TBTs...From the Meeting to the Classroom

Rebecca Biever, RtI/Intervention
Maryellen Meden, IS
Sharon Meek, 1st Grade
Rhonda Sprouse, 1st Grade
Jessica McIlhenny, Guidance
Jodi Armstrong, Principal
Learning Targets

1. Provide background information about our district in order to connect with a diverse audience.

2. Discuss ways our building has maximized limited resources to address OIP objectives.

3. Explain how we use TBTs to ultimately create an atmosphere for individualized instruction/intervention in the classroom (structure, differentiation, professional development).
Background

Jodi Armstrong, Principal
Current enrollment: 347 (PS–6); Rural District; 70% ED
In 8 years, Green Elementary has gone from 26 total teachers across seven grades (K–6) to 18; 30% reduction in teaching staff.
Majority of teachers had 1–8 certification; mobility “kicked-in”
Among the remaining 18 teachers (K–6), 10 (56%) have moved, added, or redefined grade level/teaching assignments
In April 2009, our Primary Building was partially condemned; we moved 208 students into our existing Elementary (3–6) building
Loss of 6 teachers the summer of 2012, replaced by 3 new hires, 3 internal moves, and ultimately 2 lost positions. This was due to financial concerns and reduced enrollment.
November 2012 passed an operating levy after 3 failed attempts

Fall 2010, Green Local School District voluntarily begins OIP

Set goals around formative assessments, leadership teams, cooperative planning time, professional development, climate, reading and math progress

Fall 2013, GLSD begins process of rewriting OIP goals

How does a district facing staffing and financial barriers move forward to meet high expectations?
<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment PS-6</th>
<th>Rating</th>
<th>Indicators</th>
<th>PI</th>
<th>AYP</th>
<th>VA</th>
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<tr>
<td>2008-2009</td>
<td>375</td>
<td>Effective</td>
<td>5/12</td>
<td>90.6</td>
<td>Not Met</td>
<td>Above</td>
</tr>
<tr>
<td>2009-2010</td>
<td>360</td>
<td>Effective</td>
<td>4/10</td>
<td>91</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>2010-2011</td>
<td>359</td>
<td>Effective</td>
<td>8/10</td>
<td>93.1</td>
<td>Met</td>
<td>Met</td>
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<tr>
<td>2011-2012</td>
<td>349</td>
<td>Effective</td>
<td>8/10</td>
<td>96.7</td>
<td>Met</td>
<td>Met</td>
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<tr>
<td>2012-2013</td>
<td>343</td>
<td>DNA</td>
<td>4/9</td>
<td>90.6</td>
<td>DNA</td>
<td>B</td>
</tr>
<tr>
<td>2013-2014</td>
<td>347</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
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</table>
Maximizing Resources
Supporting Implementation of TBTs

- Common planning time through the creation of 2 computer labs; pooling grant resources (RttT, ECE, 21st Century) and fund raisers, reassigning teacher aides (library and computer lab combination)
- Revision of duty schedule to keep intervention personnel together
- Streamlined assessment process as a part of the regular computer lab schedule
- Intervention team conducts additional baseline assessments the first two weeks of school with minimal interruption of regular education teachers’ classroom management
Supporting Implementation, cont.

- Use a combination of paper-based and projected data during meetings
- Use the 5-Step Process as our guide
- Data flows from TBTs ➔ BLTs ➔ DLTs and back according to information to be shared; email summaries and weekly staff memos
- Staffing: during reduction of teaching staff which included a transition from three homerooms per grade level to two; 2 grade level teachers became “RtI” teachers working across multiple grade levels to provide additional support for struggling students
## Weekly “Special” Schedule/Collaborative Planning

<table>
<thead>
<tr>
<th>Comp. Lab (112)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Comp. Lab (112)</th>
<th>Friday</th>
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<tr>
<td>9:30-10:00</td>
<td>Floyd</td>
<td>Brigner</td>
<td>Floyd</td>
<td>Brigner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Russell</td>
<td>Harmon</td>
<td>Russell</td>
<td>Harmon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-11:33</td>
<td>Morris</td>
<td>Kochendoerfer</td>
<td>Morris</td>
<td>Kochendoerfer</td>
<td>11:00-11:30</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; (alt)</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Perkins</td>
<td>Evans</td>
<td>Perkins</td>
<td>Evans</td>
<td>11:30-12:00</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; (alt)</td>
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<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>12:00-12:30</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; (alt)</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Duty</td>
<td>Duty</td>
<td>Duty</td>
<td>Duty</td>
<td>12:30-1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Sprouse</td>
<td>Meek</td>
<td>Sprouse</td>
<td>Meek</td>
<td>1:00-1:30</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; (alt)</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Boyd</td>
<td>Randolph</td>
<td>Boyd</td>
<td>Randolph</td>
<td>1:30-2:00</td>
<td>K (alt)</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Otworth</td>
<td>Oakes</td>
<td>Otworth</td>
<td>Oakes</td>
<td>2:00-2:30</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; (alt)</td>
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<tr>
<td>2:30-3:00</td>
<td>Open Lab</td>
<td>Open Lab</td>
<td>Open Lab</td>
<td>Planning/Dismissal</td>
<td>2:30-3:00</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; (alt)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Comp. Lab (104)</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Comp. Lab (104)</th>
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<td>9:30-10:00</td>
<td>Brigner</td>
<td>Floyd</td>
<td>Brigner</td>
<td>Floyd</td>
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<tr>
<td>10:30-11:03</td>
<td>Harmon</td>
<td>Russell</td>
<td>Harmon</td>
<td>Russell</td>
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<tr>
<td>11:00-11:33</td>
<td>Kochendoerfer</td>
<td>Morris</td>
<td>Kochendoerfer</td>
<td>Morris</td>
<td>11:00-11:30</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; (alt)</td>
</tr>
<tr>
<td>11:30-12:03</td>
<td>Evans</td>
<td>Perkins</td>
<td>Evans</td>
<td>Perkins</td>
<td>11:30-12:00</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; (alt)</td>
</tr>
<tr>
<td>12:00-12:25</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>Library</td>
<td>12:00-12:30</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; (alt)</td>
</tr>
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<td>Lunch</td>
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Impacting Classroom Instruction/Structure

Rebecca Biever, 3rd/4th RtI, Maryellen Meden, K-3 IS, and Jessica McIlhenny, Guidance Counselor
Data to Drive Instruction

- (K–6) STAR Reading and Math/Monthly; track whole group in the hallway, discuss individual and small group results during TBTs
- (K–3) DIBELS: baseline, mid-year, and post
- (K–2) Wilson “Fundations” Program; daily instruction; bi-weekly individual assessments within course of regular schedule
- Attendance, behavioral factors as applicable to student learning, AR, AM, math fluency, and curriculum concerns/gaps during ongoing CCSS transition also discussed
Data + Teacher Strengths = Student Growth

- 3rd Grade: “Power Hour”: using skill-specific student data to regroup according to need; Multi-sensory/phonics, comprehension, enrichment, on-track (alternates daily)
- 4th Grade: Skill-based instruction; small group (daily)
- 5th and 6th: Elective Schedule to support intervention and enrichment (30 minutes Monday–Wednesday)
Pathway to Proficiency
Growth of Skill–Targeted Group

**Grade: 3**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Selection</th>
<th>SS</th>
<th>GE</th>
<th>PR</th>
<th>MCI</th>
<th>WIL</th>
<th>WOSF</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>18 Students Selected</td>
<td>197</td>
<td>1.9</td>
<td>11</td>
<td>23.8</td>
<td>1.3</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Pretest</td>
<td>294</td>
<td>2.5</td>
<td>27</td>
<td>37.3</td>
<td>2.4</td>
<td>71</td>
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<tr>
<td></td>
<td>Change</td>
<td>+97</td>
<td>+0.8</td>
<td>+18</td>
<td>+13.4</td>
<td>+1.1</td>
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</tbody>
</table>

*After 3 months*
Impacting Classroom Instruction/Differentiation

Sharon Meek and Rhonda Sprouse, 1st Grade Teachers
Classroom Practices

- Student ownership; differentiated goals
- Tracking Student Data
- Learning Styles
- Multi-Sensory
- Higher Order Thinking Skills (HOTS)
- K–2 Wilson “Fundations”
- Additional Intervention with Mrs. Knapp
- Celebrate student success!
Pathway to Proficiency

Goal: Reach and Maintain 80%
Photo Gallery

- **-an**
  - Jon
  - Don

- **-at**
  - bat
  - cat
  - mat

- **-ack**
  - Jack
  - back
  - pack
  - sock

1. bat
2. can
3. cat
4. dad
5. mom

1. 6. m at
2. 7. ran
3. 8. at
4. 9. s ack
5. 10. b ack
Dear Parents,

Some of you have been asking what kind of books you can get for your child to practice on his/her level. I have started compiling a list. Some of these should help:

- Frog and Toad books by Arnold Lobel  
- Owl at Home by Arnold Lobel  
- Dr. Seuss series  
- Cynthia Rylant - Easy Readers  
- Henry and Mudge  
- Elephant and Piggie  
- The Paws in the Rescue series by Andrew Clements  
- I Love You Little Bear books  
- Margaret Hillert Easy Readers  
- I Wish That I Had Duck Feet  
- Fly Guy series by Tedd Arnold  
- Richard Scarry's Dictionaries  
- Biscuit books by Alyssa Satin Capucilli

Also remember that it is equally important for parents to read to their child often. If you model good reading, reading "with style" (making your voice sound like the characters) then your child is more likely to develop their own "story voice" and love reading as well.

**Cool Learning Websites:**
- [www.spellingcity.com](http://www.spellingcity.com)  
- [http://teacher.scholastic.com](http://teacher.scholastic.com)  
- [www.gonkwordsearch.org](http://www.gonkwordsearch.org)  
- [http://sooq-tree.com](http://sooq-tree.com)  
- [www.time4learning.com](http://www.time4learning.com)  
- [www.handswritingforkids.com](http://www.handswritingforkids.com)  
- [www.kbeara.com](http://www.kbeara.com)  
- [www.internet4classrooms.com/skills_1st.htm](http://www.internet4classrooms.com/skills_1st.htm)  
- [www.starfall.com](http://www.starfall.com)

**Other educational games & toys:**
- Leap Pad  
- Leap Frog Electronic Math Toy  
- Scrabble OR Boggle Jr. (to practice word building)  
- Addition/Subtraction Flash Cards
Photo Gallery
Weekly Goals:
- read & spell words using short /a/ + -ck
- know rhyming words
- tell the characters and setting
- write sentences using nouns, verbs, + adjectives
- describe realistic fiction stories

Math - subtract by finding missing parts
- write subtraction number sentences
- subtract to compare numbers
Student Celebration!
Impacting Classroom Instruction/PD

Jessica McIlhenny, Guidance Counselor
"Where are we now?  

Where are we going?  

How can we close the gap?“  

- Changed school climate/targeted instruction  
- Common language among staff  
  - Learning Targets  
  - Ownership  
  - Validation/Feedback  
  - Evidence
# Rules of Engagement: David Shepard

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Corners</td>
<td>Prior to class put up in your room on four opposite walls: Strongly Agree, Agree, Disagree, and Strongly Disagree.</td>
</tr>
<tr>
<td>Higher Order Thinking Questions</td>
<td>Post a chart of questions to guide teacher questioning</td>
</tr>
<tr>
<td>Exit Tickets</td>
<td>What I learned today</td>
</tr>
<tr>
<td>Sticks of Fate</td>
<td>Popsicle Stick Discussion Tools</td>
</tr>
<tr>
<td>Graphic organizers</td>
<td>Help students organize thinking</td>
</tr>
<tr>
<td>Think- Pair-Share</td>
<td>Think-pair with another-share</td>
</tr>
<tr>
<td>Mix and Match</td>
<td>Pictures divided into 2 categories</td>
</tr>
</tbody>
</table>

**MOVE, Think, Move**

**Active Learning!!!**
Poverty is relative.
Poverty occurs in all races/all countries.
Generation & situational poverty are different.
Individuals bring with them hidden rules of their class.
Schools operate from the middle-class norms and values.

We must understand the hidden rules but teach students the rules that will make them successful. We must teach them that there are two sets of rules.
We cannot excuse or scold students for NOT KNOWING; we must teach them and provide support, insistence, and expectations.
Pat Quinn: The RtI Guy

Pat Quinn is known nationally as “The RTI Guy” and is the author of the nation’s largest newsletter dedicated specifically to helping teachers implement Response to Intervention.
Team Summary

Jodi Armstrong, Elementary Principal
DLT: District Leadership Team meets quarterly. Sets district vision based on BLT data

BLT: Building Leadership Team analyzes TBT data to inform and improve instructional practice and make necessary adjustments based on data; suggests PD based on teacher/student needs

TBT: Teacher Based Teams. Use classroom data to make grade level decisions; meets monthly after each STAR assessment cycle

Vertical TBTs: suggested by the BLT; meets end of each semester (PS-2; 2-4; 3-6). Purpose: address focused curriculum and developmental needs

Peer Observation Teams (just started)
The Ohio 5-Step Process: A Cycle of Inquiry

Step 1: Collect and chart data to identify how students are performing/progressing.

Step 2: Analyze student work specific to the data.

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

Step 4: Implement changes consistently across all classrooms.

Step 5: Collect, chart and analyze pre/post data and determine effectiveness of practices.
Summary and Discussion

- Barriers can foster creative approaches
- Students and teachers take ownership of data
- Speak a Common Language/Great Conversations
- Shared Leadership
- Staff Buy-In and Unity
- Transparency
- Accountability
- Expectations and Appreciation are High
Shared Resources

1. Power Point
2. Documentation Forms for Leadership Teams (TBT, BLT, DLT)
3. Schedules
4. 5-Step Process
5. TGRG Plans per Grade
6. Examples of Differentiated Assignments/Assessments
Contact us....

Rebecca Biever, 3rd/4th Intervention  
rebecca.biever@green.k12.oh.us  
Maryellen Meden, K-3 IS  
maryellen.medden@green.k12.oh.us  
Sharon Meek, 1st Grade  
sharon.meek@green.k12.oh.us  
Jessica McIlhenny, Guidance  
jessica.mcilhenny@green.k12.oh.us  
Rhonda Sprouse, 1st Grade  
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Jodi Armstrong, Elem. Principal  
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