**Directions:**

Team members check boxes independently

Dialogue to come to consensus

Determine collective score

Complete one master copy

* Deter,ome cp;;ectove scpre
* Cp,[;ete pme ,aster cp

Building\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TBT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. | ExternalScore |
|  | ☐ 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** |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. | ExternalScore |
| ☐ 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** |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |
|  |