

A Closer Look at TBT Meetings



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South-Western City School District



- Kindergarten – 12th Grade
- 5 High Schools
- 5 Middle Schools (7th/8th)
- 5 Intermediate Schools (5th/6th)
- 16 Elementary Schools
- 2 Preschool Centers
- 21,945 Students
- 55% Economically Disadvantaged
- 15% EL (80 different languages)

Our Journey in the TBT process

Added a Universal Screener and revised the form/process to look and track Adult Implementation, in addition to student data. Identified TBT leaders for grade levels/ departments. We were able to use universal screener and focus on improvement through adult action.

Began working to shift focus to instruction and student work, but still focused on short cycles and too concerned on numbers rather than improvement

A common TBT/ BLT form was implemented and completed for compliance only based on short cycles because we did not have a universal screener

Schools held required BLT meetings to address building issues/ school event planning, etc.

16 schools with designations not engaging in the process
















Where we were before this year

STANDARDS FOR PRACTICE 1: IDENTIFY STUDENT NEEDS & DETERMINE INSTRUCTIONAL STRATEGIES

| | | | |
|---|--|---|--|
| <p>Learning Environment What will this look like (small group, whole group, etc.)?</p> | <p><i>Whole class and small group during conferring</i></p> | <p>Learning Environment What will this look like (small group, whole group, etc.)?</p> | <p><i>Whole class and small group during conferring</i></p> |
| <p>Time-Duration of Instruction How often? How long?</p> | <p><i>Time will vary</i></p> | <p>Time-Duration of Instruction How often? How long?</p> | <p><i>Time will vary</i></p> |
| <p>Materials for Teachers & Students How will materials be used?</p> | <p><i>Written sample, summarizing progression chart and or student checklist</i></p> | <p>Materials for Teachers & Students How will materials be used?</p> | <p><i>Written sample, summarizing progression chart and or student checklist</i></p> |
| <p>Assignments and Assessments What will you look for in student work? What will you be doing?</p> | <p>Looking for students to analyze and edit their previous summary in order to learn the necessary skills.</p> | <p>Assignments and Assessments What will you look for in student work? What will you be doing?</p> | <p>Looking for students to analyze and edit their previous summary in order to learn the necessary skills.</p> |

Ohio State Football - Goal is to win national championship (like OST for your school)

| | | | | | | |
|------------|---|------------------|---------|--------------------|-------|-------------|
| SAT AUG 31 |  | FLORIDA ATLANTIC | W 45-21 | Columbus, Ohio | Recap | Final Stats |
| SAT SEP 7 |  | CINCINNATI | W 42-0 | Columbus, Ohio | Recap | Final Stats |
| SAT SEP 14 |  | INDIANA | W 51-10 | Bloomington, Ind. | Recap | Final Stats |
| SAT SEP 21 |  | MIAMI (OHIO) | W 76-5 | Columbus, Ohio | Recap | Final Stats |
| SAT SEP 28 |  | NEBRASKA | W 48-7 | Lincoln, Neb. | Recap | Final Stats |
| SAT OCT 5 |  | MICHIGAN STATE | W 34-10 | Columbus, Ohio | Recap | Final Stats |
| FRI OCT 18 |  | NORTHWESTERN | W 52-3 | Evanston, Ill. | Recap | Final Stats |
| SAT OCT 26 |  | WISCONSIN | W 38-7 | Columbus, Ohio | Recap | Final Stats |
| SAT NOV 9 |  | MARYLAND | W 73-14 | Columbus, Ohio | Recap | Final Stats |
| SAT NOV 16 |  | RUTGERS | W 56-21 | Piscataway, N.J. | Recap | Final Stats |
| SAT NOV 23 |  | PENN STATE | W 28-17 | Columbus, Ohio | Recap | Final Stats |
| SAT NOV 30 |  | MICHIGAN | W 56-27 | Ann Arbor, Mich. | Recap | Final Stats |
| SAT DEC 7 |  | WISCONSIN | 8:00 PM | Indianapolis, Ind. | FOX | |

- Indiana - baseline data
- Wisconsin- mid year data
- Big Ten Championship/Michigan - end of year data

- In groups identify what process OSU coaches would use to collaboratively get their team prepared for the national championship.

The purpose of TBTs is to work continuously to **strengthen teaching and learning for all students** through **collaborative planning** based on the collective interpretation of formative assessment data. When TBTs fulfill their purpose, teachers acquire higher levels of individual and collective efficacy, they use more effective practices, and student learning improves. The diagram below illustrates the connections.

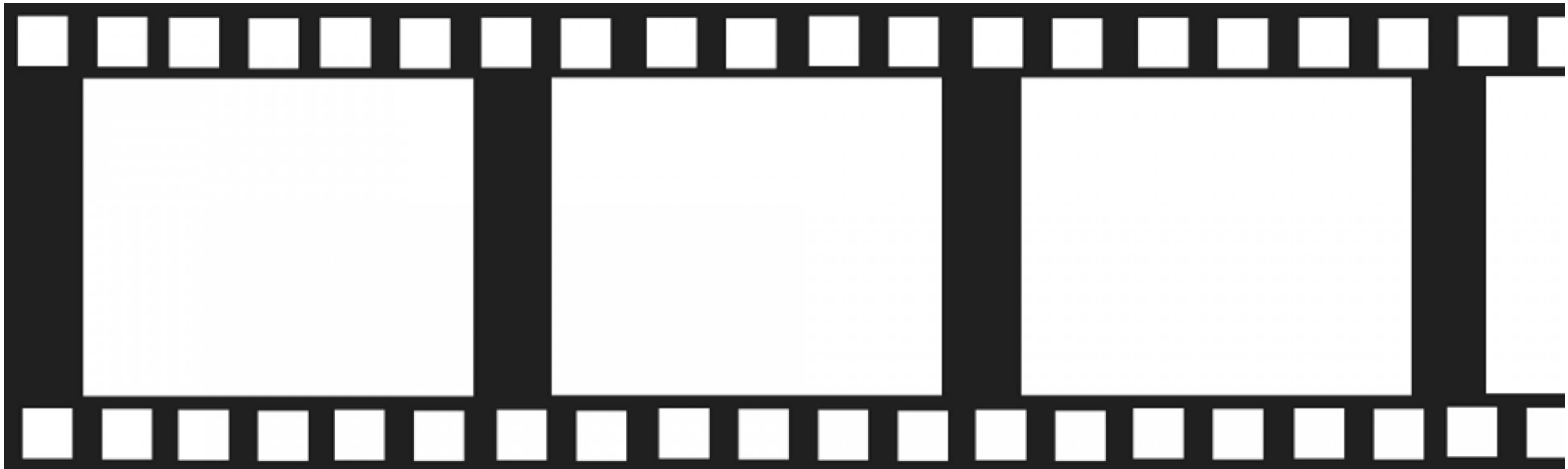


Where we wanted to be- Strengthen teaching and learning for all students through collaborative planning

- Focused on adult implementation and how adult implementation affects student achievement
- We wanted to move from focusing on **HOW** students were performing to **WHAT** teachers are doing to impact student performance
- We wanted more accountability for all members in the TBT which would lead to more engagement
- We wanted it to be more organic and to be a part of their daily instruction instead of it being a separate piece
- We wanted to move away from a place that created interventions to a place that impacted daily instruction by refining Teaching practices



Sample TBT video - 2nd grade Literacy TBT



Highlights of TBT Guide

- Use I ready diagnostic for pre, mid, and post data
- You do not have to keep the same focus for multiple weeks
- Your focus is what you are working so it is impacting students
- **Must monitor adult implementation and spend time talking about how adult implementation impacts student learning.**
- Agenda can have both Math and Literacy on the same page
- Student assessment data is not limited to an end of unit assessment. This can be anything teachers use to assess student progress and plan for instruction.

New TBT Guide

[Link to Sample guide](#)

| Week and Time | Focus (Standard) Ind Efficacy | Instructional Strategy (What?) | Adult Implementation (How?) | Adult Implementation Data | Student Assessment | Student Performance Data | Reflection/What to Bring |
|---------------|--|--|--|--|---|---|---|
| | <p>What do we want students to do? What is the desired goal? What are we trying to improve or increase?</p> <p>MUST BE FILLED OUT EACH WEEK</p> | <p>Use Instructional Framework and/or Literacy Collaborative Framework to Support</p> <p>Instructional Framework</p> <p>Or CIF</p> | <p>Get more specific about the teacher's moves and PROCESS. Include information about duration and frequency.</p> <p>What artifacts can teachers bring to support reflection and analysis of adult implementation?</p> | <p>Did teacher bring evidence of adult implementation? This is the focus of our work</p> | <p>How will we know if adult implementation is effective? How will students show?</p> | <p>How will we sort our data? How will we know what students are proficient, close to, and far from proficient? What are the scores or criteria for each?</p> | <p>What is some new thinking or learning that evolved? What have you learned about your students or craft/practice? What was the most valuable work of the TBT/where was time spent?</p> <p>MUST BE FILLED OUT EACH WEEK</p> |

Adult Implementation Should IMPACT Student Performance Data! How do we Support Reflection and Analysis?



[sample over](#)



1. Writing to learn
2. Unit assessments
3. Pictures
4. Lesson plans
5. Quick writes
6. Sample work
7. Conference notes
8. Checklist
9. Collaborative group work
10. Classroom talk
11. Video Evidence
12. Conferring
13. Flexible grouping
14. Teachers will give a targeted individual think time prompt when launching a task or problem
15. Selection or list of read alouds used
16. Teachers will provide the following sentence stems to students to use during partner conversations....
 1. Observational notes

18. partnerships
19. Explicit Question samples
20. Writing samples
21. Teacher will read the following books aloud to students and complete a think aloud asking themselves the following questions...
22. Anecdotal notes
23. Quizzes
24. Anchor charts
25. Completed math problem
26. Questioning
27. Specific feedback
28. List of math strategies taught
29. Teacher will create an anchor chart with their students identifying what group work looks like and sounds like
30. Exit slip

What could this look like?

| Strategies | Adult Implementation | Adult Implementation Data | Student Assessment |
|------------|----------------------|---------------------------|--------------------|
| | | | |

PLES 7 minutes 32 seconds

https://us.irisconnect.com/reflections/31938?video_id=33888

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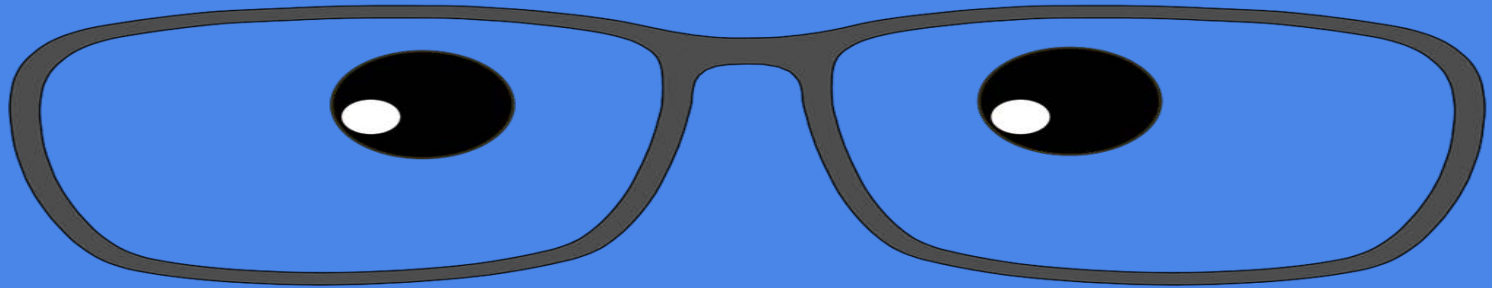


We are on the move.....

- Curriculum Team members utilized feedback from teachers, coaches, etc to revise TBT form and create a TBT guide
- Trained TBT leads, coaches and administrative team on TBT guide, general expectations
- Shared experiences with our DLT utilizing a common collection document
- Video taping of TBTs in action and using the videos to create further professional development options
- Next step to develop BLT guide



What are your “takeaways” from today?



Questions and Comments

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