

The Catalyst Approach					
Demonstration One-on-One Recertification Assignments					
Name:			Time:		
Recommended			Least Recommended		
X	Foundational Skill		X	Recover?	Foundational Skill
	Safety Net <i>(formerly opening visuals)</i>		Yes	No	Safety Net <i>(formerly opening visuals)</i>
	Freeze Body		Yes	No	Freeze Body
	Above Pause Whisper		Yes	No	Above Pause Whisper
	Signal the Mode- (RYH-SO)		Yes	No	Raise Your Hand (Signal the Mode)
	Exit Directions		Yes	No	Exit Directions
	MIT'S		Yes	No	MIT'S
	Influence		Yes	No	Influence
	Off/Neutral On		Yes	No	Off/Neutral On
	Skills of Productivity		Yes	No	Skills of Productivity
0	1	2	3	On Demand Skill Assigned?	
If yes, Skill(s) Assigned:					
Skill: _____					
Skill: _____					
Skill: _____					

Demonstration Re-certification

Specialty Skills

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> 2 steps ahead
<i>(formerly Overlap-Material Prep)</i> <input type="checkbox"/> 3 Before Me <input type="checkbox"/> Action Words Last <input type="checkbox"/> Alternate Task <input type="checkbox"/> Auditory Voice Patterns <input type="checkbox"/> Copy Cat <input type="checkbox"/> Curriculum Flip <input type="checkbox"/> EASY <input type="checkbox"/> Exit Directions Refinements & Advancements <input type="checkbox"/> Follow-up <input type="checkbox"/> Greeting <input type="checkbox"/> Hallway Walking <input type="checkbox"/> Head Start <input type="checkbox"/> Incomplete Sentences <input type="checkbox"/> Increasing a Student's Status <input type="checkbox"/> Increasing Non-Verbals <input type="checkbox"/> # Input Indicator
<i>(formerly Yellow Light Input)</i> | <ul style="list-style-type: none"> <input type="checkbox"/> Level the Playing Field
<i>(formerly Action Words Last- Questioning)</i> <input type="checkbox"/> Mix it Up <input type="checkbox"/> Music Transition <input type="checkbox"/> On Deck <input type="checkbox"/> Opening Visuals <input type="checkbox"/> Opposite Side of the Room <input type="checkbox"/> Overlap <input type="checkbox"/> Pep Talk <input type="checkbox"/> Phantom Hand <input type="checkbox"/> Positive Reinforcement 1-1 <input type="checkbox"/> Riding the Wave <input type="checkbox"/> Silent Selection <input type="checkbox"/> Station Directions
<i>(formerly Exit Directions)</i> <input type="checkbox"/> Ultimate Influence <input type="checkbox"/> Verbal Rapport <input type="checkbox"/> Yellow Light |
|---|--|

The Catalyst Approach Demonstration Small Group Recertification Record					
Name: _____					Recertification Earned:
Date: _____ Time: _____ Evaluator _____					<input type="checkbox"/> Yes (2019-2020) <input type="checkbox"/> Not today
Assignment					
R	LR	Recover?	Foundational Skills		
		Yes No	Yes No	Did the teacher demonstrate Safety Net <i>(formerly opening visuals)</i> as assigned?	
		Yes No	Yes No	Did the teacher demonstrate Freeze Body as assigned?	
		Yes No	Yes No	Did the teacher demonstrate Above Pause Whisper as assigned?	
		Yes No	Yes No	Did the teacher demonstrate Signal the Mode <i>(RYH)</i> as assigned?	
		Yes No	Yes No	Did the teacher demonstrate Exit Directions as assigned?	
		Yes No	Yes No	Did the teacher demonstrate MITS as assigned?	
		Yes No	Yes No	Did the teacher demonstrate Influence as assigned?	
		Yes No	Yes No	Did the teacher demonstrate Off/Neutral On as assigned?	
		Yes No	Yes No	Did the teacher demonstrate Skills of Productivity as assigned?	
On Demand Skills Assigned?					
0	1	2	3	Skill: _____	
				Yes	No
				Did the teacher demonstrate the Skill(s) on Demand as assigned?	
Skill: _____					
				Yes	No
				Did the teacher demonstrate the Skill(s) on Demand as assigned?	
Skill: _____					
				Yes	No
				Did the teacher demonstrate the Skill(s) on Demand as assigned?	

The Catalyst Approach One-on-One Certification Record *revised 2019-2020 SY*

Getting Attention	Get Attention (Freeze Body, Getting Noticed & Above Pause Whisper)		
	Yes	No	Did the teacher consistently settle before attempting to get noticed?
	Yes	No	Was the teacher's voice (<i>or other above</i>) above enough to get noticed?
	Yes	No	Did the teacher P A U S E while waiting for the student to be attentive?
	Yes	No	Did the teacher P A U S E briefly after the student was attentive?
	Yes	No	Did the teacher drop to a whisper after the pause?
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 (Exit Directions, Taking Questions, MITS & Setting Stamina)		
	Yes	No	Were the directions for the task posted visually?
			___ What to do (Task)
			___ How to do it (necessary steps, key information, etc)
	Yes	No	Did the teacher ask for clarifying questions?
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?	

Support Success (Influence & Off/Neutral/On)

Yes No Did the teacher consistently approach with influence?

Yes No Did the teacher consistently exit utilizing Off/Neutral/On?

Type of Intervention <input type="checkbox"/> Academic <input type="checkbox"/> Behavior <input type="checkbox"/> Check in	Influence	<i>Side</i>	<i>Eyes on the work</i>	<i>Non-verbal quiet/ brief</i>	<i>Low Breathing</i>	<i>Move Slowly</i>	<i>Just enough</i>
	Off Neutral On	<i>Remain Through Neutral to ON</i>			<i>Use a 2 stage exit</i>		
Type of Intervention <input type="checkbox"/> Academic <input type="checkbox"/> Behavior <input type="checkbox"/> Check in	Influence	<i>Side</i>	<i>Eyes on the work</i>	<i>Non-verbal quiet/ brief</i>	<i>Low Breathing</i>	<i>Move Slowly</i>	<i>Just enough</i>
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	Off Neutral On	<i>Remain Through Neutral to ON</i>			<i>Use a 2 stage exit</i>		

Silent Selection (transition to the lesson)

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?Yes No IF the selection was kinesthetic, did the teacher use a **slow walking speed** when moving around the room?

Departure (transition from the lesson)

Yes No IF the teacher left the student, did they utilize OFF/Neutral/ON when leaving?

Supporting Seatwork Independence and Productivity (“out there”)

Yes No During “out there” independent work Did the teacher utilize **OFF/Neutral/ON** with the students who returning to independent work “out there”?

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?

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

Yes No Did the teacher implement Freeze Body and remain still waiting for attention?

Yes No IF the teacher was the one asking for attention, did they implement Above pause whisper?

Most Important Twenty Seconds (“out there”) _____ Solo _____ Synchronized

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