

TBT 5-STEP PROCESS MEETING AGENDA AND MINUTES

Date:	Team: (Department/Grade)		
Facilitator:	Time Keeper:	Recorder:	
Participants:			
Special Notes/Ground Rules:			

Topic/Focus	
Standard/Skill: (can be more than one)	
Unpacked Learning Target:	
Learning sub-targets to assess proficiency	

Step 1: Collect and chart data to identify how students are performing/progressing	<ul style="list-style-type: none"> • <i>Data is ready and brought by all teachers</i> • <i>Item analysis is done</i> • <i>Data provided prior to meeting</i> 	<ul style="list-style-type: none"> • <i>Includes # and % of students tested below, on or above level</i> 	<ul style="list-style-type: none"> • <i>Subgroup data is reported</i> • <i>Determine benchmark score for grouping criteria</i> 		
What data has been collected by the TBT? (include standards)	Targeted Groups	Total tested	Below Level # %	On Level # %	Above Level # %
	All Students				
	SWD (Students w/Disabilities)				
	ECON DIS				
	AA (Af Am)				
	MR (Multi-Racial)				
	ED (Economically Disadvantaged)				
	HS (Hispanic)				
	Other student groups (Gifted, ELL, etc.)				

Step 2 Analyze student work specific to the data. (What does the data tell you about the students' learning?)	Targeted Student Groups	<ul style="list-style-type: none"> • <i>Determine overall student strengths.</i> • <i>Are there patterns or trends?</i> 	<ul style="list-style-type: none"> • <i>Were there common errors?</i> • <i>Are there urgent needs?</i> 	<ul style="list-style-type: none"> • <i>Were there misconceptions?</i> • <i>Prioritize needs next steps</i>
	All Students			
	SWD (Students w/Disabilities)			
	ECON DIS			
	AA (Af Am)			
	MR (Multi-Racial)			
	ED (Economically Disadvantaged)			
	HS (Hispanic)			
	Other student groups (Gifted, ELL, etc.)			

Step 3: Establish shared expectations: Universal instructional practices

	Below Level	On Level	Above Level
What instructional strategies will be employed in the classroom to address individual student needs? (grouping students differentiated strategies)			
When will this instruction happen? (core, class, Intervention/enrichment time)			
Determine Length/frequency of Instruction. How many minutes/ Days and weeks?			
Post assessment			

Step 4: Implementation of changes across all classrooms

What will be observed in the classroom?	
What is the teacher doing?	
What are students doing?	

Step 5: Collect, chart and analyze post data relative to pre-data.

- Data is ready and brought by all teachers
- Item analysis is done
- Data provided prior to meeting
- Includes # and % of students tested below, on or above level
- Subgroup data is reported
- Determine benchmark score for grouping criteria

What post data has been collected by the TBT? (include standards)	Targeted Groups	Total tested	Below Level		On Level		Above Level	
			#	%	#	%	#	%
	All Students							
	SWD (Students w/Disabilities)							
	ECON DIS							
	AA (Af Am)							
	MR (Multi-Racial)							
	ED (Economically Disadvantaged)							
	HS (Hispanic)							
	Other subgroups (Gifted, ELL, etc.)							
What instructional practices proved to be successful for each level?								

Communication to the BLT/Reflection

	Strengths/Successes	Obstacles/Challenges	Supports Needed
Student Data			
Team Process			