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| **Missouri SW-PBS ETLP Practice Profile** |
| **PRACTICE: The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.** |
| **Active Supervision** |
| **Essential Functions** | **Exemplary/ Ideal Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
|  |  |  |  | *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | *(Follow-up professional development and coaching is critical.)* |
| 1 | Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.  | * *The teacher physically arranges the classroom for ease of movement and supervision in whole group, small group, and individual work situations.*
* *All areas accessible to students are visible, functional, and safe.*
 | * *The teacher physically arranges the classroom for ease of movement and supervision in most situations.*
* *All areas accessible to students are safe.*
 | * *Physical arrangement of classroom is safe for students, but supervision and/or movement around the room is hampered or difficult.*
 | * *Physical arrangement of the classroom contributes to safety issues (tripping, climbing, horseplay).*
* *Supervision and/or movement around the room has multiple obstacles.*
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| 2 | Instruction is designed to allow for teacher movement throughout the classroom to monitor learning and performance. | * *During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity.*
* *Frequent, random movement, with particular attention to targeted problem areas, is evident.*
 | * *During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity.*
 | * *The teacher moves around parts of the room throughout instruction, or the teacher moves only in response to unexpected behavior.*
 | * *Teacher stands or remains seated in one location throughout the class period.*
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| 3 | Teacher/facilitator visually monitors learning and performance. | * *During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement.*
* *Frequent non-verbal communication may accompany the visual monitoring, such as smiling, head nodding, or other acknowledgement of attention.*
 | * *During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement.*
* *Occasional non-verbal communication may accompany the visual monitoring.*
 | * *The teacher visually scans the room occasionally during instruction, scans only a portion of the room, or uses no non-verbal communication to acknowledge students.*
 | * *Teacher rarely or never uses visual scanning during instruction.*
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| 4 | Teacher/facilitator interacts with students positively and proactively, as well as in response to academic or social behavioral errors. | * *During whole group, small group, and/or individual work time, the teacher uses group and individual verbal and non-verbal positive communication to increase the likelihood of engagement and on-task behavior, as well as in response to academic or behavior errors.*
 | * *During whole group, small group, and /or individual work time, the teacher uses occasional verbal and non-verbal communication proactively, and as a response to academic or behavior error.*
 | * *The teacher uses occasional verbal and non-verbal communication, but mainly in response to academic or behavior errors.*
 | * *The teacher rarely or never provides positive or proactive interactions with the students, either non-verbal or verbal.*
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| Practice | What it looks like |
| Moving Effectively | When supervising work or activities, circulate among students. |
| Scanning Effectively | Frequently and intentionally look around at students. |
| Interacting Frequently | While moving and scanning you should also frequently interact with students. |