



Teacher: _____

Date: _____ Time: _____ TEACH Evaluator: _____

Certification Earned:
 Yes (2019-2020 SY)
 Not Today

Getting Attention	Freeze Body & Above Pause Whisper: Skills need to be consistently implemented		
	Yes	No	Did the teacher settle their body before attempting to get noticed (<i>verbally asking for attention, raising hand, bell, etc</i>)?
	Yes	No	Was the teacher's voice (<i>or other above</i>) enough to get noticed?
	Yes	No	Did the teacher P A U S E while waiting for the class to be attentive?
	Yes	No	Did the teacher P A U S E after the class was attentive?
	Yes	No	Did the teacher drop to a whisper after the teacher paused and had attention?

Teaching	Raise Your Hand to Speak Out (Signal the Mode of Interaction):					
	Yes	No	Did the teacher consistently use a non-verbal signal to indicate the mode of interaction?			
	No Mode Given		Verbal only	Verbal + non-verbal	Non-verbal only	Mode
						Raise Your Hand
						Turn to a partner
						Speak Out (<i>Spontaneously</i>)
						Speak Out (<i>Chorally- ECHO/ Call Response</i>)
					Kinesthetic Response	
					Other	
Yes	No	IF a student was in a mode other than expected, did the teacher: accept, ignore, use a non-verbal signal for redirection, or non-verbally switch the mode to match the student's format?				

Transition to Seatwork (<i>Independent Work</i>)	Exit Directions & Most Important Twenty Seconds:		
	Yes	No	Were the exit directions visually displayed?
	Yes	No	Did the teacher include the following information?
			___ What to do (Activity/task)
			___ How to do it (necessary steps, key information, etc)
			___ When due (IF applicable)
			___ Where to put the work when finished (IF applicable, not being used for ↓)
			___ What to do when finished early (<i>Activity that can be accessed independently from adults</i>)
Yes	No	Did the teacher ask for any 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 students to "begin"?	
Yes	No	IF there were students who needed re-direction, did the teacher use non-verbal signals to communicate with students while in M.I.T.S.?	
Yes	No	Did the teacher stay still until students were engaged in the work?	
Yes	No	Did the teacher walk away slowly?	

Whole Group

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

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Seatwork (Independent Work)