

# **Clarifications on the Teach for Success Protocol South Bay Union School District**

## **Objectives Communicated to all Students**

**Evidence for the Attribute: 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**

- In order for an objective to be aligned it needs to either link directly to the core materials and/or the appropriate GVC for the time of year. In addition, the objective must also be aligned at the correct level of difficulty which means it must be at the appropriate level of rigor for the group of students being taught.
- An example of a third grade ELA objective being aligned at the correct level of difficulty in Term 1 would be “write a paragraph about the character \_\_\_\_\_ that contains at least one of each of the four types of sentences” (interrogative, declarative, exclamatory, imperative)
- Some examples where the objective would not be aligned at the correct level of difficulty for third grade Term 1 would be “cut out sentences and paste them under the correct type of sentence” (interrogative, declarative, exclamatory, imperative) OR “Write the correct punctuation at the end of each of the four types of sentences.” These objectives are not at the correct level of difficulty for 3<sup>rd</sup> graders – the GVC asks that students **use these types of sentences in writing**.

**Evidence for the Attribute: Displays standards/objectives in student friendly language to inform students of what they need to know and be able to do**

- In order for an objective to be “displayed”, it needs to be clear and measurable. An objective is not a “to do list” of activities/topics or a posted agenda. It must contain the measurable verb that indicates what students need to produce. At this point, if the classroom postings are things like “Students will know..., Students will learn..., Students will understand..., Students will identify...” then a displayed objective is not evident in the classroom. The posted objective also has to match the instruction observed.

**Evidence for the Attribute: Explicitly states or refers to the objective during the lesson**

- There are many ways a teacher can state or refer to an objective beyond the teacher reading it directly from the board or having the students read it from the board. A reference to the objective can be through teacher feedback (i.e. “Wow – you have written two great details to support the main idea”); it can be through writing and partner talk (i.e. take a minute to write down what it is that you learned today – look at our objective on the board to help you. Share what you wrote with a partner); It can be a natural part of instruction (i.e. Notice that when I wrote my compound sentence I included a comma before the conjunction – that’s what we are doing today writing compound sentences)

**Evidence for the Attribute: Uses the State Board approved text and materials as the primary instructional resource**

This attribute is met when we see any indication during the lesson that state approved core resources are being utilized as a part of the lesson. Beyond seeing students work directly out of the texts; you may see a teacher refer to the TE when copying something onto an overhead; you may hear the teacher refer to the story being read in HM as part of the lesson; the teacher may ask students to use the posted HM vocabulary words in their writing etc. Also note: science and social science texts are State Board approved

**Evidence for the Attribute: Stays focused on the lesson to avoid slowdowns and digressions**

- This attribute has two parts to it: the first is whether or not the teacher stays focused on the lesson objective; the second is that the lesson is well-paced for the students. It is important that lessons move along at a quick pace.

## **Instructional Scaffolding**

### **Evidence for the Attribute: Explicitly explains and models the learning**

- The teacher must provide **both** an explanation and model of academic learning. This means they must “show and tell” the learning.
- Working a math problem on the board while thinking aloud and articulating each step in the process is an example of this attribute. Reading a piece of text to the students, doing a think aloud about the clues you are using to make an inference and writing your example on a posted T-chart is another example of this attribute.
- Explaining and modeling how to cut something out, fold the paper, organize your notebook, and line up for recess are not examples of this attribute because they are not a part of the academic learning.
- Giving directions, explaining how to fill out a worksheet are not examples of this attribute.
- Explaining and modeling the academic learning can occur during any phase of the lesson and the observer(s) need to only observe one instance for this attribute to be met.

### **Evidence for the Attribute: Provides teacher-led practice on the learning**

- The teacher provides a highly structured practice that is led, guided, and supported by the teacher. An example of this would be the “we do” phase of instruction where the teacher and students are **practicing the learning together** as the teacher continues to lead and guide the practice by explaining to students the steps in the learning.
- During this phase of instruction, the teacher is highly involved as he/she gradually releases students to do more of the practice on their own. As students become more successful with the practice, the teacher may have the students do more of the practice on their own or with a partner; however, the teacher continues to lead and guide the practice.
- Teacher-led practice is not when the teacher assigns students to complete the practice independent of the teacher while the he/she walks around assisting students one at a time. It is also not when the teacher has students give answers to problems or questions and the teacher writes their responses on the board or overhead projector for other students to copy.

### **Evidence for Attribute: Uses formative assessment to determine instructional needs of all students**

- The teacher is using a formative assessment when he/she asks all students in the group to complete a task, problem, example, etc. linked to the learning objective that is done independently by each student. The teacher checks each student's response(s) and makes a decision about the instructional needs of each student.

### **Evidence for the Attribute: Small group instruction based on formative assessment and/or the six week assessment results**

- At this point, as long as the teacher is providing small group instruction, we have evidence of this attribute (even if the instruction is not based on the six week assessment results)

**Evidence for the Attribute: Provides anchor papers, exemplars or rubrics to model academic expectations**

- The teacher would share the criteria on which students' work would be judged or graded and then provide students with examples of students' work that would receive a high, average, and low grade.

## **Academic Vocabulary Instruction**

### **Evidence for the Attribute: Displays the academic vocabulary word(s) from the lesson**

- Just like each lesson has objective(s) posted, each lesson should have vocabulary that is critical for students to know and the vocabulary needs to be posted. If there is no vocabulary posted for the lesson, then none of the vocabulary attributes can be met.

### **Evidence for the Attribute: Explicitly introduces or reviews the academic vocabulary by defining, demonstrating, or showing how each term is used within the context of the learning**

- While incidental vocabulary instruction is important, the teacher must explicitly teach or review the critical vocabulary of the lesson in order for this attribute to be met. In the primary grades, site words, word families, and many everyday words that are related to the lesson are considered vocabulary critical to the lesson.

### **Evidence for the Attribute: 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**

- To meet this attribute, the teacher needs to engage students in three of the following with the academic vocabulary the teacher is explicitly teaching: listen to, look, say, demonstrate or write the vocabulary.

### **Evidence for the Attribute: Directs or tells students to verbally use the academic vocabulary related to the objective in their responses or conversations**

- To meet this attribute, the teacher has to direct students to use the word as part of their conversations. It is not just echoing the teacher's use of the word or a sentence generated by the teacher, but students have to be directed by the teacher to use it on their own. (i.e. I want you to turn to a partner and tell them something you would be **reluctant** to do, make sure you use the word reluctant in your sentence).
- Providing students with a language frame that incorporates the critical academic vocabulary of the lesson is an effective way to direct students to use these word(s) in their conversations with their peers. (i.e. I want you to turn to a partner and tell them something you would be reluctant to do. Use this sentence frame: I would be reluctant to \_\_\_\_\_ because \_\_\_\_\_.)

## **Reinforces Effort of Students or Provide Specific Feedback to Students**

### **Evidence for the Attribute: Acknowledges students for their efforts or provides reinforcement for an accomplishment**

- The teacher can acknowledge students for their academic and/or behavioral efforts.

### **Evidence for the Attribute: Explains specifically what students are doing that is correct**

- The teacher can provide specific feedback to students for their academic and/or behavioral performances; however, the feedback must clearly explain to the students what they are specifically doing that is correct. In the research this is sometimes referred to as supportive feedback. (i.e. You correctly wrote a possessive noun because you remembered to add an apostrophe s to show that the shirt belongs to dad.)

### **Evidence of Attribute: Explains specifically what students are doing that is incorrect and how to correct it**

- The teacher can provide specific feedback to students for their academic and/or behavioral performances; The feedback must clearly explain to the students what they need to specifically do to be correct (i.e. You did not make your noun possessive; in order for this to be a possessive noun, you need to use an apostrophe before the s). In the research this is sometimes referred to as corrective feedback.

## Student Engagement Throughout the Learning

Evidence for the Attribute: Elicits student(s) to be engaged in the academic learning related to the displayed objective

- To meet this attribute, the teacher needs to do something during the lesson to direct or elicit at least one student in the academic learning. Examples may be asking for a choral response, asking students to write a response or discuss with a partner; it may also include calling on one student for a response. If all students are engaged in an academic task (i.e. writing a paragraph, completing a graphic organizer etc.), we can assume that the teacher directed the students to be engaged (even if we do not hear the teacher give the direction).

Evidence for the Attribute: Elicits 85% or more of the students to be engaged in the academic learning at the same time

- The teacher directs all students to be engaged in the learning at the same time. This means instead of asking one student to answer a question or allowing students to shout out responses, the teacher at least once asks all students to answer a question, respond, or complete the academic task at the same time and gets 85% or more of the students responding (i.e. choral response, quick write, partner talk, choral read, take notes, quick draw, signal, etc.).

Evidence for the Attribute: Makes student engagement mandatory by ensuring that 85% or more of the students are engaged throughout the learning

- The teacher makes learning mandatory. This means the teacher can sustain the engagement of students **throughout** the lesson, not just once or twice during the lesson. It also means that if a student(s) is not doing what the teacher asked them to do, the teacher does certain things so they will do what the teacher asked them to do.

## Selected Student Engagement Strategies

- ***Identifying similarities or differences:* Directs students to compare, classify, or create metaphors or analogies**

Markman and Genter (1993) explain, “Similarity comparisons are a basic component of cognition. When looking for similarities, students attend to the matching relational structure in a pair of items or topics” (p. 431). There are a variety of ways teacher-directed tasks can help students make comparisons. As students become more experienced, teachers can assign more student-directed tasks using comparisons, classifications, metaphors or analogies. According to Marzano et al. (2001a), having students identify how items, events, processes, or concepts are similar or different deepens their understanding of the learning (p. 1).

- ***Summarizing:* Directs students to determine and communicate the key points of text or a presentation**

Summarizing is identifying the main idea(s) of text, and putting the main idea(s) into your own words. Summaries are notably shorter than the original text and take a broad overview. In summarizing, students evaluate information and decide which elements to use, delete, or substitute (Marzano et al., 2001a, p. 30). Wormeli (2004) defines summarization as “...restating the essence of text or an experience in as few words as possible or in a new, yet efficient manner” (p. 1). Anderson and Hidi (1988/1989) point out that summarization involves a number of decisions about what to include or leave out while staying true to the original meaning (p. 26). Commenting on the cognitive rigor of the summarizing process, Marzano, et al. (2001a) says, “To effectively delete, substitute, and keep information, students must analyze information at a fairly deep level” (p. 31).

- ***Note Taking:* Directs students to record information that is being provided, read, or discussed**

Note taking is the recording of information in an informal manner in order to remember or understand what has been read or presented. A number of researchers have found that note taking has a positive impact on learning. Bretzing and Kulhary (1979) found that note taking combined with critical thinking facilitated retention and application of information (p. 151). Marzano et al. (2001a) states, “To take effective notes, a student must make a determination as to what is most important, and then state that information in a parsimonious form” (p. 43). For note taking to be effective as an engagement strategy, students need to process as well as record information rather than just copy what the teacher has written or displayed (Ladas, 1980 p. 44).

- ***Using Nonlinguistic Representation:* Directs students to construct graphic representations, mental pictures or kinesthetic movements of the learning**

Teachers often engage students linguistically through listening and speaking. Teachers can also engage students nonlinguistically through visuals or pictures. Teachers who wish to take advantage of all modes of learning will encourage students to make nonlinguistic

representations of their learning. Marzano et al. (2001a) contends that a powerful aspect of learning includes generating mental pictures to go along with information, as well as creating graphic representations for that information (p. 72). Paivio's (1979) research also provides evidence that nonlinguistic representations aid learning in storing and retrieving important information. When knowledge is presented in both verbal and nonlinguistic form, "recall is enhanced because the image is somehow more memorable than the verbal code" (p. 207).

- ***Developing an Advance Organizer: Prepares a structured format prior to the learning and directs students to add necessary facts and details to it as the teacher provides, reads, or discusses information***

The structure and support of an advance organizer helps students organize and interpret new information. It is a tool the teacher creates and provides to students prior to the learning of new information. When explaining the value of this practice, Marzano et al. (2001b) affirms, "Advance organizers take the surprise out of what is to come, help students retrieve what they already know about a topic, and focus them on the new information" (p. 279). By providing students with opportunities to interact with new knowledge before experiencing it, teachers enhance student achievement. Ausubel (1963) notes that advance organizers help learners in different ways: first by giving an overview of materials before they actually encounter it, and second, by providing organizing elements that support content and metacognitive levels (p. 82).