**Directions:**

Team members check boxes independently

Dialogue to come to consensus

Determine collective score

Complete one master copy

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| **STEPS** | **Beginning (1)** | **Developing (2)** | **Skilled (3)** | **Accomplished (4)** | **Evidence** | **Score** |
| **Step 1:**  **Collect and Chart Assessment Data Aligned to Standards** | ☐ 1.a Data is not assembled. | 2.a Some teachers bring organized data to meetings. | 3.a Most teachers organize data prior to meeting using forms and protocols. | 4.a All teachers assemble and disaggregate data prior to meeting using forms and protocols. | * Common assessment samples * TBT protocols * Rubrics * Example of displayed data – charts/ graphs | TBT Collective Score |
| ☐ 1.b Team members do not use a common pre-test/formative assessment. | 2.b Common pre-tests/formative  data are used inconsistently. | ☐ 3.b All teachers give common pre- and post- assessments aligned to Ohio’s New Learning Standards (ONLS) to ALL students at that level at least quarterly (e.g., SWD, ELL, Title I). | ☐ 4.b All teachers regularly give common pre- and post- assessments aligned to ONLS to ALL students at that level (e.g., SWD, ELL, Title I) |
| ☐ 1.c TBT has no rubric/scoring guides for the assessment. | ☐ 2.c Rubric/scoring guides with defined benchmarks exist but are not agreed to by all team members. | ☐ 3.c All team members use rubric/scoring guides with defined benchmarks agreed to by all members. | ☐ 4.c All team members consistently use rubrics/scoring guides with defined benchmarks. | External  Score |
|  | ☐ 2.d Data reflects group results that do not include individual and sub-group results. |  | ☐ 4.d All teachers analyze individual student and sub-group data |
| **Justification for Scoring**  *(Anecdotal comments related to the items selected from the rubric. Note )* |  |  |  |  | **Evidence** | |
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| **STEPS** | **Beginning (1)** | **Developing (2)** | **Skilled (3)** | **Accomplished (4)** | **Evidence** | **Score** |
| **Step 2: Analyze Student Work Specific to the Data** | 1.a TBT does not analyze student work | 2.a TBT analyzes student work but only on an individual, student-by-student basis | 3. a TBT analyzes student work for most groups/subgroups of students. | 4.a TBT analyzes student work for all groups of students | * TBT Minutes/ Agenda * Scoring rubric * Data Worksheets * Student Work Samples * Data by Subgroup | TBT Collective Score |
| ☐ 1.b TBT does not identify students’ strengths and weaknesses | ☐ 2.b TBT identifies students’ strengths and weaknesses but does not prioritize needs | ☐ 3.b TBT identifies students’ strengths and weaknesses and prioritizes needs | ☐ 4.b TBT prioritizes needs and makes connections across content area |
| ☐ 1.c TBT has no process in place to select/use representative samples of student work. | ☐ 2.c TBT has a process in place to select/use representative samples of student work. | ☐ 3.c TBT regularly selects/uses representative samples of student work. | ☐ 4.c TBT regularly examine/select/use exemplar samples of student work representing rigor |
| ☐ 1.d TBT makes little or no connection between data being analyzed and the building and district’s strategies and actions. | ☐ 2.d TBT makes some connections between the data being analyzed and the building and district’s strategies and actions. | ☐ 3.d TBT makes many connections between the data being analyzed and the building and district’s strategies and actions. | ☐ 4.d TBT makes consistent connections between the data being analyzed and the building and district’s strategies and actions. | External  Score |
| ☐ 1.e TBT makes little or no connection between data being analyzed and benchmark/grade level indicators (Ohio’s New Learning Standards - ONLS). | ☐ 2.e TBT makes some connections between data being analyzed and benchmark/grade level indicators (ONLS). | ☐ 3.e TBT conducts an item analysis to make connections between data being analyzed and benchmarks/grade level indicators (ONLS). | ☐ 4.e TBT conducts an item analysis to make consistent connections between the data being analyzed and its connection to benchmarks/ grade level indicators (ONLS). |
| ☐ 1.f TBT attributes student performance to factors outside school/teacher control | ☐ 2.f TBT spends some time discussing performance factors outside its control | ☐ 3.f TBT spends minimal time discussing performance factors outside its control | ☐ 4.f TBT spends no time discussing performance factors outside its control |
| **Justification for Scoring**  *(Anecdotal comments related to the items selected from the rubric. Note )* |  |  |  |  | **Evidence** | |
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| **STEPS** | **Beginning (1)** | **Developing (2)** | **Skilled (3)** | **Accomplished (4)** | **Evidence** | **Score** |
| **Step 3: Establish shared expectations for implementing specific effective changes (instructional practices)** | * 1.a TBT does not identify instructional practices | * 2.a TBT identifies instructional practices to implement but they are not reflective of results of common assessment data. | * 3.a TBT identifies instructional practices to implement based on results of common assessment data. | * 4.a TBT identifies instructional practices that are evidence-based, based on common assessment data, timely and intervention-based. | * Meeting minutes/   agendas.   * Examples of specific, measureable targets for subgroups of students. * Evidence of job-embedded professional development * Evidence of implementation of instructional practices. | TBT Collective Score |
| * 1.b TBT does not identify differentiated instructional practices to meet specific academic levels and subgroup needs | * 2.b TBT determines differentiated instructional practices to meet academic levels of students generally. | * 3.b TBT determines differentiated instructional to meet academic levels and subgroup needs | * 4.b TBT determines differentiated instructional practices to meet the academic and subgroup needs of ALL students. |
| * 1.c TBT does not establish targets. | * 2.c TBT establishes academic or behavioral targets that may not be specific and measureable. | * 3.c TBT sets specific, measureable group targets that reflect consideration of enrichment groups. | * 4.c TBT establishes specific, measureable targets for each academic level and/or subgroups. | External Score |
| * 1.d Job embedded professional development is not present. | * 2.d Professional development is limited to traditional methods, e.g., workshops. | * 3.d Job embedded professional development is available to support teacher use of the instructional practices (modeling, coaching, demonstration, co-teaching). | * 4.d Job embedded professional development is systemically implemented to support teachers’ use of the instructional practices (modeling, coaching, demonstration, co-teaching). |
|  |  | * 3.e TBT identifies implementation steps of a strategy. | * 4.e TBT establishes shared expectations for implementing specific instructional changes. |
| **Justification for Scoring**  *(Anecdotal comments related to the items selected from the rubric. Note )* |  |  |  |  | **Evidence** | |
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| **STEPS** | **Beginning (1)** | **Developing (2)** | **Skilled (3)** | **Accomplished (4)** | **Evidence** | **Score** |
| **Step 4: Implement Changes Consistently** | * 1.a 25% or less of teachers implement agreed upon instructional practices with individual students and/or identified groups. | * 2.a 50% of teachers implement agreed upon instructional practices with individual students and/or identified groups. | * 3.a 75% of teachers implement agreed upon instructional practices with individual students and/or identified groups. | * 4.a 100% of teachers implement agreed upon instructional practices with individual students and/or identified groups. | * TBT self-assessment data * Walk through data * Student work samples | TBT Collective Score |
| * 1.b DLT/BLT has not established adult implementation indicators related to change in instructional practices. | * 2.b DLT/BLT has established adult implementation indicators related to change in instructional practices. | * 3.b Building administrator(s) monitor the adult implementation of the agreed upon instructional practices. | * 4.b Adult implementation monitoring is directly related to student performance measures and expected changes in instructional practices. | External Score |
| **Justification for Scoring**  *(Anecdotal comments related to the items selected from the rubric. Note )* |  |  |  |  | **Evidence** | |
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| **STEPS** | **Beginning (1)** | **Developing (2)** | **Skilled (3)** | **Accomplished (4)** | **Evidence** | **Score** |
| **Step 5:**  **Collect, chart and analyze post-data** | * 1.a TBT does not analyze common post-test results | * 2.a TBT inconsistently collects and analyzes common post-test results. | * 3.a TBT analyzes common post-test results relative to the targets. | * 4.a TBT consistently analyzes common post-test results relative to the targets. | * TBT protocol, agendas, minutes. * Examples of documented, shared and duplicated instructional practices * Post-test data | TBT Collective Score |
| * 1.b TBT does not evaluate effectiveness and level of implementation of instructional practices. | * 2.b TBT inconsistently evaluates the effectiveness and level of implementation of instructional practices. | * 3.b TBT evaluates the effectiveness and level of implementation of agreed upon instructional practices. | * 4.b TBT consistently evaluates instructional practices based on their effectiveness and level of implementation. |
| * 1.c TBT does not document, share, or duplicate instructional practices. | * 2.c TBT occasionally documents, shares and duplicates instructional practices. | * 3.c TBT generally documents, shares, and duplicates instructional practices. | * 4.c TBT always documents, shares, and duplicates instructional practices. | External Score |
| * 1.d TBT does not discuss course corrections based on assessment results. | * 2.d TBT discusses course correction. | * 3.d TBT discusses but does not document course correction. | * 4.d TBT discusses, documents, and defines course corrections in a timely fashion. |
|  |  |  | * 4.e TBT shares and discusses data through vertical and horizontal articulation. |
| **Justification for Scoring**  *(Anecdotal comments related to the items selected from the rubric. Note )* |  |  |  |  | **Evidence** | |
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