Teacher Inventory of Baseline Techniques (TIB-T)

	Always (100%)	Most of the Time (90%)	Usually (75%)	Often (50%)	Sometimes (25%)	Never
Knowledge of Principles of Second Language Learning						
I am aware of and value the silent period for new language learners.						
I acknowledge the interrelated relationships of languages.						
I recognize that in a second (or any additional) language-learning environment, progress is individual. Student progress or success is not comparable.						
I know that multiple factors contribute to individual student gains in a language.						
Planning						
I consider the linguistic demands of the lesson.						
I consider the language backgrounds of my students.						
I consider the cultural backgrounds of my students.						
I consider affective and socio-affective factors that could influence student participation.						
I consider the learning needs and experiences of my students when selecting in-class activities.						
I select instructional materials that reflect my students' lives and language needs.						

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Instructional Delivery and Assessment						
I establish and promote a positive classroom environment.						
I exclusively use the target language to deliver instruction.						
I provide praise and positive responses to student use of the target language.						
I limit use of home language in the classroom in a way that does not punish or penalize students or otherwise create negative emotions toward the target language.						
I provide formal instruction, where needed, in grammatical/linguistic elements of the target language to support accurate language production.						
I provide multiple opportunities a day to every student to produce sustained spoken output, consistent with the student's current level of proficiency.						
I provide models or sample responses for students to use as a reference for producing spoken output.						
I provide multiple opportunities a day to every student to produce sustained written output, consistent with the student's current level of proficiency.						
I provide models or sample responses for students to use as a reference for producing written output.						
I clearly articulate learning goals to students.						
I work with students to co-construct success criteria for key learning activities.						
I provide targeted and descriptive feedback to student work.						

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I explicitly teach the learning strategies I expect students to use to complete activities (e.g., reading strategies, cooperative learning strategies).						
I facilitate student-to-student interaction within academic tasks (e.g., collaborative or cooperative learning).						
I vary the way in which students are expected to engage with different aspects of the concept or language points over the course of the lesson.						
Metacognitive Support						
I identify with—and share with students—my experiences as a language learner.						
I encourage learners to reflect on their own identity or identities as part of their learning experience.						
I facilitate individual goal-setting to promote learner autonomy.						
I provide students with opportunities to monitor and reflect on their own progress.						