

Date:		Time:		Evaluator:		Certification <input type="checkbox"/> Yes 1 2 3 4 5 Earned <input type="checkbox"/> Not today				
Skills with multiple opportunities need to be demonstrated 100% of the time..										
Getting Attention	<b>Get Attention: Get Ready, Get Set, Get Noticed, Watch and Wait , Anchor with a Whisper</b>									
	Yes	No	Did the educator Get Ready before attempting to Get Noticed?							
	Yes	No	Did the educator Get Set by getting still, taking a breath and grounding themselves before attempting to get noticed?							
	Yes	No	Did the educator get noticed?							
	Yes	No	Did the educator watch and wait silently for all students to be attentive?							
	Yes	No	Did the educator take a breath and pause briefly after the students were attentive?							
	Yes	No	Did the educator anchor attention by whispering one or more words prior to saying curriculum words?							
Teaching	<b>Engage: Signal the Mode, Monitor and Adjust the Mode</b>									
	Yes	No	Did the teacher use a variety of modes during the lesson?							
	Yes	No	Did the teacher use a non-verbal signal to indicate the mode of interaction?							
	No Mode Given		No signal Verbal only		Verbal cue + Signal		Signal only		Mode	
									Internal Processing	
									One at a time sharing	
									Partner Conversation	
									Group Conversation	
									Choral Response	
									Kinesthetic Response	
								Other:		
Yes	No	IF a student was operating in a mode other than expected, did the teacher communicate without talking by: ___accepting ___signaling the mode again ___switching the mode ___ignoring ___signaling delay ___pausing								
Transition to Practice / Application	<b>Set up for Success: Adapt Visually, Check for Understanding, Set Stamina</b>									
	Yes	No	Were the directions for the academic practice/application visually displayed?							
	Yes	No	Did the teacher include the following information?							
									___ How- the necessary steps, key information, materials, etc.	
									___ Where to turn in/store the work & materials when done	
									___ Early Finishers- what task/activity they do when done (accessed independently from adults)	
									___ IF due on a date other than today, when is it due	
	Yes	No	Did the teacher check for understanding?							
	Yes	No	Did the teacher respond to all student questions without limiting the number of inquiries?							
	Yes	No	IF a student question was about the practice/application task, did the teacher respond visually by adding to and/or referring to a visual?							
	Yes	No	IF a student had a personal question that pertained only to them, did the teacher respond in order to delay or solve? ___delay ___solve							
	Yes	No	Did the teacher select the students to start?							
	Yes	No	IF there were any questions or students who needed support, did the teacher use signals to communicate with students while waiting for them to start?							
Yes	No	Did the teacher stay still until all students were engaged in the work?								
Yes	No	Did the teacher walk away slowly?								

Practice/Application- Cooperative or Independent	<b>Support Success: Lead &amp; Empower, Linger, Look Back</b> Yes No Did the teacher Lead the interaction to Empower the student? Yes No Did the teacher Linger near the student to confirm they understood? Yes No Did the teacher Look Back while exiting to ensure the student independently stayed on track as they moved on to support other students?																											
	<table border="1"> <tr> <td>Student:</td> <td>Approach &amp; Support (Lead &amp; Empower)</td> <td>Confirm (Linger)</td> <td>Exit (Look Back)</td> </tr> <tr> <td>Type of Support: ___ Academic ___ Behavior/SEL ___ Check in</td> <td> <input type="checkbox"/> Slow Movement  <input type="checkbox"/> Calm breathing  <input type="checkbox"/> Side  <input type="checkbox"/> Just enough                o Distance                o Eyes on the prize                o Interaction: Signal or quiet/brief         </td> <td> <input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.         </td> <td> <input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.         </td> </tr> </table>			Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)	Type of Support: ___ Academic ___ Behavior/SEL ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough o Distance o Eyes on the prize o Interaction: Signal or quiet/brief	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.																	
	Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)																								
	Type of Support: ___ Academic ___ Behavior/SEL ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough o Distance o Eyes on the prize o Interaction: Signal or quiet/brief	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.																								
	<table border="1"> <tr> <td>Student:</td> <td>Approach &amp; Support (Lead &amp; Empower)</td> <td>Confirm (Linger)</td> <td>Exit (Look Back)</td> </tr> <tr> <td>Type of Support: ___ Academic ___ Behavior/SEL ___ Check in</td> <td> <input type="checkbox"/> Slow Movement  <input type="checkbox"/> Calm breathing  <input type="checkbox"/> Side  <input type="checkbox"/> Just enough                o Distance                o Eyes on the prize                o Interaction: Signal or quiet/brief         </td> <td> <input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.         </td> <td> <input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.         </td> </tr> </table>			Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)	Type of Support: ___ Academic ___ Behavior/SEL ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough o Distance o Eyes on the prize o Interaction: Signal or quiet/brief	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.																	
Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)																									
Type of Support: ___ Academic ___ Behavior/SEL ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough o Distance o Eyes on the prize o Interaction: Signal or quiet/brief	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.																									
<table border="1"> <tr> <td>Student:</td> <td>Approach &amp; Support (Lead &amp; Empower)</td> <td>Confirm (Linger)</td> <td>Exit (Look Back)</td> </tr> <tr> <td>Type of Support: ___ Academic ___ Behavior/SEL ___ Check in</td> <td> <input type="checkbox"/> Slow Movement  <input type="checkbox"/> Calm breathing  <input type="checkbox"/> Side  <input type="checkbox"/> Just enough                o Distance                o Eyes on the prize                o Interaction: Signal or quiet/brief         </td> <td> <input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.         </td> <td> <input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.         </td> </tr> </table>			Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)	Type of Support: ___ Academic ___ Behavior/SEL ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough o Distance o Eyes on the prize o Interaction: Signal or quiet/brief	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.																		
Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)																									
Type of Support: ___ Academic ___ Behavior/SEL ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough o Distance o Eyes on the prize o Interaction: Signal or quiet/brief	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.																									
<table border="1"> <tr> <td>Student:</td> <td>Approach &amp; Support (Lead &amp; Empower)</td> <td>Confirm (Linger)</td> <td>Exit (Look Back)</td> </tr> <tr> <td>Type of Support: ___ Academic ___ Behavior/SEL ___ Check in</td> <td> <input type="checkbox"/> Slow Movement  <input type="checkbox"/> Calm breathing  <input type="checkbox"/> Side  <input type="checkbox"/> Just enough                o Distance                o Eyes on the prize                o Interaction: Signal or quiet/brief         </td> <td> <input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.         </td> <td> <input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.         </td> </tr> </table>			Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)	Type of Support: ___ Academic ___ Behavior/SEL ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough o Distance o Eyes on the prize o Interaction: Signal or quiet/brief	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.																		
Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)																									
Type of Support: ___ Academic ___ Behavior/SEL ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough o Distance o Eyes on the prize o Interaction: Signal or quiet/brief	<input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.																									
<table border="1"> <tr> <td>Yes</td> <td>No</td> <td rowspan="2">Did the leader adjust their volume to match their audience?</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Yes</td> <td>No</td> <td rowspan="2">Did the leader slow down their speed as they moved around the room?</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Yes</td> <td>No</td> <td rowspan="2">Did the leader Survey the Land by looking out over the classroom before and after supporting individuals and groups or every few minutes if they weren't directly supporting students?</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Yes</td> <td>No</td> <td rowspan="2">If a student needed support while the teacher was working with another student did the teacher indicate with a signal and a smile that they would be with them in a moment?</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Yes</td> <td>No</td> <td rowspan="2">Did the leader stay calm or implement Regulate Yourself when stress occurred?</td> </tr> <tr> <td></td> <td></td> </tr> </table>				Yes	No	Did the leader adjust their volume to match their audience?			Yes	No	Did the leader slow down their speed as they moved around the room?			Yes	No	Did the leader Survey the Land by looking out over the classroom before and after supporting individuals and groups or every few minutes if they weren't directly supporting students?			Yes	No	If a student needed support while the teacher was working with another student did the teacher indicate with a signal and a smile that they would be with them in a moment?			Yes	No	Did the leader stay calm or implement Regulate Yourself when stress occurred?		
Yes	No	Did the leader adjust their volume to match their audience?																										
Yes	No	Did the leader slow down their speed as they moved around the room?																										
Yes	No	Did the leader Survey the Land by looking out over the classroom before and after supporting individuals and groups or every few minutes if they weren't directly supporting students?																										
Yes	No	If a student needed support while the teacher was working with another student did the teacher indicate with a signal and a smile that they would be with them in a moment?																										
Yes	No	Did the leader stay calm or implement Regulate Yourself when stress occurred?																										

Additional Notes/Comments: