



Small Group Certification Record

Teacher: _____

Certification Earned:
 Yes (2020-2021 SY)
 Not Today

Date: _____ Time: _____ Evaluator: _____

Skills with multiple opportunities need to be demonstrated consistently.

Getting Attention

Get Attention: Safety Net (*Small Group Opening Visuals*)

Yes	No	Did the teacher have visual directions for an interruptible and continuous task that students could access independently from the teacher?
Yes	No	IF students needed support to follow the visual directions, did the teacher refer nonverbally to the instructions?

Get Attention: Get Ready, Get Set, Get Noticed, Wait & Whisper (*Formerly Freeze Body & Above Pause Whisper*)

Yes	No	Did the teacher get ready and get still before attempting to get noticed?
Yes	No	Did the teacher get noticed?
Yes	No	Did the teacher wait silently for all students to be attentive?
Yes	No	Did the teacher pause briefly after the students were attentive?
Yes	No	Did the teacher anchor attention by whispering one or more words?

Teaching

Engage: Signal the Mode, Monitor and Adjust the Mode

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 non-verbally communicate by: ___accepting ___signaling the mode again ___switching the mode ___ignoring ___signaling delay ___pausing		
Yes	No	IF there were other people in the room, did the teacher maintain a private voice?		

Small Group

Transition to Practice/Application

Set up for Success: Adapt Visually, Check for Understanding, Set Stamina (*Formerly Exit Directions & MITS*)

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. ___ Early Finishers- what task/activity they do when done (accessed independently from adults)
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 non-verbal 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 start working with students slowly?

Support Success: Lead & Empower, Linger, Look Back (Formerly Influence Approach & Off/Neutral On)

- 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?

Student:	Approach & Support (Lead & Empower)	Confirm (Linger)	Exit (Look Back)
Type of Support: ___ Academic ___ Behavior ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough ○ Distance ○ Eyes on the prize ○ 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 ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough ○ Distance ○ Eyes on the prize ○ 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.
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Type of Support: ___ Academic ___ Behavior ___ Check in	<input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Side <input type="checkbox"/> Just enough ○ Distance ○ Eyes on the prize ○ 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.

Silent Selection (transition to the group)

- Yes No IF the teacher “selected” the students, did the teacher use a **visual or kinesthetic selection** to let students know it was time for group?
 Yes No IF the selection was kinesthetic, did the teacher use a **slow walking speed** when moving around the room?

Departure (from the group when not all students are transitioning at the same time)

- Yes No IF the students were not rotating, did the teacher dismiss the students using the **sneak** (one at a time) vs. wave (all at once)?
 Yes No IF the teacher left the students, did the teacher Set Stamina and Linger & Look Back when leaving the group?
 Yes No IF the students left the teacher, did the teacher remind students of the expectation (connected to curriculum) for returning to independent work “out there” or back to their classrooms?

Supporting Seatwork Independence and Productivity (“out there”)

Yes	No	Did the teacher Lead to get the student’s attention?
Yes	No	Did the teacher Linger & Look Back to ensure independence?

Getting Attention (“out there”) _____ Solo _____ Synchronized

- Yes No Did the teacher Get Ready, Get Set, and stay still while waiting for attention?
 Yes No IF the teacher was the one asking for attention, did they Get Noticed and Wait & Whisper?

Set Stamina (“out there”) _____ Solo _____ Synchronized

- Yes No Before starting group, when rotating, and/or after announcements: Did the teacher stay still to ensure the students “out there” were engaged in their independent work before teaching their group?