| Current Status | | |  | Priority for Improvement | | |
| --- | --- | --- | --- | --- | --- | --- |
| In Place | Partial in  Place | Not in Place | Empowering Language Reflection | High | Med | Low |
|  |  |  | **Tone:** Do I speak to students with a calm, respectful, neutral, and confident voice? |  |  |  |
|  |  |  | **Voiceovers:** When a student speaks, do I refrain from repeating what they say? |  |  |  |
|  |  |  | **Directing:** Do I give concise information and provide written instructions, especially for tasks requiring more than three steps? |  |  |  |
|  |  |  | **Directing:** Do I check for understanding before releasing students to work? |  |  |  |
|  |  |  | **Reinforcing:** Do I describe specific behaviors without judgment when reinforcing positive behaviors? |  |  |  |
|  |  |  | **Reminding:** Do I help students to remember and state the expected behavior by asking reminding questions? |  |  |  |
|  |  |  | **Reminding:** Do I use reminding language proactively (e.g., before students begin a new task) more often than reacting to unmet behavior expectations? |  |  |  |
|  |  |  | **Redirecting:** Do I positively say what a student who has broken a rule needs to do to get back on track, without judgment or sarcasm? |  |  |  |
|  |  |  | **Redirecting:** Do I state redirections in a non-negotiable way? |  |  |  |
|  |  |  | **Reflecting:** Do I ask students to show evidence as they self-assess? |  |  |  |
|  |  |  | **Reflecting:** Do I ask students to reflect on both the process and product of their learning? |  |  |  |
|  |  |  | **Nonverbal communication:** Do I practice the nonverbal cues I use with students so they understand the purpose and appropriate response? |  |  |  |

Follow up questions:

1. Name one type of empowering language that has been effective. Why?
2. Name one type of empowering language you want to better implement.

* Name 2 steps you can take to begin to better implement the practice.