# Access for Success

## Phases of the COSFILE Protocol

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| **Phase 1 of the Protocol*****Reflecting on current techniques and student needs*** | **Phase 2 of the Protocol*****Giving focused attention to and use of inclusive supports*** | **Floating Components of the Protocol*****Involving stakeholders*** |
| * Complete the Teacher Inventory of Baseline Techniques (TIB-T).
* Prepare a student learning profile (SLP).
* Analyze patterns and information within and across both documents.
 | * 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.
 | * Involve parents or guardians of learner in providing information about their child.
* Collaborate with other colleagues to seek insight about the student.
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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.