



Whole Group Demonstration Teacher Recertification

Specialty Skills Survey is completed by the teacher and given to the evaluator prior to the observation.

Name: _____

Demonstration Teacher Specialty Skills List

1. Look over each skill below
2. Place a check mark in the box next to the skills you feel confident in demonstrating. **If** you are assigned Skill(s) on Demand for recertification, it will be chosen from the ones you indicate below.
3. Either leave this paper out for your Demonstration Evaluator at the time of your observation or get it to them prior to your observation.

- ☐ 2 steps ahead (*formerly a version of Overlap-Material Prep*)
- ☐ 3 Before Me
- ☐ Action Words Last
- ☐ Alternate Task
- ☐ Auditory Voice Patterns
- ☐ Copy Cat
- ☐ Curriculum Flip
- ☐ EASY
- ☐ Exit Directions Refinements & Advancements
- ☐ Follow-up
- ☐ Greeting
- ☐ Hallway
- ☐ Head Start
- ☐ Incomplete Sentences
- ☐ Increasing a Student's Status
- ☐ Increasing Non-Verbals
- ☐ # Input Indicator (*formerly a version of Yellow Light: Input*)
- ☐ Level the Playing Field (*formerly a version of Action Words Last: Questioning*)
- ☐ Mix it Up
- ☐ Music Transition
- ☐ On Deck
- ☐ Opening Visuals
- ☐ Opposite Side of the Room
- ☐ Overlap
- ☐ Pep Talk
- ☐ Phantom Hand
- ☐ Positive Reinforcement 1-1
- ☐ Riding the Wave
- ☐ Silent Selection
- ☐ Stand By
- ☐ Station Directions (*formerly a version of Exit Directions: Station Directions*)
- ☐ Ultimate Influence
- ☐ Verbal Rapport
- ☐ Yellow Light

Demonstration Re-certification



Whole Group Demonstration Teacher Recertification

Demonstration Assignment is completed by the evaluator and given to the teacher at the start of the observation.

Name:	Time:
Recommended	Complete these marked skills the recommended way
Least Recommended	If you are assigned a Least Recommended, complete these marked skills the least recommended way. If there are not specific notes, you can choose how to demonstrate it “least recommended” and how many times if it is a skill that might have multiple opportunities for demonstration.
Recovery	If you are assigned a Least Recommended, it will also indicate if you should recover or not. If there are not specific notes, you can choose how to demonstrate recovery and how soon to break and breathe for recovery.
Specialty Skills	If you are assigned a specialty skill, complete these in the recommended way. If more skills are listed below than the number of skills that are assigned the teacher can choose which to demonstrate.

Foundational Skills			
Foundational Skill	Recommended	Least Recommended	LR Recovery
Get Ready & Get Set (Freeze Body)			Yes No
Get Noticed, Wait & Whisper (Above Pause Whisper)			Yes No
Signal the Mode Monitor & Adjust the Mode			Yes No
Adapt Visually (Exit Directions) Check for Understanding			Yes No
Set Stamina (MITS)			Yes No
Lead & Empower (Influence Approach)			Yes No
Linger & Look Back (Off/ Neutral/ On)			Yes No
Move Slowly Stand and Scan			Yes No
Specialty Skills (on Demand)			
Number of skills to demonstrate: 0 1 2 3 Skills assigned: <i>(if more skills are listed below than the number of skills that are assigned the teacher can choose which to demonstrate)</i> Skill: _____ Skill: _____ Skill: _____ Skill: _____			



Whole Group Demonstration Teacher Recertification

The Demonstration Teacher Recertification Record is completed by the evaluator during the observation and given to the teacher after the observation is over. This first page is a summary of the results.

Whole Group Demonstration Teacher Recertification Record Summary				
Name: _____				Recertification Earned:
Date: _____		Time: _____		<input type="checkbox"/> Yes (2019-2020) <input type="checkbox"/> Not today
Evaluator: _____				
Assignment			Foundational Skills	
R	LR	Recover?		
		Yes No	Yes No	Did the teacher demonstrate Get Ready/Get Set as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate Get Noticed/Wait & Whisper as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate Signal the Mode/Monitor & Adjust the Mode as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate Adapt Visually/Check for Understanding as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate Set Stamina as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate Lead & Empower as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate Linger & Look Back as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate Move Slowly/Stand and scan as assigned? Notes:
Skill assigned			Specialty skills	
			Yes No	Did the teacher demonstrate the Skill on Demand as assigned? Notes:
			Yes No	Did the teacher demonstrate the Skill on Demand as assigned? Notes:
			Yes No	Did the teacher demonstrate the Skill on Demand as assigned? Notes:

Getting Attention	Get Attention: Get Ready, Get Set, Get Noticed, Wait & Whisper (<i>Freeze Body & Above Pause Whisper</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: Signal the Mode, Monitor and Adjust the Mode		
	Yes	No	Did the teacher incorporate more than one mode of interaction?
	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			
Transition to Practice / Application	Set up for Success: Adapt Visually, Check for Understanding, Set Stamina (<i>Exit Directions & MITS</i>)		
	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 (If not used for the Early Finisher)
			__ 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 ____privately ____non-verbally ____publicly brief
	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 walk away slowly?	

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

Yes No Did the teacher Lead the interaction?

Yes No Did the teacher Linger near the student to confirm they were independently on track?

Yes No Did the teacher Look Back while exiting to ensure the student 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"/> Just enough <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> Signal or quiet/brief	<input type="checkbox"/> Remain attentive to the student until they are independently On Track	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence and understanding
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"/> Just enough <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> Signal or quiet/brief	<input type="checkbox"/> Remain attentive to the student until they are independently On Track	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence and understanding
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"/> Just enough <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> Signal or quiet/brief	<input type="checkbox"/> Remain attentive to the student until they are independently On Track	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence and understanding
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"/> Just enough <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> Signal or quiet/brief	<input type="checkbox"/> Remain attentive to the student until they are independently On Track	<input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence and understanding

(Move Slow, Stand and Scan)

Yes No Did the teacher maintain a slow moving speed so the students were able to concentrate?

Yes No After helping every 2nd to 3rd student (or every 1-2 minutes), did the teacher stand up straight, look around at the class and breathe?

Yes No IF there was a student wanting the teacher's attention, did the teacher non-verbally indicate to the next student that they would help them in a moment?

Yes No When the teacher was not helping individuals did they stand and scan?

Yes No IF the teacher spoke to another adult, did they use a private voice?

(Breathing)

Yes No Did the teacher remain in low breathing OR recover quickly IF their breathing increased?