

EFFECTIVE TEACHING PLAN 2025-26

Establishing and teaching clear procedures, routines, and expectations are vital for a successful school year. Please develop an Effective Teaching Plan as a means to think through how you are setting up your students, and yourself, for success.

Mission

District Mission	
School Mission Write the School Mission	
Classroom Mission Develop your Classroom Mission and share this with students and families.	

My Daily Schedule

Ensure your schedule is posted.

Time/Period	Subject

Attention Signal

Signal Used	Teaching of the Signal	Date Taught
State what signal will be used to gain students attention.	Determine how you will teach and pre-correct the use of the attention signal.	Identify when the signal will be taught.

EFFECTIVE TEACHING PLAN 2025-26

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Expectations

Schoolwide Expectations	Classwide Expectations	Date Taught
List the schoolwide expectations for your building.	Align the rules of the classroom with the schoolwide expectations. Ensure they are Observable, Measurable, Positively Stated, Understandable, and Always Applicable (OMPUA).	Identify when CW rules will be taught.

EFFECTIVE TEACHING PLAN 2025-26

Determine how the Classwide Expectations will be learned; what process will be used for teaching the classroom rules and how will you assess students knowing the expectations:

EFFECTIVE TEACHING PLAN 2025-26

Teacher Routines

Routines and Steps	Monitor
Identify the procedures for the routines you will implement in your classroom.	How will you self-check implementation?
Greeting Students:	
Starting Class:	
Attention Signal:	
Escorting Students:	
Posting Grades:	
Connecting with Families:	
Providing Feedback:	
Providing Corrections:	
Precorrect:	
Scanning:	
Common Engagement Strategies:	
Other:	

Student Routines

Routines and Steps	Date Taught
Identify the routines students will utilize:	Determine when Student Routines will be taught and practiced.
Entering the class:	
Gaining Teacher Attention:	
Obtaining Materials/Supplies:	
Turning in Assignments:	
Transitions:	
Working with Peers:	

EFFECTIVE TEACHING PLAN 2025-26

Working Independently:	
Self Assessing Wellness:	
Other:	

Relationships

[illegible]

EFFECTIVE TEACHING PLAN 2025-26

Encouraging Appropriate Behavior / Reinforcing Expectations and Procedures

[illegible]

EFFECTIVE TEACHING PLAN 2025-26

Discouraging Problem Behavior / Re-Teaching Expectations and Procedures / Restorative Practices

[illegible]

Classroom Observation Data Collection Tool 24-25 Revised

Staff Name _____ Date _____ Time _____

Observer _____ Location _____ Subject _____

TEACHER PDP GOAL: _____ Total # of Students in class _____

Classroom Context Observations: (5 min)		TA. Y/N	SA Y/N	Evidence Statements/Tally		
1. Student Engagement <i>1.2 Cognitive Engagement</i>	TA: Culturally Relevant Look Fors: Array of engagement types, use of student names, equitable distribution of students participating and opportunities to respond. SA: Students responding to teacher questions, directions, or expectations (out of _____ total students)			Individual	Partner	Whole Group
2. Classroom Expectations <i>5.2 Classroom Management</i>	TA: Uses clear and effective attention-getting signal to get scholar's attention prior to giving directions. SA: Stopped, were at appropriate voice level, and looking/listening					
	TA: Clear and precise directions (pre-corrects) were given. Teacher stated the expectations of how students will participate/engage in activity/task. - Movement, Voice Level, Participation SA: Followed directions the first time <u>Evidence</u> # responding/total in class, OR - Tally # not responding each time					
	TA: Holds students accountable for expectations of tasks aligned to directions. Refers to classroom rules/expectations. Classroom Rules/Expectations Posted SA: Self regulate or responds after positive narration or redirection of expected behavior					
3. Classroom Procedures and Routines <i>5.2 Classroom Management</i>	Managing transitions TA: Materials ready, clear and precise directions (pre-corrects) were given. - Movement, Voice Level, Participation SA: Knew what to do with minimal redirects/corrections - Met expectation - Circle: <30sec < 1 min					
	Routines of Instruction TA: Clear procedures for participation 1:1 Q/A, Whiteboard, T&T, Group, Shout out, Independently SA: Responds to teacher cues, questions and/or prompts					

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4. Encouraging Expected Behavior <i>5.3 Classroom Culture</i>	TA: Uses a reinforcement system to acknowledge appropriate student behaviors (PBIS). TA: Positive Narration/BSP - Look Fors: Equitable distribution of reinforcement.			
	Communication: Personal connections; (calling students by name, calls home, etc.) Look Fors: Equitable distribution and personal regard.			
5. Active Supervision <i>5.3 Classroom Culture</i>	Teacher uses frequent scanning & interacting Look Fors: Equitable scanning & interacting in the entire room.			
	Teacher uses strategies for refocusing students or addressing undesirable behaviors Look Fors: Student inclusion in refocus strategies, relevant.			

Teacher Management/Engagement (5 minutes) (How planning for and building relationships/connections with students 4:1)				
Possibly Tally	<i>Evidence Statements</i>			
(a) Behavior Specific Positive Praise (Positive Narration)				
(b) No-Specific Positive Feedback (good job, thank you)				
(c) Specific Corrective Feedback (student name, the expectation is___)				
(d) Non Specific Corrective Feedback (e.g. shhh)				
Total (tally)	(a)	(b)	(c)	(d)
Goal 4:1 (a+b) : (c+d)	(a+b)		(c+d)	

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