



One-on-One Certification Record

Teacher: _____	Certification Earned:
Date: _____ Time: _____ Evaluator: _____	<input type="checkbox"/> Yes (2020-2021 SY) <input type="checkbox"/> Advanced <input type="checkbox"/> Not Today

Getting Attention	Get Attention (Get Ready, Getting Noticed & Wait & Whisper) <i>The getting attention skills need to be implemented consistently</i>	
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 (Go Visual and use strategic tone and speed)	
Yes	No	Did the teacher go visual with key information?
Yes	No	Did the teacher pause before and after key information?
Yes	No	Did the teacher pause before and after questions were posed?
Yes	No	Did the teacher use an approachable voice when asking questions?
Yes	No	Did the teacher look at the work when the student was processing information?
Private Voice Yes No IF there were other people in the room, did the teacher maintain a private voice?		

Transition to Practice/Application	<i>IF there was an independent task:</i> Set up for Success (Adapt, Check for Understanding, & Setting Stamina)	
Yes	No	Were the directions for the task posted visually? _____ How to do it (necessary steps, key information, etc)
Yes	No	Did the teacher check for understanding?
Yes	No	Did the teacher answer all student questions visually by adding to or referring to a visual?
Yes	No	Did the teacher verbally or non-verbally indicate for the student to “begin”?
Yes	No	Did the teacher stay still and look at the work or the directions (whichever was appropriate) until the student began the work independently?

1-1 Instruction

Supporting during the Teaching & Practice/Application	<p>Support Success (Lead, Linger & Look Back)</p> <p>Yes No Did the teacher Lead the interaction to Empower the student?</p> <p>Yes No Did the teacher Linger near the student to confirm the students understood?</p> <p>Yes No Did the teacher Look Back while exiting to ensure the student independently stayed on track?</p>															
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Advanced- Supporting Success " Out There "	<p>Silent Selection (transition to the lesson)</p> <p>Yes No IF the teacher "selected" the student, did the teacher use a visual or kinesthetic selection to let student know it was time for the lesson?</p> <p>Yes No IF the selection was kinesthetic, did the teacher use a slow walking speed when moving around the room?</p> <p>Departure (transition from the lesson)</p> <p>Yes No IF the teacher left the student, did they Linger & Look Back?</p> <p>Supporting Seatwork Independence and Productivity ("out there")</p> <p>Yes No During "out there" independent work Did the teacher utilize OFF/Neutral/ON with the students who returning to independent work "out there"?</p> <p>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?</p> <p>Getting Attention ("out there") _____ Solo _____Synchronized</p> <p>Yes No IF they were the one asking for attention Did the teacher implement Get Ready & Get Set?</p> <p>Yes No IF they were the one asking for attention, did they Get Noticed, Wait & Whisper?</p> <p>Yes No IF they were not the one asking for attention, were they still and looking at the person seeking attention?</p> <p>Setting Stamina ("out there") _____ Solo _____Synchronized</p> <p>Yes No Before starting group, when rotating, and/or after announcements: Did the teacher Set Stamina to ensure the students "out there" were engaged in their independent work before teaching their group?</p>															