

Teach for Success Protocol Instrument

South Bay Union School District

Mark indicates attribute was present/observed and evidenced by recorded data.

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

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: _____

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

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