

Teach for Success Protocol Instrument

South Bay Union School District 2011/2012 School Year

Selected Instructional Strategies

Standards/Objectives Communicated to All Students

The teacher demonstrates all of the following attributes:

- Aligns the teaching/learning objectives to state standards and district guaranteed viable curriculum (GVC), district pacing guide, and/or is based on what students need to know and be able to do at the correct level of difficulty
- Displays standards/objectives in student-friendly language to inform students of what they need to know and be able to do
- Explicitly states or refers to the standards/objectives during the lesson
- Uses the District approved text and materials as the primary instructional resource
- Stays focused on the lesson objective to avoid slowdowns and digressions

Instructional Scaffolding and Formative Assessment to Assist and Support Student Understanding

The teacher demonstrates any or all of the following attributes:

- At least one of the following techniques was observed:
 - Explicitly explains and models the learning
 - Provides teacher-led practice on the learning
 - Uses formative assessment to determine instructional needs of all students
 - Provides small group instruction based on formative assessment results
 - Provides anchor papers, exemplars or rubrics to model academic expectations

Academic Vocabulary Instruction

The teacher demonstrates all of the following attributes:

- Displays the academic vocabulary word(s) from the lesson
- Explicitly introduces or reviews the academic vocabulary by defining, demonstrating, or showing how each term is used within the context of the learning
- Engages students to do three of the following with the academic vocabulary being emphasized: listen to, look, say, read, demonstrate or write during the learning
- Directs or tells students to verbally use the academic vocabulary related to the objective in their conversation

Reinforces Effort of Students or Provides Specific Feedback to Students

The teacher demonstrates any or all of the following attributes:

- Acknowledges students for their efforts or provides reinforcement for an accomplishment
- Explains specifically what students are doing that is correct
- Explains specifically what students are doing that is incorrect and how to correct it

Student Engagement Throughout the Learning

Student Engagement

The teacher demonstrates all of the following attributes:

- Elicits (directs) student(s) to be engaged in the academic learning related to the displayed standard/objective
 - Elicits (directs) 85 percent or more of the students to be engaged in the academic learning at the same time
 - Makes student engagement mandatory by ensuring that 85 percent or more of the students are engaged throughout the learning
- (Determining 85%: 44-38 \leq 6 37-31 \leq 5 30-24 \leq 4 23-17 \leq 3 16-10 \leq 2 9-3 \leq 1)**

Selected Student Engagement Strategies

The teacher demonstrates any or all of the following to have students elaborate, reflect, predict, describe or discuss the learning:

- Engages students to identify similarities or differences
- Engages students to summarize
- Engages students to take notes
- Engages students to create a nonlinguistic representation of the learning
- Engages students to complete an advance organizer
- Engages students to respond in writing

Teacher for Success Protocol Collection Form

Teacher: _____ School: _____ Grade: _____ Date: _____

Start Time: _____ End Time: _____ # of Students: _____ Observer: _____

Displayed Standard/Objective: _____

Time:	Teacher	Students	S E
Time:			E
			E 85+
			M 85+
Time:			E
			E 85+
			M 85+
Time:			E
			A 85+
			M 85+

Determining 85%: 44-38 ≤ 6 37-31 ≤ 5 30-24 ≤ 4 23-17 ≤ 3 16-10 ≤ 2 9-3 ≤ 1