

##text=ragged(7.5,9.5) margins=unn(.5,.5) layout=(.25,.25) prefix=full  
#&page=off  
#=1|||||##(Observer Classroom Environment Measure (OCEM))

#-- School: \_\_\_\_\_  
#-- Teacher: \_\_\_\_\_  
#-- Observer: \_\_\_\_\_

Classroom ID: \_\_\_\_\_ 1:01-1:04  
Classroom LID: \_\_\_\_\_ 1:05-1:07  
Teacher LID: \_\_\_\_\_ 1:08-1:10  
School LID: \_\_\_\_\_ 1:11-1:13  
District LID: \_\_\_\_\_ 1:14-1:15  
Dataset LID: \_\_\_\_\_ 1:16-1:17

#-- Teacher Sex: \_\_\_\_\_ CARD: 1 1:18  
#-- Grade Level: \_\_\_\_\_ 1:19  
#-- Grouping: \_\_\_\_\_ 1:20  
#-- Section: \_\_\_\_\_ 1:21  
#-- 1:22

- Q1. It is obvious who the high and low achievers are in math in this class T F 1:23
- Q2. The teacher sometimes posts graded math work or progress charts T F 1:24
- Q3. The teacher sometimes makes public the names of students who are behind in their math work T F 1:25
- Q4. Students sometimes check each other's math papers or homework. T F 1:26
- Q5. The teacher sometimes points out students who are high achievers in math as "models" for others T F 1:27
- Q6. Math work is checked publicly T F 1:28
- Q7. Students sometimes make fun of those students who make mistakes or can't answer questions in math T F 1:29
- Q8. When math papers are handed back, students compare grades T F 1:30
- Q9. Students sometimes compare how far they are in math T F 1:31
- Q10. Students are criticized for turning math work in late or failing to turn in math assignments T F 1:32
- Q11. The teacher says to some students or the class as a whole that they may get a bad grade or report card in math T F 1:33
- Q12. The teacher mentions extrinsic reasons (including doing well on tests and getting good grades) for doing math work T F 1:34
- Q13. The teacher emphasizes doing math for its own sake (because it's interesting or valuable, etc.) T F 1:35
- Q14. Most students do the same math homework T F 1:36
- Q15. Some students compete with each other to answer questions in math T F 1:37
- Q16. Some students compete with each other to get the best grade in math T F 1:38
- Q17. Some students compete with each other to finish work first in math T F 1:39
- Q18. The teacher encourages students to compete with each other in math (not competing groups) T F 1:40
- Q19. The teacher implies that math work is a chore T F 1:41

- Q20. Students discuss math topics without frequent teacher interruptions T F 1:42
- Q21. During math, relevant side issues are sometimes discussed T F 1:43
- Q22. The teacher incorporates student suggestions in math work T F 1:44
- Q23. When asking math questions, the teacher has the correct answer in mind T F 1:45
- Q24. Students who finish their math have to wait for the others to catch up before going on to something else T F 1:46
- Q25. Students sometimes choose their partners for math work T F 1:47
- Q26. Students sometimes negotiate written contracts with the teacher regarding math work T F 1:48
- Q27. Some student grades in math are based on fulfilling a contract T F 1:49
- Q28. Students occasionally help to plan the weekly schedule in math T F 1:50
- Q29. The teacher expresses concern when students do things their own way T F 1:51
- Q30. The teacher is very concerned about procedure and form T F 1:52
- Q31. The teacher encourages students to express their own ideas or to try different ways of doing things T F 1:53
- Q32. The teacher is warm and supportive T F 1:54
- Q33. The teacher closely supervises math tests T F 1:55
- Q34. Students sometimes check their own math quizzes or tests T F 1:56
- Q35. Students usually check their own math classwork or homework T F 1:57
- Q36. The teacher tells students not to cheat or copy in math T F 1:58
- Q37. The teacher seems pessimistic about the ability of students to be self-disciplining and responsible for their own behavior T F 1:59

- Q38. The teacher seems to expect some students to do shoddy work or make stupid mistakes in math T F 1:60
- Q39. The teacher uses criticism primarily to control behavior rather than in response to incorrect work T F 1:61
- Q40. The teacher has high academic expectations for most of the students in math T F 1:62
- Q41. The teacher has clear favorites in this class T F 1:63
- Q42. The teacher has clearly rejected some students T F 1:64
- Q43. A few students ask or answer most of the questions during math T F 1:65
- Q44. The teacher asks students publicly how many math problems they got right and how many they got wrong T F 1:66
- Q45. There is within\_ classroom ability grouping of students in math T F 1:67
- Q46. The teacher discourages students from comparing their performance in math with each other T F 1:68
- Q47. The teacher tries to involve most of the students in math discussions T F 1:69
- Q48. The teacher uses praise primarily to control behavior rather than in response to correct work T F 1:70

#"1

For the following questions:

1=never Blank 1:71-1:80

2=sometimes ID ----- --- 2:01-2:17

3=often or always CARD 2 2:18

- Q49. The teacher praises some students' math work publicly 1 2 3 2:19
- Q50. The teacher criticizes some students' math work publicly 1 2 3 2:20

- Q51. Students work with others of \_similar\_ ability in math 1 2 3 2:21
- Q52. Students work together in small groups or pairs during math 1 2 3 2:22
- Q53. Students work on the same math lesson at the same time 1 2 3 2:23
- Q54. Students use the same math textbooks and materials as other students in the class 1 2 3 2:24
- Q55. Students answer questions in unison in math 1 2 3 2:25
- Q56. Students help each other with math classwork 1 2 3 2:26
- Q57. Students ask the teacher if their math work is good or correct 1 2 3 2:27
- Q58. Students suggest projects or topics to study in math 1 2 3 2:28
- Q59. Students help choose the instructional materials they use in math 1 2 3 2:29
- Q60. Students decide \_the order\_ in which they do their math work 1 2 3 2:30
- Q61. Students talk freely with classmates during math time 1 2 3 2:31
- Q62. Students move around the classroom when they want to 1 2 3 2:32
- Q63. The teacher uses sarcasm 1 2 3 2:33
- Q64. The teacher threatens to give more work, math tests, or to lower grades to control student behavior 1 2 3 2:34
- Q65. The teacher listens carefully to what students have to say 1 2 3 2:35
- Q66. The teacher says that the math work is easy #".75 1 2 3 2:36

If an item is very difficult to score, please score it to the best of your ability and put a \*\* before the question number.

