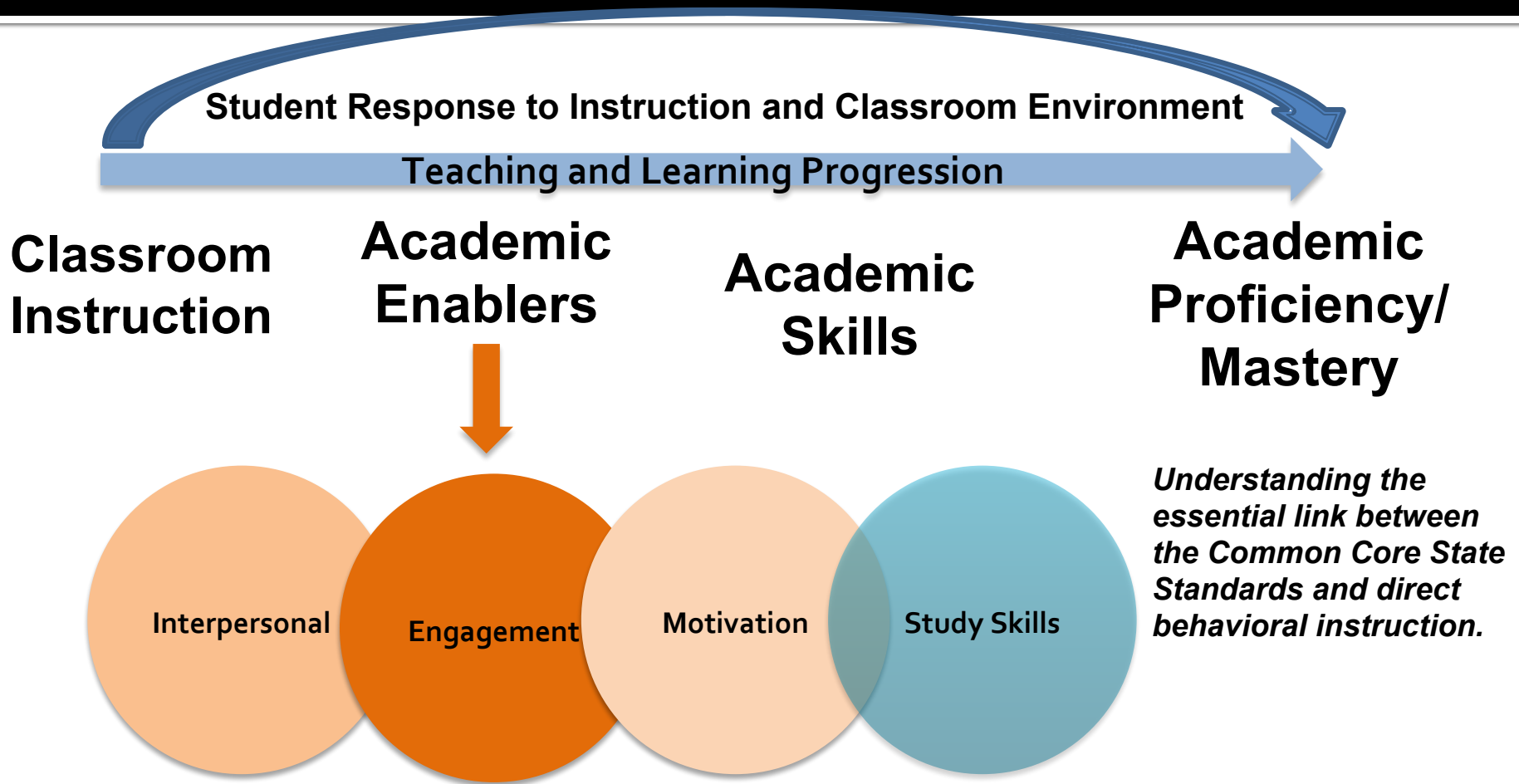




# E4—Where do we fit?



# Model of Skill Relationships



# Training Expectations

## Be Safe

- Watch for power cords
- Keep belongings tidy to prevent trips
- Share ideas for support

## Be Respectful

- Disconnect to connect
- Listen during presentation time
- Question to clarify

## Be Engaged

- Participate fully with your team
- Use team time to complete tasks
- Listen to learn



# Active Supervision: Doing it Well

# When do we need it?



- Times and places where supervision is emphasized:
  - Cafeteria, hallways, playgrounds, bathrooms
  - Bus loading zones or parking lots
  - Assemblies, sporting events, dances
- All of these times and places do not have instruction to help manage behavior.

# Consider the differences...



## Classroom

vs

## Non-Classroom

- Teacher directed
  - Instructional focus
  - Small, predictable number of students
  - Walls to determine boundaries
- Student directed
  - Social/Play focus
  - Large number of students
  - Large areas to supervise

# Management Features

What can we use to help us?

- **Physical/environmental arrangements**

- Assigned tables, teacher 'spot' to line up, etc.

- **Routines & expectations**

- What to do at whistle; where to put equipment, etc.

- **Staff behavior**

- When/where are teachers asked to pick up class?

- **Student behavior**

- Where do students line up?





# Teamwork...



It makes the dream work!  
We support each other...

- Friendly adult presence
  - Prompts desired behavior
  - Deters problem behavior
- “Being a good citizen” is who we are!
  - Contributes to school climate
  - See adults on campus as a team



# The Active Supervision Self-Assessment

# Time to take a look...



Let's investigate our own practice of the essential features of Active Supervision.

As we go through the following slides, use your Active Supervision Self-Assessment.

Evaluate yourself by marking yes or no.

# Question #1

## Do I know my School-Wide Expectations?

- 3-5 positively stated
- Comprehensive
- Defined
- Posted

YES or NO?



# Question #2

## Do I move continuously throughout my area?

- Be active
- Obvious
- Positive
- Interactive
- Unpredictable

YES or NO?



# Question #3

## Do I scan frequently?

- Head up
- Make eye contact
- Have an approachable presence
- Look beyond

YES or NO?



# Question #4

## Do I positively interact with most students?

- Use a variety of interaction types:
  - Specific Praise tied to schoolwide expectations
  - Positive compliments, comments
- Variety of Students
- Quick and in abundance
- Noticeable
- Age appropriate

YES or NO?

# Question #5

## Do I positively interact with five or more students?

- Displaying school-wide expectations?
- Individualized
- Behavior specific
- Sincere
- Genuine

YES or NO?



# Question #6

## Do I use the 5:1 rule?

- Have more positive student contacts than negative
- For every reprimand or corrective statement, provide 5 positive interactions or acknowledgements
- Use variety of positive interactions

YES or NO?

# Question #7

## Do I handle minor rule violations efficiently?

- Quickly
- Privately
- Neutral/objective
- Positive follow up

YES or NO?

# Question #8

## Do I follow school procedures for handling major rule violations?

- Quick
- By the book/according to plan
- Disengage
- Remember to not take it personally
- Pre-correct for next possible occurrence

YES or NO?

# How did you do?



- This is the suggested rating scale...

7-8 “YES” = Super Supervision

5-6 “YES” = So-So Supervision

<5 “YES” = Improvement Needed

# Next Steps...



- Look over your personal assessment. What is one area that you feel is your strength.
- Take a few minutes as a team and agree on one item that everyone on the team will encourage each other to use in the next week.
- Complete Self-Assessment again in one week, and share your progress with your administrator.

# Questions?



# Thank you!



Contact information: