



## Small Group Demonstration Teacher Recertification

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

Name: \_\_\_\_\_

### Small Group 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 Walking
- ☐ 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
- ☐ Station Directions (formerly Exit Directions)
- ☐ Ultimate Influence
- ☐ Verbal Rapport
- ☐ Yellow Light



## Small 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. If you are picking up students and/or transitioning them back to class, those should be done recommended as well.
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
Safety Net <i>(Small Group Opening Visuals)</i>			Yes No
Get Ready & Get Set <i>(Freeze Body)</i>			Yes No
Get Noticed, Wait & Whisper <i>(Above Pause Whisper)</i>			Yes No
Signal the Mode Monitor & Adjust the Mode			Yes No
Adapt Visually <i>(Exit Directions)</i> Check for Understanding			Yes No
Set Stamina <i>(MITS)</i>			Yes No
Lead & Empower <i>(Influence Approach)</i>			Yes No
Linger & Look Back <i>(Off/Neutral/On)</i>			Yes No
Move Slowly Stand and Scan			Yes No
Specialty Skills (on Demand)			
Number of skills to demonstrate: 0 1 2 3 <i>(if more skills are listed below than the number of skills that are assigned the teacher can choose which to demonstrate)</i>			
Skills assigned:			
Skill: _____		Skill: _____	
Skill: _____		Skill: _____	



## Small 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.

Small 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	IF the teacher picked up students, did they demonstrate the <b>“transition to group”</b> ? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Safety Net</b> as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Get Ready/Get Set</b> as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Get Noticed/Wait &amp; Whisper</b> as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Signal the Mode/Monitor &amp; Adjust the Mode</b> as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Adapt Visually/Check for Understanding</b> as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Set Stamina</b> as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Lead &amp; Empower</b> as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Linger &amp; Look Back</b> as assigned? Notes:
		Yes No	Yes No	Did the teacher demonstrate <b>Move Slowly/Stand and scan</b> as assigned? Notes:
		Yes No	Yes No	IF the teacher pushed in, did they demonstrate the <b>“out there”</b> skills 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:
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*Transition to	<p>IF the teacher picks up the students:</p> <p><b>Silent Selection</b> (transition to the group)</p> <p>Yes No IF the teacher “selected” the students, did the teacher use a <b>visual or kinesthetic selection</b> to let students know it was time for group?</p> <p>Yes No IF the selection was kinesthetic, did the teacher use a <b>slow walking speed</b> when moving around the room?</p>																																																								
Getting Attention	<p><b>Get Attention: Safety Net</b> (<i>Small Group Opening Visuals</i>)</p> <table border="1"> <tr> <td>Yes</td><td>No</td><td>Did the teacher have visual directions for an interruptible and continuous task that students could access independently from the teacher?</td></tr> <tr> <td>Yes</td><td>No</td><td>IF students needed support to follow the visual directions, did the teacher refer nonverbally to the instructions?</td></tr> </table> <p><b>Get Attention: Get Ready, Get Set, Get Noticed, Wait &amp; Whisper</b> (<i>Freeze Body &amp; Above Pause Whisper</i>)</p> <table border="1"> <tr> <td>Yes</td><td>No</td><td>Did the teacher get ready and get still before attempting to get noticed?</td></tr> <tr> <td>Yes</td><td>No</td><td>Did the teacher get noticed?</td></tr> <tr> <td>Yes</td><td>No</td><td>Did the teacher wait silently for all students to be attentive?</td></tr> <tr> <td>Yes</td><td>No</td><td>Did the teacher pause briefly after the students were attentive?</td></tr> <tr> <td>Yes</td><td>No</td><td>Did the teacher anchor attention by whispering one or more words?</td></tr> </table>	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?	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?																																			
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Transition to Practice/Application	<p><b>Set up for Success: Adapt Visually, Check for Understanding</b> (<i>Exit Directions</i>)</p> <p>Yes No Were the directions for the academic practice/application visually displayed?</p> <p>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)</p> <table border="1"> <tr> <td>Yes</td><td>No</td><td>Did the teacher check for understanding?</td></tr> <tr> <td>Yes</td><td>No</td><td>Did the teacher respond to all student questions without limiting the number of inquiries?</td></tr> <tr> <td>Yes</td><td>No</td><td>IF a student question was about the practice/application task, did the teacher respond visually by adding to and/or referring to a visual?</td></tr> <tr> <td>Yes</td><td>No</td><td>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</td></tr> </table>	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																																												
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Transition to Practice/Application	Set up for Success: Set Stamina ( <i>MTS</i> )										
	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?								
Practice/Application- Cooperative or Independent	Support Success: Lead & Empower, Linger, Look Back ( <i>Influence Approach &amp; Off/Neutral On</i> )										
	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?								
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Departure	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 <b>sneak</b> (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?								
*Out there	IF push in:										
	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?								
	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?								