



# Co-Teaching Whole Group Certification

Educator 1: _____ 2: _____		<b>Certification Earned:</b> <input type="checkbox"/> Yes (2020-2021 SY) <input type="checkbox"/> Not today			
Date: _____ Time: _____ Evaluator: _____					
Pre-requisite: Current Individual Whole Group Certification Educators do not need to maintain the same role throughout the lesson. Skills with multiple opportunities need to be demonstrated consistently.					
Getting Attention	<b>Get Attention:</b> Get Ready, Get Set, Get Noticed, Wait & Whisper <i>(formerly taught as Freeze Body &amp; Above Pause Whisper)</i>				
	<b>Lead Educator</b>				
	Yes	No	Did they get ready and get still before attempting to get noticed?		
	Yes	No	Did they get noticed?		
	Yes	No	Did they wait silently for all students to be attentive?		
	Yes	No	Did they pause briefly after the students were attentive?		
	Yes	No	Did they anchor attention by whispering one or more words?		
	<b>Follow Educator</b>				
	Yes	No	Did they stay still when the Lead Educator was asking for attention?		
	Yes	No	Did they use non-verbal redirection for any individuals who needed support when the Lead Educator was asking for attention?		
Teaching	<b>Engage:</b> Signal the Mode, Monitor and Adjust the Mode				
	Yes	No	Did they consistently 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			
<b>Follow Educator</b>					
Yes No Did they look where students were to look?					
Yes No Did they sit/stand upright most of the time and scan the room?					
Yes No IF they needed to move around the room, do they move with a slow speed?					

Co-Teaching Whole Group

Transition to Application/Practice	<b>Set up for Success:</b> Adapt Visually, Check for Understanding, Set Stamina <i>(formerly taught as Exit Directions &amp; MITS)</i>		
	<b>Lead Educator</b>		
	Yes	No	Were the directions for the academic practice/application visually displayed?
	Yes	No	Did the teacher include the following information?
			<input type="checkbox"/> How- the necessary steps, key information, materials, etc. <input type="checkbox"/> Where to turn in/store the work & materials when done <i>(If not used for the Early Finisher)</i> <input type="checkbox"/> Early Finishers- what task/activity they do when done <i>(accessed independently from adults)</i> <input type="checkbox"/> 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? (could be privately, nonverbally, or public & 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?	
<b>Follow Educator</b>			
Yes	No	Did the educator stay still, quiet, and look either at the work or the directions (whichever was appropriate) until the students began the work independently?	
Yes	No	Did the educator walk away slowly?	

  

Application/Practice- Cooperative or Independent	<b>Support Success:</b> Lead & Empower, Linger, Look Back <i>(formerly taught as Influence Approach &amp; Off/Neutral On)</i>			
	Yes	No	Did they Lead the interaction to Empower the student?	
	Yes	No	Did they Linger near the student to confirm the students understood?	
	Yes	No	Did they Look Back while exiting to ensure the student independently stayed on track as they moved on to support other students?	
	<b>Student:</b>  <b>Type of Support:</b> ___ Academic ___ Behavior ___ Check in	<b>Approach &amp; Support</b> (Lead & Empower) <input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Just enough <div style="margin-left: 20px;"> <input type="radio"/> Side  <input type="radio"/> Eyes on the prize  <input type="radio"/> Signal or quiet/brief         </div>	<b>Confirm</b> (Linger) <input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track independently On Track.	<b>Exit</b> (Look Back) <input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.
	<b>Student:</b>  <b>Type of Support:</b> ___ Academic ___ Behavior ___ Check in	<b>Approach &amp; Support</b> (Lead & Empower) <input type="checkbox"/> Slow Movement <input type="checkbox"/> Calm breathing <input type="checkbox"/> Just enough <div style="margin-left: 20px;"> <input type="radio"/> Side  <input type="radio"/> Eyes on the prize  <input type="radio"/> Signal or quiet/brief         </div>	<b>Confirm</b> (Linger) <input type="checkbox"/> Linger and remain attentive to the student to ensure they understand and are on track.	<b>Exit</b> (Look Back) <input type="checkbox"/> Look Back during the exit, a minimum of 2 times, to ensure independence.