**ACTIVE SUPERVISION SELF-ASSESSMENT CHECKLIST**

Supervisor/ Monitor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Area of supervision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time/ Length of Supervision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use the following scale to self-assess your use of critical features of active supervision. Use this information to determine your areas of strength and which areas require more attention or effort.

**1 = no/ not at all 2 = seldom 3 = occasionally 4 = frequently 5 = constantly**

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| **Active Supervision Features** | **Circle One** |
| 1. I know the rules and expectations for the environment and can state them | 1 2 3 4 5 |
| 1. I have actively participated in teaching the rules and expectations for the environment | 1 2 3 4 5 |
| 1. I move continuously, purposefully and unpredictably throughout the environment to supervise | 1 2 3 4 5 |
| 1. I maintain close proximity with students throughout the environment | 1 2 3 4 5 |
| 1. I actively scan the environment | 1 2 3 4 5 |
| 1. I initiate frequent and varied contact with students | 1 2 3 4 5 |
| 1. I have more positive interactions with students than corrective, instructional or negative interactions (4:1 ratio) | 1 2 3 4 5 |
| 1. I have a system of positive reinforcement to acknowledge appropriate behaviour | 1 2 3 4 5 |
| 1. I handle minor inappropriate behaviours quickly and consistently with an instructional focus | 1 2 3 4 5 |
| 1. I provide corrections quickly and consistently with an instructional focus | 1 2 3 4 5 |
| 1. I am calm, controlled and professional when providing corrections | 1 2 3 4 5 |
| 1. I acknowledge student cooperation following a correction | 1 2 3 4 5 |
| 1. I know the procedures for serious behaviours of concern or crisis situations (e.g. medical emergency, drugs, weapons, severe physical aggression) | 1 2 3 4 5 |