# Access for Success

## 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. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |