evidence: Children have at least two opportunities to use materials in open-ended or creative ways.</i>							

Element E.2: Intentional organization of the environment supports learning and development.		
☐ Met ☐ Not Met	E.2.1 Space and furnishings are appropriately sized for the age and needs of the group served.	
☐ Met ☐ Not Met	E.2.2 Unobstructed and clearly defined traffic patterns support children moving throughout the space without disrupting others' activities.	
☐ Met ☐ Not Met	E.2.3 The environment allows for quiet, individual or 2-child spaces, and a whole group area. <i>Minimum Evidence: All 3 must be present- a quiet space, an individual or 2-child space, and a whole group space.</i>	
☐ Met ☐ Not Met	E.2.4 Designated space for personal belongings allows for developmentally appropriate independent use depending on the ability and needs of the children.	
☐ Met ☐ Not Met	E.2.5. Materials for planned activities are readily available 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>	
Element E.3: The schedule and routines support learning and development.		
☐ Met ☐ Not Met	E.3.1 Activities are balanced and include both child-initiated and staff-initiated activities as well as planned and free choice activities/experiences.	

☐ Met ☐ Not Met	E.3.2 Routine transitions, including embedded routines, and personal care tasks are predictable, relaxed, and supported through verbal and/or non-verbal cues and wait time is minimized or used constructively.	
☐ Met ☐ Not Met	E.3.3 Schedule is familiar, predictable, and age appropriate while allowing for flexibility to accommodate children's needs and interests.	
Element E.4: Developmentally appropriate activities are planned and implemented.		
☐ Met ☐ Not Met	E.4.1 The plan of activities and experiences represents a variety of learning domains. <i>Minimum Evidence: The plan of activities and experiences includes at least four learning domains: Social-Emotional, Language and Literacy, Cognitive, and Physical.</i>	
☐ Met ☐ Not Met	E.4.2 Developmentally appropriate activities are implemented in the group which actively engage children and support the development, interest and/or needs of the group.	
☐ Met ☐ Not Met	E.4.3 Written plans are implemented. <i>Minimum Evidence: At least one observed activity is reflected on the current activity plan, or other physical evidence demonstrates written plans were implemented.</i>	
INTERACTIONS		
Element I.1: Staff are responsive to children.		
☐ Met ☐ Not Met	I.1.1 Staff respond to children consistently in a positive, calm, and supportive manner.	
☐ Met ☐ 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.	

☐ Met ☐ Not Met	I.1.3 Staff acknowledge and validate children's emotions and feelings.	
Element I.2: Staff support children's learning by using varied instructional strategies.		
☐ Met ☐ Not Met	I.2.1 Staff support and encourage children's exploration of materials.	
☐ Met ☐ Not Met	I.2.2 Staff identify and extend activities based on each child's level of participation and interest.	
☐ Met ☐ Not Met	I.2.3 Staff use a variety of instructional methods to facilitate learning.	
☐ Met ☐ Not Met	I.2.4 Staff extend learning opportunities through the effective use of questioning, listening, and responding.	

Element I.3: Staff support children's positive social and emotional development.		
☐ Met ☐ Not Met	I.3.1 There is evidence of clear and appropriate expectations regarding behavior.	
☐ Met ☐ Not Met	I.3.2 Staff minimize conflicts by guiding behaviors through positive social and emotional strategies appropriate to the age, ability, and temperament of each child.	
☐ Met ☐ Not Met	I.3.3 Staff integrate activities and interactions that support children's social development in daily routines and activities.	