**What is it?**

Active supervision is a highly proactive practice of moving continuously, scanning all areas of the setting, and interacting positively with authenticity.

**What does it look like?**

A teacher providing attention to a group in the corner of a room positions herself so she can also systematically look up and scan the rest of the room at the same time.

During work time, the teacher moves throughout the space (while also scanning the full room), and gives feedback to individuals and groups on their progress.

**Why?**

Active supervision…
- Creates frequent opportunities to monitor students for success, or for need of prompting.
- Facilitates relationship building in creating opportunities for interaction.
- Anticipate and prevent known triggers for students

*Trauma-Lens?*  Active supervision provides a sense of safety for students as well as frequent opportunities for relationship development.

**How?**

Teachers demonstrate active supervision through these three components:

**Moving** throughout the space: Using proximity by continuously moving throughout the learning environment to monitor, support, and be present.

**Scanning**: Visually sweep areas to monitor, prevent, and/or reinforce behavior.

**Interacting:** Providing feedback to students to reinforce, prevent, or teach academic and behavioral skills

**Tips?**

- In a 20-minute period, make use of each of the three active supervision components 10 times.
- Active supervision is made easier in locations with an organized physical environment that allows for ease of movement.
- Ensure scanning is always possible even when teaching from alternate locations (e.g. can the teacher see all other students when working one-on-one or positioned in a small group area?)
- Set a routine for scanning and interacting with all students when engaged in another responsibility (e.g.: after three interactions in the group; after grading 2 papers)

Self-and Peer-Observational Assessment Tool for:

# Employ Active Supervision (move, scan, interact)

Observe and monitor the three components of active supervision during a 10-20 minute period or during predictable problematic times. Observer should tally to see if the teacher moves, scans and interacts at least 10 times each during a 20-minute observation.

**Assessment Type** (circle):   Self-Assess  or  Direct Observation       **Schedule** (circle): Baseline  or  Follow-up

School:          Date:          Time:          Rm:          Grade:          Subject:          Teacher:

| Yes = 2 | | Somewhat = 1 | | No = 0 | |
|---|---|---|---|---|---|
| | The teacher **moves** at least 10 times during a 20-minute observation:<br>o **Move** and circulate through all parts of the classroom using close proximity to students needing additional support | | This active supervision component is observed, but is less frequent than 10 times during the time period. | | The teacher does not use this active supervision component during the time period. |
| | The teacher **scans** at least 10 times during a 20-minute observation:<br>o Visually **scan** all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction) | | This active supervision component is observed, but is less frequent than 10 times during the time period. | | The teacher does not use this active supervision component during the time period. |
| | The teacher **interacts** at least 10 times during a 20-minute observation:<br>o **Interact** frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior. | | This active supervision component is observed, but is less frequent than 10 times during the time period. | | The teacher does not use this active supervision component during the time period. |