**Teacher Effective Teaching & Learning Practice (ETLP) Self-Monitoring Plan**

1. **Indicate the ETLP you are monitoring:**

|  |  |
| --- | --- |
| \_\_\_1) Expectations and Rules  \_\_\_2) Procedures and Routines  \_\_\_3) Encourage use of Expected Behavior  \_\_\_4) Discourage use of Unexpected Behaviors | \_\_\_5) Active Supervision  \_\_\_6) Opportunities to Respond  \_\_\_7) Sequencing and Choice of Activities  \_\_\_8) Task Difficulty |

1. **Based on your self-reflection of current implementation using the *MO SW-PBS Teacher Tool & Self-Assessment Practice Profile* for the selected ETLP, what is your current level of use:**

\_\_\_ ***Exemplary*** > I currently consistently implement *all* elements of the ETLP.

\_\_\_ ***Proficient*** >I currently implement *most* elements of the ETLP, or all elements, but not consistently.

\_\_\_ ***Close to Proficient*** > I currently implement *few* if any of the elements of the ETLP.

\_\_\_ ***Far From Proficient*** > I currently implement *none* of the elements of the ETLP.

1. **Establish a S.M.A.R.T. Goal:**

I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of \_\_\_\_\_\_\_\_ from \_\_\_\_\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ,

<establish, increase, sustain, target my use > < ETLP #??> <start number> <target number>

between\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ as measured by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during \_\_\_\_\_\_\_\_\_\_\_\_.

<start date> <target date> <methods below> <instructional period>.

This ***S.M.A.R.T.*** ***Goal*** is relevant for my professional practice because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. **Identify antecedent strategies to trigger / support your use of the ETLP:**

(e.g., post your classroom expectation & rules and procedures & routines in your classroom, create a script for feedback, set a timer, etc.)

* .
* .

1. **Identify method(s) to monitor your use of the ETLP (see back for details):**

\_\_\_ **Artifact Review** and/or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(list here)

**\_\_\_ OBSERVATION BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Method:**  \_\_\_ *Frequency* \_\_\_ Rate/*Ratio* \_\_\_ *Duration or Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. **Where will you track progress toward your S.M.A.R.T. Goal?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

< e.g., I will keep a simple spreadsheet & graph>

1. **How will you plan for further work/steps if you do not meet your goal?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

< e.g., I could ask the instructional coach’s help to review & plan>

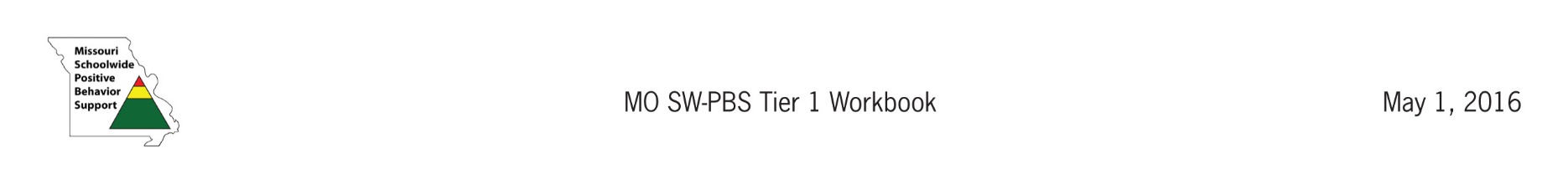
1. **How will you sustain your change in instructional practice long-term?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

< e.g.,I could put a reminder in my calendar to take data once a month>

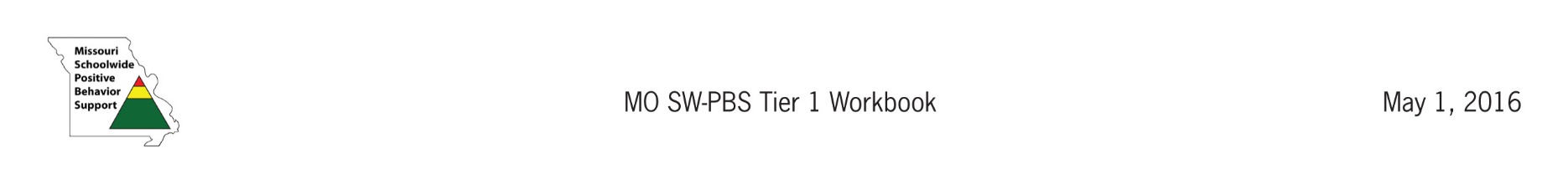
1. **How will you self-reinforce if you meet your goal? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

< e.g., set a date to hike with friends, got to happy hour, retail therapy>



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**Monitoring Implementation Fidelity Planning**

**WHO:** can serve as a partner in monitoring your instructional practice, is dependent on your personal preference.

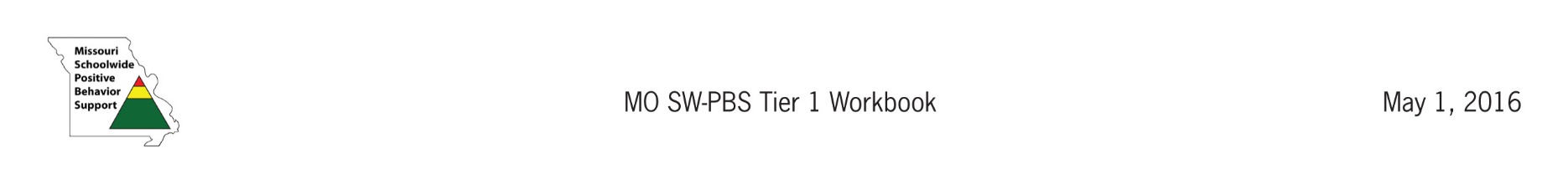
* **Self-monitoring:** using tallies, or a golf stroke counting device
* **Video Taping**: set up a small recording device and select a specific period to record for review
* **Student monitors:** ask students to tally the number of OTRs or positive and negative feedback statements
* **Collegial Peer Observation:** work within your grade level team, department, or with administrators to identify a peer who can come and conduct a non-evaluative observation during a specified time, using the method and target ETLP you choose.

**HOW:** The method is somewhat dictated by the ETLP you are targeting. See the table below for guidance and then select resources that are representative of that method.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Effective Teaching &**  **Learning Practice (ETLP)** | **Artifact**  **Review** | **Observation** | | | |
| Rate  via Tallies | Ratio  Via tallies | Duration | Checklist |
| **Expectations and Rules** | X | X |  |  | X |
| **Procedures and Routines** | X | X  Prompt to follow |  |  | X |
| **Encourage use of Expected Behavior** | X  Scripts | X  Per minute | X |  |  |
| **Discourage use of Unexpected Behaviors** | X  Scripts | X  Per minute | X |  |  |
| **Active Supervision**  (Move / Scan / Interact) |  | X |  | X | X |
| **Opportunities to Respond (OTRs)** | X  Lesson Plan | X  Period |  |  |  |
| **Sequencing and Choice of Activities** | X  Lesson Plan | X  Period |  |  |  |
| **Task Difficulty** | X  Lesson Plan | X  Period |  |  |  |

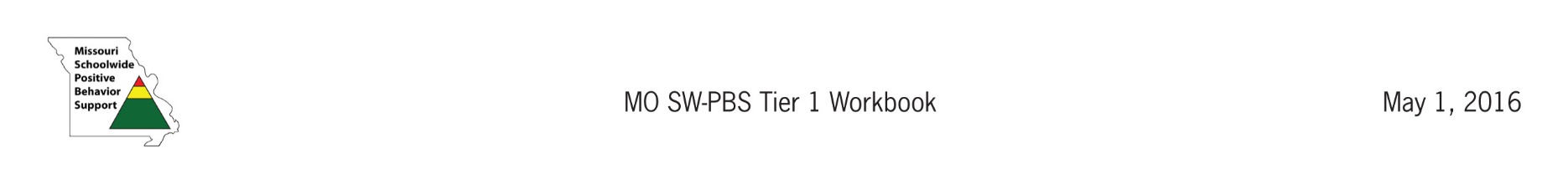
**Tools for Monitoring:**

* [Walk-through or Brief Observation](https://pbismissouri.org/wp-content/uploads/2017/06/8.5-Walk-Through-or-Brief-Observation.docx) Walkthrough tool designed to observe teacher practices related to expectations & rules and procedures & routines.
* [In-depth Observation by Frequency](https://pbismissouri.org/wp-content/uploads/2017/06/8.6-In-depth-Classroom-Observation-by-Frequency.docx) Observation tool to record the number of times within a 10-20 minutes that an identified strategy is observed.
* [Classroom Management Observation Tool](https://nepbis.org/wp-content/uploads/2019/09/CMOT-9.27.19.pdf) (CMOT) The CMOT includes two components: (a) observation items, which have been validated for informing decisions about relative strengths/needs with positive and proactive classroom management, and (b) a checklist of empirically-supported practices to “look for” periodically.



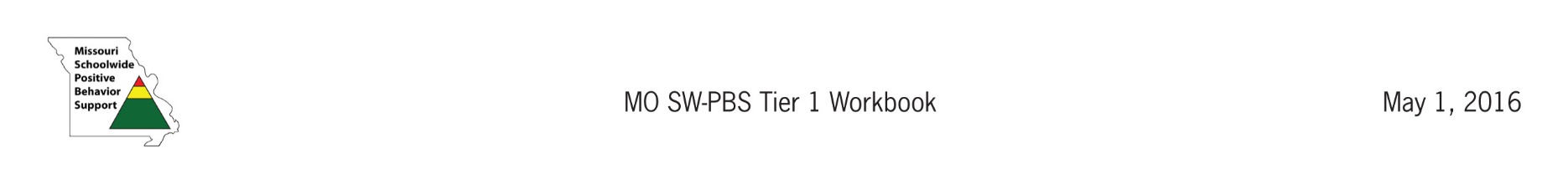
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