

Phases of the COSFILE Protocol

Phase 1 of the Protocol <i>Reflecting on current techniques and student needs</i>	Phase 2 of the Protocol <i>Giving focused attention to and use of inclusive supports</i>	Floating Components of the Protocol <i>Involving stakeholders</i>
<ul style="list-style-type: none"> • Complete the Teacher Inventory of Baseline Techniques (TIB-T). • Prepare a student learning profile (SLP). • Analyze patterns and information within and across both documents. 	<ul style="list-style-type: none"> • Complete analysis of and reflection on Universal Language and Differentiation Actions (ULDAs). • Implement and monitor use of selected ULDAs over a specific period. • Analyze results of ULA and differential use. 	<ul style="list-style-type: none"> • Involve parents or guardians of learner in providing information about their child. • Collaborate with other colleagues to seek insight about the student.

Though the various components of the protocol can be reordered to reflect school and district practices, we do suggest keeping, in separate phases, the TIB-T and the frequency analysis of Universal Language Actions and Differentiated Actions. Doing so ensures that there is an awareness of the good, general second-language teaching practice that is needed to undergird inclusive practice in the language classroom.