



Supervising MCHS Hallways

OBSERVE ACTIVELY

1. Stand at your doorway for as much of the passing period as possible.
2. If you have class following the passing period, stay close to your doorway so you can supervise both your classroom and the hallway outside your classroom.
3. If you have preparation time following the passing period, circulate throughout your assigned area intentionally and somewhat unpredictably so that students cannot detect a pattern. Pay particular attention to blind corners and potential trouble spots. Man your TARDY TABLE if scheduled.
4. Listen and visually scan for unusual activity (for example, an increase or a decrease in noise level or a group of students looking around furtively). Move close to students who are beginning to have difficulties and stay longer in problem areas so students are aware that you are monitoring.
5. If you ever feel unsafe in any area of the school or with any group of students, tell an administrator so more adults can be deployed to the area to monitor the students. If you feel unsafe, vulnerable students probably feel unsafe, too.

INTERACT POSITIVELY

1. Greet students and staff members in a welcoming and positive manner. Smile and use their names in your greetings. Remember that your words and actions contribute greatly to setting the tone and climate of the school.
2. Intentionally seek out any student you have corrected for misbehavior in the past. Positively connect with the student by smiling, making a positive comment, or initiating a brief conversation about something that interests the student. This connection demonstrates that you see the student as a person—you don't just see the misbehavior that you previously corrected.
3. Provide specific, descriptive praise that is age appropriate. Thank students for following the rules.
4. Your positive interactions (greetings, talking with students, and positive feedback) should be at least three times more frequent than corrective interactions (correcting misbehavior). Remember the 3:1 positive ratio.

CORRECT BRIEFLY, CONSISTENTLY, RESPECTFULLY, AND CALMLY

1. Know all the general rules and enforce all the rules and policies consistently.
2. Step in whenever you see a potential problem. If low-level misbehavior is not corrected, the lack of oversight affects the overall climate of the school and increases the probability of more severe misbehavior.
3. Correct student misbehavior consistently, both from student to student and from day to day. Remember that you are often more likely to be inconsistent on your good days—you might let students get away with behavior that you do not let them get away with on your bad days. Inconsistent correction encourages students to test the limits.
4. Use brief one-liner corrections whenever possible. For example, say, "Please honor MCHS's policy about appropriate language." "Please honor MCHS's policy about public displays of affection." "Remember, 'catch and release!'"
5. If a one-liner correction is not sufficient and you need to speak with a student, position the student so that you can continue to effectively supervise while you are speaking to him or her—that is, the student's back faces most of the other students (so the student is not on display) and you can see most of the other students in the area.
6. Respond to student misbehavior as unemotionally as possible.
7. Avoid publicly humiliating students when you correct their behavior. Use humor sparingly, respectfully, and *only* with students you have a positive and respectful relationship with.