What Is WestEd's Teach for Success?

WestEd's Teach for Success is a focused, collaborative, research-based framework and process that improves K-12 student achievement by improving classroom instruction.

Why Teach For Success?

○ Meaningful conversations about teaching and valid evaluations of teaching must be grounded in a clear definition of practice.

○ Conversations about teaching must be grounded in actual events, in actions or statements, in artifacts or in decisions a teacher has made.

○ The Teach for Success process describes the work of teaching. Every component of the framework is supported by empirical research linking the component to increased student achievement.

Teach for Success

THE PROTOCOL

- Builds the leadership capacities of administrators, academic coaches, and teaches to understand the elements of and provide standards-based instruction.
- Establishes systematic approach enabling administrators to ensure high-quality instruction.
- Provides a common vocabulary for discussing good teaching.
- Builds a top-to-bottom, school-wide or district-wide understanding of the six components of effective teaching.
- Trains administrators and coaches to use the Teach for Success Classroom Coaching Protocol, which provides objective data on how well the six components of effective teaching are being implemented schoolwide and in classrooms

RESEARCH BASE

Research shows that if teachers are to learn new instructional practices and then effectively transfer them to the classroom, teachers must:

○ Learn the skills and understand the theory and rationale for the new content and instruction
○ Observe a model in action
○ Practice the new behavior in a safe context
○ Try out the behavior with support in the classroom (Haycock, 1998; Howell, 1993; Kindsvatter etal., 1988; Pradere, 2007)

At the same time teachers, coaches and administrators learn the attributes of effective teaching, they learn how the Teach for Success Coaching Instrument can help identify areas of padagogical strength and areas for further development.

Teach for Success

The Teach for Success elements and principles draw from many sources, including the research of Benjamin Bloom, Robert Marzano, Thomas Guskey, and many others, and the WestEd team has provided districts the know-how to put them into practice to achieve the measurable results you need. The Teach for Success model is organized into the following sections:

- Instructional Practices to Support All Learners
- Student Engagement,
- Assessment Practices,
- Instructional Approaches
- Learning Environment

Teach for Success

Instructional Practices to Support All Learners

- Student Engagement
- Assessment Practices
- Instructional Approaches
- Learning Environment

**The Five Sections of the
Teach for Success Program**

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1.   INSTRUCTIONAL PRACTICES TO SUPPORT ALL LEARNERS

This section highlights specific practices a teacher can use to best facilitate the transfer of knowledge and skills to all students. The practices are:

- Effectively communicate selected standards or objectives to all students
- Make learning relevant to students
- Emphasize key vocabulary
- Provide instructional scaffolding to assist and support student understanding
- Provide verbal scaffolding to assist and support student use of academic language
- Encourage and facilitate student interactions or discussions related to the learning
- Provide specific, immediate, and helpful feedback to students
- Relate teacher actions to standards or objectives

**The Five Sections of the
Teach for Success Program**

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2.   STUDENT ENGAGEMENT

This section focuses on specific techniques a teacher can use to actively engage all students in learning. Participants learn to involve students by engaging them in the following activities:

- Responding orally through discussing, summarizing, sharing similarities and differences, and or responding chorally as a whole group

- Producing something on paper or a white board through note taking, completing an advance organizer, completing or drawing a nonlinguistic representation, writing a summary, or explaining in writing the similarities or differences of a topic

- Signaling through a common gesture or displaying the white board or response card

- Demonstrating a response through movement

- Mentally processing information and sharing that processing through a choral or written response or conversing with another student

3.   ASSESSMENT PRACTICES

This section focuses on the different types of classroom assessments and on a teacher's actions while assessing students day to day. Participants learn how to:

- Use summative assessment
- Use formative assessment to determine instructional needs of all students
- Monitor and make individual or collective adjustments as needed

4. INSTRUCTIONAL APPROACHES

This section encompasses the different types of instructional approaches a teacher can take in the classroom. Participants learn how to:

- Facilitate student-led learning
- Provide teacher-led instruction in whole group and small group settings
- Provide student seatwork or centers with teacher interaction
- Encourage student seatwork or centers without teacher interaction.
- Stimulate non-academic interaction

5. LEARNING ENVIRONMENT

This section focuses on the importance of creating a positive classroom climate, including the resources available within the classroom and the nature of a teacher's interactions with students. Participants learn to:

- Foster a climate of fairness, caring, and respect
- Maintain acceptable standards for behavior, routines, and transitions
- Reinforce the efforts of students or provide recognition
- Establish a literacy-rich environment

Teach for Success

What do Teachers Learn?

Through Teach for Success, teachers will:

- Learn the elements of effective, standards-based, rigorous instruction

- Implement researched-based teaching strategies

- Integrate identified student engagement strategies throughout daily instruction

- Apply specific instructional strategies to meet the needs of diverse learners

- Analyze instructional objectives and align instructional strategies to enhance and extend learning

- Evaluate student learning using a variety of assessment practices

- Create and maintain an effective learning environment for student learning

Teach for Success

What do Principals Learn?

Through Teach for Success, principals will:

- Plan for action and governance that is beliefs-and commitment-drive---and supported by research

- Establish procedures and routines to create a successful walk-through program

- Establish a school culture that fosters continuous improvement through distributive leadership and decision-making, collaboration, and support of risk taking

- Maintain a focus on rigorous, effective instruction by discussing instructional issues with all stakeholders

- Observe classrooms and provide specific feedback, support teacher autonomy, and protect instructional time

- Establish a system to monitor and recognize program improvement by using student achievement data to drive instruction