

**Active Supervision**  
**Professional Development Activity:**  
Assessment, Observation Tool & Action Plan

**Using empirically supported strategies to  
create safe learning environments**

## **Active Supervision: Professional Development Activity**

### **Directions: Observing a Colleague for Self-improvement**

#### Materials needed:

Structured Assessment  
Observation Tool  
Action Plan

#### Steps:

- 1) Identify a colleague whom you want to observe.
- 2) Set a date and time with colleague to observe them during a during non-classroom supervision time.
- 3) Use the Structured Assessment to assist in identifying effective supervision strategies that you observe. Circle “yes” for those strategies that you see demonstrated. If you choose, you can give verbal positive feedback to your colleague and/or a copy of the form. Remember, you are only looking for strategies that are in place, you will not mark any “no” responses or give any negative feedback.
- 4) Use the Observation Tool to record the strategies you saw demonstrated that you’d like to try in your own supervision time. Use this tool to fill in the observable features of those strategies to use as your “tips” and to help you with the specifics of your Action Plan.
- 5) You will then set 1 or 2 overall supervision goals on your Action Plan and fill in the strategies from the Structured Assessment that will help you reach those goals. You may use your Observation Tool to help with ideas for the specific steps needed to implement those strategies. Then set timelines for yourself and choose a way to assess your progress. You may choose to have your new strategies observed by a colleague or administrator, conduct your own self-assessment using the Structured Assessment or survey your students regarding changes in your supervision strategies.

## **Active Supervision: Professional Development Activity**

### **Directions: Assessing Active Supervision**

#### Materials needed:

Structured Assessment  
Observation Tool (optional)  
Action Plan

#### Steps:

- 1) Set a date and time with identified professional to observe them supervising in a specific setting or during a specific activity.
- 2) Use the Structured Assessment to identify effective strategies that are demonstrated. Circle “yes” for all strategies demonstrated. If it is necessary to identify strategies that are not in place, circle “no” for these. Remember to keep at least a 2 to 1 ratio of positives (# of “yes” items) to negatives (# of “no” items).
- 3) Use the Observation Tool to fill in any specific information on observable features or strategies that were demonstrated. Using this form is optional, but any information listed here will assist the professional in developing an Action Plan and will provide specific positive praise to the supervisor.
- 4) Arrange to meet with the professional to share your feedback and to give them a copy of the completed Structured Assessment and Observation Tool. Remember to focus on the strategies that observed that were working.
- 5) The professional should then complete an Action Plan based on the completed Structured Assessment and Observation Tool. The professional can use the Sample Action Plan as a model.
- 6) A follow up assessment should be arranged in line with the professional’s Action Plan timelines.

## Active Supervision: Professional Development Structured Assessment

Management Strategies	Rating
1. <i>Positively interact with most students using a variety of interaction types; a) verbal &amp;/or tangible acknowledgments, b) variety of students, c) quick, &amp; d) noticeable</i>	Yes No
2. <i>Continuously move throughout area (Obvious &amp; unpredictable)</i>	Yes No
3. <i>Frequently scan (Head up, eye contact with many students, and have an overt body position – this behavior should be noticeable)</i>	Yes No
4. <i>Use at least four positive interactions for each negative student interaction (Use variety of contact forms – verbal, tangible, social)</i>	Yes No
5. <i>Minor rule violations are handled privately, quickly &amp; efficiently and are followed-up with a positive contact</i>	Yes No
6. <i>School-wide procedures for handling major rule violations are followed and supervisor is business-like and disengages quickly</i>	Yes (NA) No
7. <i>Supervisor knows the school-wide expectations and uses them to <b>precorrect</b> and prevent predictable student problem behaviors</i>	Yes No
8. <i>Acknowledge at least 5 different students for displays of School-Wide expectations (Acknowledgment is individualized, informative, &amp; sincere)</i>	Yes No
<p><i>Overall active supervision:</i></p> <p>7-8 “yes” = <b>Proactive</b>: Supportive of positive student behavior</p> <p>4-6 “yes” = <b>Mixed</b>: Somewhat supportive of positive student behavior</p> <p>&lt;3 “yes” = <b>Reactive</b>: At Risk for high frequency of challenging student behavior</p>	# Yes _____

**Active Supervision:  
Professional Development Observation Tool**

Observer: \_\_\_\_\_

Professional Observed (or self): \_\_\_\_\_

Activity observed: \_\_\_\_\_

Date/time of Observation: \_\_\_\_\_

Strategy # observed	Observable features of strategies <sup>1</sup>

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\_\_\_\_\_

## Active Supervision Professional Development Action Plan

Name:

Goal/s:    1)  
              2)

<b>Strategy to implement</b>	<b>Steps needed to fully implement strategy</b>	<b>Timeline</b>	<b>Chosen observer</b>

# Sample

## Active Supervision: Professional Development Action Plan

Name: Ms. Ready

- Goal/s: 1) To increase positive pro-social behavior of students.  
2) To decrease need to reprimand students.

Strategy to implement	Steps needed to fully implement strategy	Timeline	Chosen observer
1) Positively interact with most students	Will positively interact with most students entering school in the morning by arrival areas. Will include a variety of interaction types: a) verbal &/or tangible acknowledgments, b) variety of students, c) quick, & d) noticeable.	3/4/05	Ms. Neighbor
3) Increase use of scanning during cafeteria duty	Increase use of scanning during cafeteria duty. This will include having my head up, making eye contact with students as they enter, and having an overt body position as I continuously walk around cafeteria.	3/1/05	Principal
8) Acknowledge at least 5 different students for displays of School-Wide expectations	Will use the "Thumbs Up" tickets in the cafeteria to acknowledge 5 students who help clean without being asked by an adult.	3/1/05	Mr. Neighbor