**ETLP 5: Active Supervision Pre/Post Answer Key**

***Select the best match for each question.***

1. Active supervision is the process of monitoring the classroom and incorporates which three main practices:
   1. **Moving, Scanning, and Interacting**
   2. Stopping, Looking, and Listening
   3. Planning, Arranging, and Recording
   4. Stopping, Dropping, and Rolling

**Rationale: Active supervision is the process of monitoring the classroom or any school setting that incorporates three practices: 1) moving, 2) scanning, and 3) interacting (DePry & Sugai, 2002).**

1. Active supervision can increase student task \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
   1. Avoidance
   2. **Engagement**
   3. Interspersal
   4. Momentum

**Rationale: Active supervision can increase student task engagement. We know that when adults are present and actively supervising, student behavior is more likely to be appropriate (Simonsen, et al., 2008). Students are more likely to demonstrate expected behavior, including participation in the lesson, when the teacher is visible and monitoring the classroom.**

1. When moving through the classroom, the teachers movement should be \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ .
   1. Quick and Predictable
   2. **Random and Unpredictable**
   3. Precise and Slow
   4. Focused and Minimal

**Rationale: This movement should be random or unpredictable. This allows students in all areas of the room to feel there is a reasonable chance you will move in their direction. Frequently, teachers get into a habit of moving in a pattern around the room, or only moving back and forth in the front of the room. Ensuring your room is arranged to allow access to all areas efficiently will help.**

1. Interacting with students should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when engaged in active supervision.
   1. Limited
   2. Only non-verbal
   3. **Frequent**
   4. Focused only on behavior

**Rationale: Just as moving and scanning work together, you should also frequently interact with students. Providing feedback, both positive and corrective, keeps students focusing on their performance, and are needed when teaching, encouraging, and addressing both academic and behavior errors. Proximity, signals, and non-verbal cues are also used during active supervision.**

1. While moving and scanning, you will also want to address any behavior errors quickly and calmly using \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ including: 1) ignore/ attend/ praise, 2) re-directs, 3) re-teaching, 4) providing choice, and/or 5) a student conference.
   1. Negative reinforcement
   2. **A continuum of strategies**
   3. Hyper-alertness
   4. A hands-off approach

**Rationale: Once you have clarified and taught expectations, it is crucial to monitor students closely by way of active supervision, providing feedback, both positive and corrective, on how student behavior aligns with your expectations. When behavior errors occur, they should be addressed efficiently and effectively to minimize disruption.**