

## ASSESSING ACTIVE SUPERVISION

Peer observation can be an effective way to support teachers to develop and routinely use the practices of active supervision. Below is a structured assessment tool that can be used by peers to objectively note practices observed and review with their partner. Such a tool can be a fun way to work with your peers and support each other's learning.

### Classroom Active Supervision Assessment

1. Positively interacts with most students using non-contingent and contingent attention.	YES NO
2. Routinely uses preferred adult behaviors (proximity, listening, eye contact, smiles, pleasant voice tone, and use of students' names) when teaching, encouraging or correcting.	YES NO
3. Has/knows classroom expectations and procedures and uses them to pre-correct, setting students up for success.	YES NO
4. Continuously moves throughout the area (proximity to all students, random, close supervision of non-compliant students, targets problem areas).	YES NO
5. Frequently scans (head up, eye contact with many students).	YES NO
6. Minor, or staff-managed behaviors, are handled privately, quickly and efficiently, and followed with a positive contact.	YES NO
7. Major, or office-managed behaviors, are handled calmly, following the school's procedures.	YES NO
Overall Active Supervision: 6-7 "YES" = Proactive-Supportive of positive student behavior. 3-5 "YES" = Mixed-Somewhat supportive of positive student behavior. <3 "YES" = Reactive-At risk for high frequency of challenging student behavior.	# YES _____

*Adapted from Breen & March, 2005.*

#### DISCUSSION



How will you provide professional learning for your staff and ensure that active supervision is an integral part of all classrooms?