

Georgetown Elementary School - BLT to TBT Feedback

| Evidence | Feedback |
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| <p>Is evidence present in the meeting minutes?</p> | <p>What specific suggestions do you have for the TBT to improve implementation of the 5-step process?</p> |
| <p>Formative Data</p> <p>What, adult or student, formative data was reviewed by the BLT?</p> | |
| <p>Step 1: Collect & Chart Data</p> <ul style="list-style-type: none"> • Did the TBT administer a common formative assessment based on priority/power standard or learning target? Yes ___ No ___ • Did the TBT define what proficiency looks like? (Cut scores) Yes ___ No ___ • Did the TBT group ALL students based on the results of the common assessment? Yes ___ No ___ | |
| <p>Step 2: Analyze Data</p> <ul style="list-style-type: none"> • Did the TBT identify specific strengths and obstacles based on the data in Step 1? (For the whole grade level/subject area? For the red, yellow, green groups?) Yes ___ No ___ • Did the TBT identify any trends from the data in Step 1? (Patterns? Misconceptions/common errors?) Yes ___ No ___ • Based on this analysis, did the TBT prioritize the needs for each group of students? Yes ___ No ___ | |
| <p>Step 3: Establish Shared Expectations For Effective Changes in Classrooms</p> <ul style="list-style-type: none"> • Did the TBT indicate research based strategies that will be used for each group of students during intervention time? Yes ___ No ___ • Did the TBT identify who will implement the strategy? Yes ___ No ___ • Are Specific, measurable targets established for each academic level and/or subgroups? Yes ___ No ___ • Did the TBT identify what will be used for a post-assessment? Yes ___ No ___ • Did the TBT describe the strategies specifically enough to replicate? Yes ___ No ___ | |

Step 4: Implement Changes Consistently Across all Classrooms

- Did the TBT note what will be observed in classrooms? (What will teachers be doing? What will students be doing?) Yes No
- If the TBT is meeting prior to a post-assessment, did they look at mid-course decisions, such as whether to 1. Continue with strategy, 2. Revise strategy, or 3. Discontinue and pick another strategy? Yes No

Step 5: Collect/Chart and Analyze Pre/Post Data and Determine Effectiveness of Practices

- Did the TBT summarize common post-assessment results relative to the priority/power standard or learning target? Yes No
- Did the TBT evaluate the effectiveness of the strategies for each group? Yes No
- Did the TBT state what NEW data you will examine at the next meeting? Yes No

Questions / Comments