

# Resource 25A: Recording and Reporting Monitoring Data Template: TBT 5-Step Process

Teacher-based teams (TBTs) can use the form aligned to the 5-Step Process for reporting to the BLT at the end of the process and/or they can summarize the data on the form according to a schedule prescribed by the BLT.

Building Name/Grade:

Content Area:

Strategy Focus:

## Step 1: Collect and Chart Data to Identify How Students are Performing/Progressing (after common formative pre-assessment has been given)

Instructions: Each teacher comes to the TBT meeting with these sections completed for their class.				Learning Target (Standard/Indicator) = <i>Note: Students with IEPs are underlined. Students with multiple-risk factors are in bold.</i>			
Teacher	# Students who took test	# Students Proficient & Higher = (Blue & Green)	# Students NOT Proficient = (Yellow & Red)	# and names of students that need high support with intensive intervention and extra time to become proficient with this content Red - Intensive	# and names of students that need additional support to become proficient with this content Yellow - Targeted	# and names of students that are proficient with this content and could use reinforcement to reach mastery Green-Benchmarked	# and names of students that have mastered this content and need enriched learning activities Blue-Advanced

**Step 2: Analyze Student Work Specific to the Data (after completing an item analysis and examining student work, identify strengths and obstacles)**

IF	THEN (What are the next learning targets?)
<p><b>Strengths (The 3 highest scoring questions in my class were..)</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
<p><b>Obstacles (The 3 lowest scoring questions in my class were...)</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	
<p><b>Prioritized Student Needs:</b></p> <ol style="list-style-type: none"> <li>1. <b>Advanced/Enrich</b></li> <li>2. <b>Benchmarked/Reinforce</b></li> <li>3. <b>Targeted</b></li> <li>4. <b>Intensive</b></li> </ol>	

## Steps 3 & 4: Establish Shared Expectations for Implementing Specific Effective Changes in the Classroom and Implement Changes Consistently Across All Classrooms

Step 3: Intervention Strategies ....	Step 4: Adults who will implement the strategies by name
1. Advanced/Enrich	Delivers Instruction: Administers Post-Assessment:
2. Benchmarked/Reinforce	Delivers Instruction: Administers Post-Assessment:
3. Targeted	Delivers Instruction: Administers Post-Assessment:
4. Intensive	Delivers Instruction: Administers Post-Assessment:
<p>Note: Learning from team members, colleagues, consultants, etc. how to implement the specific intervention strategies in the classroom through job embedded professional development may be needed. If so,</p> <p>Step 3: "IF we learn how to use this strategy well, we will need:</p> <p>What (content to learn)</p> <p>How (method, e.g., modeling, coaching, workshop, demonstration, co-teaching)</p> <p>When (timeframe for learning within school day)</p> <p>Follow-Up (continued support to internalize learning)</p>	

**Step 5: Collect, Chart and Analyze Student Pre/Post Data (after common formative post-assessment has been given) and Determine Effectiveness of Practices**

Instructions: Each teacher comes to the TBT meeting with these sections completed for their class.							Learning Target (Standard/Indicator) =							
Teacher	# Students who took test		# Students Proficient & Higher = (Blue & Green)		# Students NOT Proficient = (Yellow & Red)		# and names of students that need high support with intensive intervention and extra time to become proficient with this content Red - Intensive		# and names of students that need additional support to become proficient with this content Yellow - Targeted		# and names of students that are proficient with this content and could use reinforcement to reach mastery Green-Benchmarked		# and names of students that have mastered this content and need enriched learning activities Blue-Advanced	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post

## Summary

	Expected Outcome	Actual Outcome	Level of Implementation			Reasons Expected Outcome Did or Did Not Occur (Successes and Obstacles) – What We Learned	Recommendations					Reflections
			Fully	Partially	Not At All		Continue Implementation & Monitoring	Get Additional PD	Abandon	Select Alternative	Adapt	
1. Advanced/ Enrich												
2. Benchmarked /Reinforce												
3. Targeted												
4. Intensive												

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