

Leader: _____		Certification Earned: <input type="checkbox"/> Yes (2020-2021 SY) <input type="checkbox"/> Not today	
Date: _____		Time: _____	
Evaluator: _____			
<i>Skills with multiple opportunities need to be demonstrated consistently.</i>			
Getting Attention	Get Attention: Get Ready, Get Set, Get Noticed, Wait & Whisper (<i>Freeze Body & Above Pause Whisper</i>)		
	Yes	No	Did the leader get ready and get still before attempting to get noticed?
	Yes	No	Did the leader get noticed?
	Yes	No	Did the leader wait silently for all students to be attentive?
	Yes	No	Did the leader pause briefly after the students were attentive?
	Yes	No	Did the leader anchor attention by whispering one or more words?
	Yes	No	
Teaching	Engage: Signal the Mode, Monitor and Adjust the Mode		
	Yes	No	Did the leader use a non-verbal signal to indicate the mode of interaction?
	No Mode Given	No signal Verbal only	<div style="display: flex; justify-content: space-between;"> Verbal cue + Signal Signal only Mode </div>
			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 leader 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 leader 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 leader check for understanding?
	Yes	No	Did the leader 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 leader 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 leader respond in order to delay or solve? (could be privately, nonverbally, or public & brief)	
Yes	No	Did the leader select the students to start?	
Yes	No	IF there were any questions or students who needed support, did the leader use non-verbal signals to communicate with students while waiting for them to start?	
Yes	No	Did the leader stay still until all students were engaged in the work?	
Yes	No	Did the leader walk away slowly?	

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

Yes No Did the leader Lead the interaction to Empower the student?

Yes No Did the leader Linger near the student to confirm they understood?

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 <ul style="list-style-type: none"> <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> 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"/> Just enough <ul style="list-style-type: none"> <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> 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"/> Just enough <ul style="list-style-type: none"> <input type="checkbox"/> Side <input type="checkbox"/> Eyes on the prize <input type="checkbox"/> 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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Additional Notes/Comments: