

O bserve <i>student behavior (supervise!)</i>	I circulate around the room while students are working independently or in groups.
	I am constantly on the lookout for positive behavior so I can reinforce it.
	I catch on right away when behavior is inappropriate or off-track, and correct it before it gets out of hand.
	I keep records of student misbehavior so I can see patterns and make a better plan to address it.
	I often reflect on how well my students' behavior matched the expectations I set at the beginning of an activity.
	I model friendly and respectful behavior as I move around the room.

I nteract <i>positively with students</i>	I welcome every student verbally as they enter the room.
	I talk about life outside of school with students at least 5 times per day, even if just for a few seconds.
	I know all my students' names, and have since the third week of school.
	I give a lot more attention to students who are behaving appropriately than to students who are behaving inappropriately.
	All my students believe that I like them.
	I give positive feedback to individual students and the whole class more often than I give negative feedback.

C orrect <i>irresponsible behavior fluently</i>	I am consistent about correcting rule-breaking, no matter what time of day it is, how tired I am, or which student is breaking the rule.
	Most of the time, my corrections are nonverbal or last less than 10 seconds.
	Even when student behavior upsets me, I respond with a calm facial expression, tone of voice, and body language.
	I anticipate potential misbehavior before it even happens, and I take proactive steps to prevent the misbehavior.
	I have 5 or more "go to" corrections that I use all the time for low-level misbehavior, and they usually work.
	I know how to and often have a restorative conversation with a student after a conflict, when both of us are feeling calm.