

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

Date: Tuesday, November 12, 2013 Time: 10:10 A.M. - 10:50 A.M. Site: Kean Elementary School

Department/Grade level: 2nd Grade

Department/ Grade level Chairperson/Facilitator:

Julie Beckett, Lead Teacher

Recorder: Suzi Parker, 2nd Grade Regular Ed. Teacher

Timekeeper: Rose Reed, Reading Specialist

Team Members Present:

1. Kate Kandel, Principal	2. Julie Beckett, 2 nd Grade Regular Ed. Teacher	3. Kaley Egli, 2 nd Grade Regular Ed. Teacher	4. Suzi Parker, 2 nd Grade Regular Ed. Teacher
5. Rose Reed, Reading Specialist	6.	7.	8.

Step 1: Collect and chart data to identify how students are performing/ progressing	<ul style="list-style-type: none"> Data is ready and brought by all teachers Item analysis is done Data provided prior to meeting 	<ul style="list-style-type: none"> Includes # and % of students tested/proficient and not proficient 	<ul style="list-style-type: none"> Subgroup data is reported Determine benchmark score for grouping criteria
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What data has been collected by the TBT?

Data was collected to determine if 2nd grade students have command of the conventions of standard English capitalization and punctuation. The chart below shows the Common Core State Standards assessed. The Benchmark Score is 21 points. In the fall, the 2nd grade students are expected to demonstrate understanding of the kindergarten and first grade standards (identified in green in the chart).

Grade Level	Common Core Standard	Description of Standard	Number of Points on Assessment
K	CCSS.ELA-Literacy.L.K.2a	Capitalize the first word in a sentence and the pronoun <i>I</i>	6 2
1st	CCSS.ELA-Literacy.L.1.2a	Capitalize dates and names of people.	1 3
1st	CCSS.ELA-Literacy.L.1.2b	Use end punctuation for sentences.	6
1st	CCSS.ELA-Literacy.L.1.2c	Use commas in dates and to separate single words in a series.	1 2 (Benchmark Score = 21)
2nd	CCSS.ELA-Literacy.L.2.2a	Capitalize holidays, product names, and geographic names.	2
2nd	CCSS.ELA-Literacy.L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	2
3rd	CCSS.ELA-Literacy.L.3.2c	Use commas and quotation marks in dialogue.	3

Every 2nd grade student took a common pretest in his or her homeroom developed by the lead teacher. The pretest was a series of six dictation sentences assessing capitalization and punctuation. The scores were divided into two parts - capitalization and punctuation. Then, capitalization was split into 3 categories (beginning capitals, proper nouns, and I) for further analysis. Punctuation was split into 4 categories (ending punctuation, commas, apostrophes, and quotation marks) for further analysis.

The chart below identifies the number of students at the identified proficiency levels.

Teacher Name	# and % of students who took assessment	# and % of students at benchmark (+21 or higher)	# and % of students approaching benchmark (+17 or higher) (Performance Goal - 5% or improvement each week)	# and % of students far below benchmark (+16 or below)
Beckett	22/22 (100%)	5 (23%)	8 (36%)	9 (41%)
Egli	22*/23 (96%) *One student receives homebound instruction.	10 (46%)	6 (27%)	6 (27%)
Parker	23/23 (100%)	9 (39%)	7 (30.5%)	7 (30.5%)
TOTALS	67/68 (98.5%)	24/67 (36%) Proficient	21/67 (31%) Approaching Proficient	22/67 (33%) Far Below Proficient
			43/67 (64%) Not Proficient	

The chart below identifies the subgroups and the average pretest scores for each.

Teacher	Economically Disadvantaged (Ave. Pretest Scores)	Other Ethnicity (Ave. Pretest Scores)	3GG (Ave. Pretest Scores)	Students with Disabilities (Ave. Pretest Scores)	Gifted Students (Ave. Pretest Score)
2B	15.1	17.0	11.5	11.0	22.3
2E	18.5	20.0	17.0	17.0	21.1
2P	16.3	19.0	11.0	8.0	23.0
TOTALS	16.6	18.7	13.2	12.0	22.1

Step 2: Analyze student work specific to the data	<ul style="list-style-type: none"> • Determine overall student strengths. • Are there patterns or trends?? 	<ul style="list-style-type: none"> • Were there common errors? • Are there urgent needs? 	<ul style="list-style-type: none"> • Were there misconceptions? • Prioritize needs for next steps.
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What does the data tell you about the students' learning?

Overall student strengths (80% - 100%) are identified in blue.

Urgent needs are kindergarten or 1st grade standards that only 70% or below of the students got correct.

Next steps are the 2nd grade standards.

Grade Level	Common Core State Standard	Common Core State Standard Description	Percent of 2 nd Grade Students Correct
K	CCSS.ELA-Literacy.L.K.2a	Capitalize the first word in a sentence	65%
		Capitalize the pronoun /	95%
1st	CCSS.ELA-Literacy.L.1.2a	Capitalize dates	94%
		Capitalize names of people	82%
1st	CCSS.ELA-Literacy.L.1.2b	Use end punctuation for sentences: periods (.)	94%
		question mark (?)	60%
		exclamation point (!)	70%
1st	CCSS.ELA-Literacy.L.1.2c	Use commas in dates	69%
		Use commas to separate single words in a series.	21%
2nd	CCSS.ELA-Literacy.L.2.2a	Capitalize holidays, product names, and geographic names.	53%
2nd	CCSS.ELA-Literacy.L.2.2c	Use an apostrophe to form contractions.	27%
		Use an apostrophe in frequently occurring possessives.	23%
3rd	CCSS.ELA-Literacy.L.3.2c	Use commas in dialogue.	14%
		Use quotation marks in dialogue.	13%

Common Errors - Some second graders are not consistently capitalizing the first word in a sentence. Also, the students are not consistently capitalizing all proper nouns. The most frequently missed proper nouns were Kean (name of school) and Friday (day of the week). A common error in the area of punctuation is placing a period at the end of the interrogative and explanatory sentences. Another common error is the omission of the comma in a date.

Misconceptions - A misconception the second grade students have is that a comma isn't needed in a single word series. Another misconception they have is putting an apostrophe before the letter 's' in a plural word or verb ending in 's' (i.e. book's or tell's).

Prioritized next step needs:

1. All second grade students consistently capitalize the first letter of every sentence.
2. Use correct end punctuation (? and !).
3. Use commas correctly in a date and in a single word series.
4. Capitalize proper nouns correctly.
5. Use an apostrophe to form contractions and frequently occurring possessives.
6. Use commas and quotation marks in dialogue.

Step 3: Establish shared expectations for implementing specific effective changes in the classroom

- How will students be grouped for instruction?
- What differentiated strategies will be used?

- When will this instruction happen, e.g., during core class, intervention period, enrichment time, after-school tutoring?
- What support/training in a specific strategy is needed?

- Determine length/frequency of instruction. How many minutes/days and weeks?
- Decide on post assessment.

What instructional strategies will be employed in the classroom to address individual student needs?

Based on the range and frequency of student scores and adult support available students were placed into 6 subgroups: two Intensive groups, a Targeted group, a Benchmarked group, and 2 Advanced groups.

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
2B																													
2E																													
2P																													
Total	1											3	3		5	4	9	3	9	6	3	9	4	6	3	1	1		

Teacher (# of students)	Intensive (Red) # of students - average pretest scores 0 - 12 Reed	Intensive (Red) # of students - average pretest scores 14-15 Beckett	Targeted (Yellow) # of students - average pretest scores 16-18 Egli	Benchmarked (Green) # of students - average pretest scores 19-20 Caldwell, Parker, & Technology	Advanced (Blue) # of students - average pretest scores 21-22 Caldwell, Parker, & Technology	Advanced (Blue) # of students - average pretest scores 23-28 Caldwell, Parker, & Technology
2B (22)	3 - 11.3	3 - 14.7	9 - 17.2	2 - 20.0	4 - 21.0	1 - 24.0
2E (22)	3 - 11.7	3 - 14.3	3 - 17.7	3 - 21.0	5 - 21.4	5 - 23.6
2P (23)	1 - 0	3 - 14.3	6 - 16.8	4 - 22.3	4 - 21.5	5 - 23.8
TOTALS (67)	7 - 9.9	9 - 14.4	18 - 17.2	9 - 21.3	13 - 21.3	11 - 23.7

The instruction will take place twice a week for 30 minutes during W.I.N. (What I Need) Time and throughout during core classes when students are writing.

The ultimate goal is to guide students to become proficient writers. The task at hand is to empower students to successfully communicate using their own written and expressive language skills.

The instructional goals for the **intervention groups** in the area of capitalization is to consistently begin all sentences with a capital, always capitalize the pronoun I, capitalize proper nouns, and don't capitalize other words in the sentence or letters in the middle of words. The instructional goal for the area of punctuation is to use correct end punctuation marks, use commas in dates, and use commas in a single word series. If time, introduce the students to the use of an apostrophe to form contractions. The instructional strategies used were modeling, repeated practice, visual aids, manipulatives, an acronym to remember capitalization rules (M.I.N.T.S.), and use of authentic student writing to teach and practice concepts.

The instructional goals for the **targeted group** are to correctly capitalize proper nouns and use commas in a date and in a single word series. Introduce apostrophes to form a contraction. If time, introduce the use of an apostrophe in possessive nouns. The instructional strategies used were a mini-lesson followed by interactive technology on the Smart Board.

The instructional goals for the **benchmark** and **advanced** groups are to correctly use commas (dates, series, and quotes), apostrophes in contractions and possessives, and quotation marks in dialogue. The instructional strategies used were modeling, interactive technology using the Smart Board, practicing and responding, sharing, and providing peer and teacher feedback.

The posttest will be the same assessment as the pretest.

<p>Step 4: Implement changes consistently across all classrooms</p>	<ul style="list-style-type: none"> • <i>Tie walk-throughs to the strategies the TBT has chosen to implement.</i> 	<ul style="list-style-type: none"> • <i>Ensure feedback is provided to the staff.</i> • <i>Peer to peer classroom visits can occur to work as a team on tuning the instructional strategy.</i>
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What will be observed in the classrooms?
 What will the teacher be doing? What will the students be doing?

The teachers will provide developmentally appropriate instruction, the instructional tools will vary to meet the needs of students, provide timely and meaningful feedback, monitor student progress using multiple methods of assessment, and gradually release responsibility of learning to students.

The students will know and verbalize the learning goals when asked. Students will be actively engaged in the lessons. They will be writing, listening, and talking. Students will be working in flexible groups (independently, with partners, and whole group). Students will be interacting with technology.

Step 5: Collect, chart and analyze pre/post data	<ul style="list-style-type: none"> Everyone comes with assessments scored and data ready. 	<ul style="list-style-type: none"> Best practices shared from classroom teachers with high student results on post-test 	<ul style="list-style-type: none"> Include pre data and post data for all students and any subgroups Use same chart from Step 1 to collect/record data
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What does the post-data look like? What instructional practices proved to be successful?

Teacher Name	# and % of students who took assessment		# and % of students at benchmark (+21 or higher)		# and % of students approaching benchmark (+17 - +20) (Performance Goal = 5% or improvement each week)		# and % of students far below benchmark (+16 or below)	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
Beckett	22/22 (100%)	22/22 (100%)	5 (23%)	14 (64%)	8 (36%)	6 (27%)	9 (41%)	2 (9%)
Egli	22/23 (96%) *homebound student	21/22 (95%) *Student WD	10 (46%)	17 (77%)	6 (27%)	2 (9%)	6 (27%)	2 (9%)
Parker	23/23 (100%)	21/21 (100%) *2 students WD	9 (39%)	12 (57%)	7 (30.5%)	6 (29%)	7 (31%)	3 (14%)
TOTALS	67/68 (99%)	64/65 (98%)	24 (36%)	43 (66%)	21/68 (31%)	14/65 (22%)	22/68 (32%)	7/65 (11%)
					Approaching Proficient		Far Below Proficient	
			Proficient		Not Proficient			

Teacher	Economically Disadvantaged		Other Ethnicity		3GG		Students with Disabilities		Gifted Students	
Assessment	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
2B	15.1	20.0	17.0	22.5	11.5	19.0	11.0	17.0	22.3	24.3
2E	18.5	23.0	20.0	22.7	14.5	23.0	17.0	23.0	21.1	23.9
2P	16.3	18.1	19.0	22.0	11.0	18.2	8.0	13.0	23.0	26.0
TOTALS	16.6	20.4	18.7	22.4	12.3	20.1	12.0	17.6	19.9	24.7

The students in the Intensive groups did best when they created or corrected sentences that they had written rather than sentences provided on worksheets. The use of interactive technology on the Smart Board was effective for the targeted and advanced groups. The instructional goals and methods were specific to the needs of a group of students. Students were actively engaged in their learning.

Meeting Evaluation	<ul style="list-style-type: none"> • <i>What was the level of implementation of the 5-Step Process - full, partial, not at all?</i> 	<ul style="list-style-type: none"> • <i>What did we learn - successes and obstacles?</i> • <i>Reflections</i> 	<ul style="list-style-type: none"> • <i>What do we need as a result of this meeting... obtain PD, receive support, additional resources, etc.</i>
<p>What was successful? What needs to be revised or changed?</p>	<p style="text-align: center;">Our team fully implemented the 5-Step Process.</p> <p>Successes:</p> <ol style="list-style-type: none"> 1. A total of 43/65 (66%) of the second graders scored proficient on the posttest. That is an increase of 19 students (30%). 2. There are now only seven students (11%) that are far below proficient. Fifteen students moved out of this category. 3. Each subgroup made considerable improvement. The average improvement ranges from the least amount of 3.7 points (Other Ethnicity) to the most amount of 7.8 points (3GG students). <p>Obstacles:</p> <ol style="list-style-type: none"> 1. Discuss consistency of scoring on rubrics. 2. Discuss effectiveness of groups of students moving from teacher to teacher to independently using technology. (The benchmark group scored had negative improvement (-0.3%). <p>Reflections:</p> <ol style="list-style-type: none"> 1. Continue to practice the use of correct capitalization and punctuation. 2. Only 4 /15 (27%) of the gifted students made the improvement goal of 4 points. Yet, 14/15 (93%) met grade level expectation. How can we be sure that our gifted students are making a year's worth of growth? 3. The intensive groups made an average of 4.25 points of improvement. However, 9/15 (60%) did not meet grade level expectation. Continue to work on using correct capitalization and punctuation. 		
Communicate	<ul style="list-style-type: none"> • <i>What message(s) needs to be delivered?</i> • <i>How will the message be delivered?</i> 	<ul style="list-style-type: none"> • <i>Who needs to receive the message ...students, families, other TBTs, BLT?</i> • <i>What feedback, if any, is needed?</i> 	
How will two-way communication be accomplished?	<p>Communicate with first grade team at the next vertical TBT meeting the areas the students showed mastery (correct capitalization of the pronoun I, dates, and names as well as periods) and the areas of instructional need (use commas to separate single words in a series).</p> <p>Parents were informed of their progress in the areas of capitalization and punctuation on the report card and again at parent/teacher conferences.</p>		

Assignments/Next Steps	<ul style="list-style-type: none"> • <i>What needs to be done between now and the next meeting?</i> • <i>Who is assigned to do it?</i> 	<ul style="list-style-type: none"> • <i>What do we need to bring to the next meeting?</i>
What are the next steps to prepare for the next meeting?	<p style="color: blue;">Kaley Egli is the lead teacher for the next TBT meeting. The focus of the TBT is money. Our next meeting is scheduled for December 3rd. However, we will be presenting at the OLAC conference in Columbus. Therefore, we need to reschedule the next TBT.</p>	

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

- **How should the teacher's inform the students of their progress and improvements on TBT assessments - data notebooks?**

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