

# Resource 21C: TBT 5-Step Process Meeting Agenda and Minutes Template

Date Time Site

Department/Grade level:

Department/ Grade level Chairperson/Facilitator:

Recorder:

Timekeeper:

Team Members Present:

|    |    |    |    |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |

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|---|---|---|---|
| <b>Step 1: Collect and chart data to identify how students are performing/progressing</b>                 | <ul style="list-style-type: none"> <li>• <i>Data is ready and brought by all teachers</i></li> <li>• <i>Item analysis is done</i></li> <li>• <i>Data provided prior to meeting</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Includes # and % of students tested/proficient and not proficient</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Subgroup data is reported</i></li> <li>• <i>Determine benchmark score for grouping criteria</i></li> </ul>                              |
| What data has been collected by the TBT?  |   |   |   |
| <b>Step 2: Analyze student work specific to the data</b>  | <ul style="list-style-type: none"> <li>• <i>Determine overall student strengths.</i></li> <li>• <i>Are there patterns or trends??</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Were there common errors?</i></li> <li>• <i>Are there urgent needs?</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Were there misconceptions?</i></li> <li>• <i>Prioritize needs for next steps.</i></li> </ul>  |
| What does the data tell you about the students' learning?   |   |   |   |
| <b>Step 3: Establish shared expectations for implementing specific effective changes in the classroom</b> | <ul style="list-style-type: none"> <li>• <i>How will students be grouped for instruction?</i></li> <li>• <i>What differentiated strategies will be used?</i></li> </ul>                       | <ul style="list-style-type: none"> <li>• <i>When will this instruction happen, e.g., during core class, intervention period, enrichment time, after-school tutoring?</i></li> <li>• <i>What support/training in a specific strategy is needed?</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Determine length/frequency of instruction. How many minutes/days and weeks?</i></li> <li>• <i>Decide on post assessment.</i></li> </ul> |
| What instructional strategies will be employed in the classroom to address individual student needs?      |   |   |   |

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| <b>Step 4: Implement changes consistently across all classrooms</b>                                       | <ul style="list-style-type: none"> <li>• <i>Tie walk-throughs to the strategies the TBT has chosen to implement.</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Ensure feedback is provided to the staff.</i></li> <li>• <i>Peer to peer classroom visits can occur to work as a team on tuning the instructional strategy.</i></li> </ul> |  |
| What will be observed in the classrooms? What will the teacher be doing? What will the students be doing? |   |  |  |
| <b>Step 5: Collect, chart and analyze pre/post data</b>   | <ul style="list-style-type: none"> <li>• <i>Everyone comes with assessments scored and data ready.</i></li> </ul>               | <ul style="list-style-type: none"> <li>• <i>Best practices shared from classroom teachers with high student results on post-test</i></li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Include pre data and post data for all students and any subgroups</i></li> <li>• <i>Use same chart from Step 1 to collect/record data</i></li> </ul> |
| What does the post-data look like? What instructional practices proved to be successful?                  |   |  |  |

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| <b>Meeting Evaluation</b>                                 | <ul style="list-style-type: none"> <li>• <i>What was the level of implementation of the 5-Step Process - full, partial, not at all?</i></li> </ul>             | <ul style="list-style-type: none"> <li>• <i>What did we learn - successes and obstacles?</i></li> <li>• <i>Reflections</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>What do we need as a result of this meeting... obtain PD, receive support, additional resources, etc.</i></li> </ul> |
| What was successful? What needs to be revised or changed? |  |   |  |
| <b>Communicate</b>  | <ul style="list-style-type: none"> <li>• <i>What message(s) needs to be delivered?</i></li> <li>• <i>How will the message be delivered?</i></li> </ul>         | <ul style="list-style-type: none"> <li>• <i>Who needs to receive the message ...students, families, other TBTs, BLT?</i></li> <li>• <i>What feedback, if any, is needed?</i></li> </ul> |  |
| How will two-way communication be accomplished?           |  |   |  |
| <b>Assignments/Next Steps</b>                             | <ul style="list-style-type: none"> <li>• <i>What needs to be done between now and the next meeting?</i></li> <li>• <i>Who is assigned to do it?</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>What do we need to bring to the next meeting?</i></li> </ul>  |  |
| What are the next steps to prepare for the next meeting?  |  |   |  |

**PARKING LOT (What other issues need to be addressed at another date?)**

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