
The 3 C's of Successful TBTs

— Collaboration, Collective Inquiry —
and Coaching

<http://tinyurl.com/hmsklm3>

Intended Outcomes

To learn how to put “success” into building a school culture through Teacher Based Teams by:

Collaboration --- through the experience of one building principal and school psychologist

Collective Inquiry --- through the experience of two teachers that are a part of a Teacher Based Team (TBT) and the Building Leadership Team (BLT)

Coaching --- through the experience of their “coach”

Who We Are:



Principal: Dr. Sally J. Raso

School Psychologist: Mrs.
Lindsay Arndt

Teachers: Mrs. Katie Hawk
and Miss Megan Hall

Coach: Dr. Lynn Hruschak,
SST3/ESCCC, Curriculum
Coordinator

Our District and School

District :

School:

1 Early Learning Center
6

Grades K-

6 Elementary Schools
2 Mod/Intensive Needs Classrooms

2 Middle Schools
Enrollment: 318

1 High School

Enrollment: 5411

Demographics

	District	School
Attendance	95.5%	96.4%
Mobility	4.6%	2.2%
Students with Disabilities	6.9%	14.6%
Economically Disadvantaged	18.1%	10.2%
Limited English Proficient	5.2%	3.7%
Hispanic	3.2%	3.8%
Multiracial	3.5%	4.7%
White, Non-Hispanic	85.9%	86.9%
Black, Non-Hispanic	3.5%	1.7%

Collaboration

Dr. Sally J. Raso & Mrs. Lindsay Arndt

Data



Subject	District: Proficient or Above (%)	School: Proficient or Above (%)
Grade 4 ELA	88%	94%
Grade 5 ELA	86%	93%
Grade 6 ELA	89%	95%
Grade 3 Math	86%	85%
Grade 4 Math	77%	84%
Grade 5 Math	86%	95%
Grade 6 Math	80%	90%

Collaboration



Using School Created Assessments

AIMS Web Meetings - 5 Times a Year

Model the 5-Step Process



Introducing TBTs - Year 1

Connection to What We Have Been Doing

[OLAC Video BLT](#) : Alignment of DLT, BLT, TBT; Building Level Team; Collaboration: BLT

BLT Buy In:

[BLT Introduce a "Problem" - Act It Out](#)

Grade Levels - [Entrance Slip](#)

Teaming Discussions (What about the outliers)



TBTs - Year 2

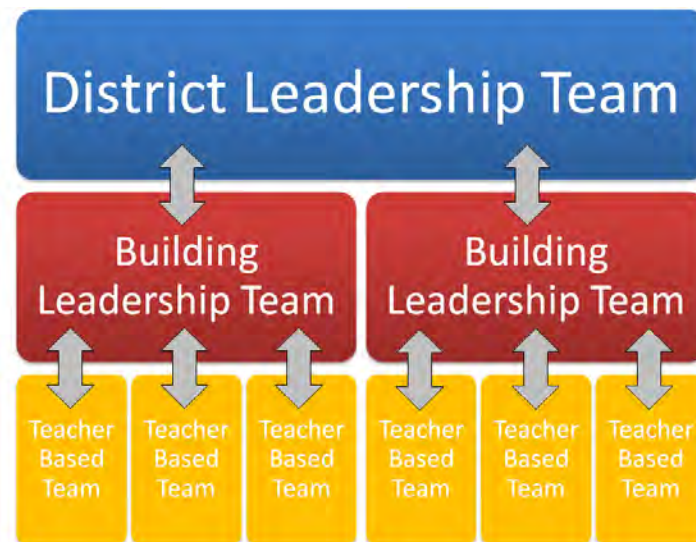
DLT → BLT → TBT

[OLAC Videos - TBTs](#) : 2nd Grade - Chesapeake Elementary; Collaboration: Teacher Based Teams

Carve Out Time to Meet - 30 Minutes /Week

[BLT Guidance to Individual TBTs](#)

Focus - Moving Numbers



TBT - Year 3

Carve Out Time to Meet - 1 Hour/Week

Google Classrooms

ANCHOR STANDARDS

TBT → BLT → DLT

Reading Literature and Informational	Writing	Speaking and Listening	Language
Key Ideas and Details (<i>standards 1-3</i>): Model comprehension strategies so students can comprehend key ideas and details in multiple readings of the text.	Text Types and Purpose (<i>standards 1-3</i>): Ask students to write narratives, informative pieces, or arguments that incorporate key ideas and details.	Comprehension and Collaboration (<i>standards 1-3</i>): Allow students to discuss text with peers before writing (<i>standards 1-3</i>).	Conventions of Standard English (<i>standards 1-2</i>): Highlight specific conventions in an author's writing. Choose a focus skill and have students implement it in their own writing.
Craft and Structure (<i>standards 4-6</i>): When reading, ask students to pay attention to the author's craft and use of language.	Production and Distribution of Writing (<i>standards 4-6</i>): Ask students to implement techniques discussed during exploration of author's craft to revising their narrative, informative, or argument piece.	Presentation of Knowledge and Ideas (<i>standards 4-6</i>): Ask students to evaluate an author's point of view, reasoning, and use of evidence in the text and ask them to present findings to peers.	Knowledge of Language (<i>standard 3</i>): Ask students to pay attention to how the language in the text affected the meaning and style and how context is used to help define new vocabulary.
Integration of Knowledge and Ideas (<i>standards 7-9</i>): Introduce visual literacy/diverse media to support or supplement text to improve comprehension.	Research to Build Knowledge: (<i>standards 7-9</i>): Have students use the new information from the diverse media and/or the evidence from the text (key ideas and details) to draft a narrative, informational or argument.		Vocabulary Acquisition and Use: (<i>standards 4-6</i>): While working toward knowledge of language, incorporate the use of new words and phrases, including figurative language.
Range/Level of Text Complexity (<i>standard 10</i>): Read and comprehend appropriately challenging texts proficiently.	Range of Writing (<i>standard 10</i>): Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.		



Communication

Teacher Teams are characterized by supportive and shared leadership, shared values and vision, collective responsibility for student learning, promotion of personal reflection and team collaboration, and supportive physical and personal conditions. Collaborative teacher teams involve educators in critical conversations that focus on student learning results and effective instructional practices. (Astuto, 1993; DuFour, 1998; Garmstrom, 1999; Hord, 1997; McLaughlin & Talbert, 1993)

“Real reform occurs when teachers convene, trade ideas, implement and refine them in their classrooms, and become sounding boards and resources for one another.” —Diana Lam

[TBT Form Example](#)

Communicate Effectively

Utilize Active
Listening
Strategies

Communicate
Face to Face

Give Respectful,
Specific
Feedback

Email and Share
Resources


Collective Inquiry



Collective Inquiry



How do you pick your pre-assessment?

- Needs you're observing in the classroom
 - previous content taught that students are still struggling with
- Upcoming content
 - next chapter or unit taught
- Common Assessments
 - district wide SLO's and c assessments (Formative and Summative)

Collaboration Activity

- 1) Take a look at our Pre-Assessment
- 2) Talk with your table group about the struggles that you think the students had with subtraction
- 3) Each table will share their thoughts



Pre-Assessment Results

[Pre-Assessment #1](#)

[Pre-Assessment #2](#)

[Pre-Assessment #3](#)

After viewing our results, make observations and discuss with your table.

What are some areas of growth?



Pre-Assessment Results

The students struggled with...

- 1) Following the directions in questions 1-6. The students did not **subtract 2**. Instead, they plugged in their own digit.
- 2) In problems 7-12, students struggled with subtracting one digit from two digits.
- 3) In problems 13-14, students struggled with finding the value of the tens place.

Quick Thought!

There is so much to talk about during TBT's and it's easy to get off task. As a way to use time effectively, come to your TBT with the pre-assessments graded and data already recorded in the TBT form.



TBT

Now, you will meet with your TBT and bring your pre-assessment to discuss the student's strengths and weaknesses.

Next, you will discuss what interventions/[high yield instructional strategies](#) that would be developmentally appropriate for your student's needs.



Interventions

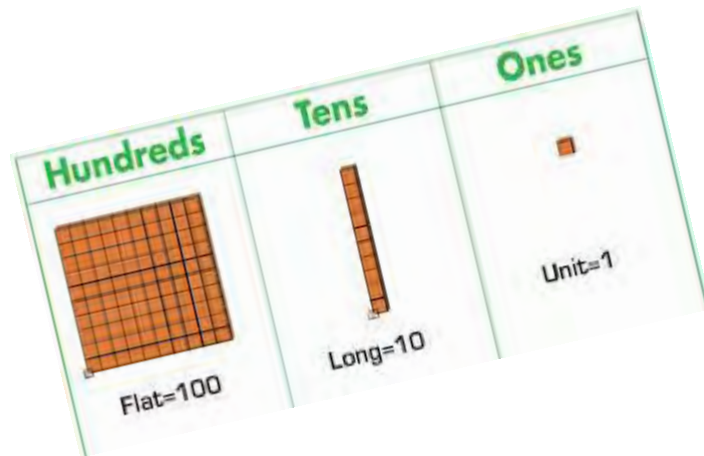
Based on our student's needs we chose the following interventions for following directions, place value, and subtraction with regrouping.

- 1) **Following Directions** (this intervention is only for those who couldn't follow directions. There is no enrichment.)
 - a) Meet with a small group and discuss the importance of reading directions before beginning work. Each student will be given a slip including 5 directions which will be read orally (because this is not testing their reading). Then, on their dry erase board, they will follow the directions by completing the tasks stated.
 - b) Play "Teacher Says" which is just like "Simon Says"

Interventions (Continued)

2) Place Value (this intervention is for those students who could not correctly identify the value of the tens place. This is a review therefore we are only meeting with the students who continue to struggle)

- a. Using base 10 blocks the students will be modeling a given number on their place value mat. Then, they will be writing the value of each digit on a dry erase board.



Interventions (Continued)



3) 2 digit subtraction with regrouping (this is for reteaching and enriching because it's new material)

- a. Reteach - Students will model the value of a number using base 10 blocks and practice regrouping by exchanging a long (set of 10) for 10 cubes (ones).
- b. Enrichment - The students will be using a deck of cards to build two 3 digit numbers. Using a dry erase board, They will write the larger number on top of the smaller number and subtract. The students can also use MobyMax to work on math facts and math application on their chromebooks.

Instructional Strategies

As you are planning your interventions, you should refer to [Marzano's Instructional Strategies](#) when choosing interventions for your students. Choose strategies that you are not already using in your classroom. Here are the Marzano high yield strategies we used:

- Cooperative Learning - Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.
- Nonlinguistic Representation - Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.

Quick Thought

For the purpose of this presentation, we focused on intervention. Remember that enrichment opportunities are equally as important. Do not forget to stretch the thinking of those students who have already “gotten it”.



Reevaluate

After a few days of instruction, you could reevaluate your students to see if they are making progress or falling behind. This information will help guide your interventions and allow you to make changes as needed.



Post Assessment

At the end of the unit, you will need to give a post assessment to see if your students made progress or not. The post assessment should be the same as the pre-assessment so the data is reliable. The data from the post assessment will show you who needs to continue receiving intervention in the future (after moving forward to the next unit).

We are still still teaching the subtraction unit therefore we don't have post-assessment data to share with you

TBT in Action

Here is a video of us TBT'ing after administering and grading the Pre-Assessment



Going from Good to Great

— What Effective Coaching Can Do —
For You

OLi4: Performance Coaching



- There are different kinds of coaching (e.g. instructional coaching, cognitive coaching, etc).
- This is a process about helping principals take action and meet their goals and the goals of the project.
- The project, Ohio Leadership for Inclusion, Implementation and Instructional Improvement --- hence, OLi4 --- uses targeted professional development that includes coaching as a component to foster shared leadership.

Why does everyone need a coach?



“The one thing people are never good at is seeing themselves as others see them...a coach really, really helps them.” Eric Schmidt

- Give a new perspective
- Focus on best practices
- Connect Colleagues to Increase Opportunities for Networking
- Provide Personal Learning
- Share Non-Evaluative Feedback

RESEARCH ON COACHING

- Coaching: The New Leadership Skill, *Educational Leadership* (2011).

The entire journal is about the role of the coach, the principal as coach, leadership being provided a coach, teachers having a coach, the role of a coach being integral to school improvement. Michael Fullan, Jim Knight, Elle Allison, Joellen Killion, etc.

- Leadership Performance Coaching, Elle Allison, Lead and Learn Press, (2011).

Learning takes place when...

Professional Learning Strategies and their Level of Impact

Components of Training	Awareness Plus concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching/Study Teams/Peer Visits	90%	90%	85-90%

Source: Student Achievement through Staff Development, 3rd Edition, Joyce and Showers.

Leadership Performance Coaching

- Focus on two priorities:
Classroom Observations/Coaching
TBTs and BLTs
- Coaches ask the coachees to engage in high impact action
- Formal coaching agreements and a Semester Plan



Coaching Contract

- A set number of coaching sessions
- Over a defined period of time
- Requires coachees to identify the work (2 priorities) they will be coached on
- Development of the semester plan
- Working alone/with your coach --- **what are the most important actions this year?**

Sally's Work 2015-2016

TBT STRENGTHS

TBTs all teams meet and are beginning to look at the big picture/understand the work. Some teams function better than others. Intervention specialists are all assigned to a team.

TBT GROWTH

Support teams that need it; they are all focusing on instructional strategies this year; making sure that the form isn't the focus --- starting to see this as a tool to support their work.

Sally's Work 2015-2016

BLT STRENGTHS

Membership of the team has one grade level representative

Last year, instrumental with the implementation and support of the teams

BLT GROWTH

Would like an intervention specialist as a team member, supporting the focus of instructional strategies, continuing to build capacity and exploring potential ways they can provide feedback to the TBTs.

Sally's Work 2015-2016

Instructional Walkthroughs and Observations/Coaching

Sally would like to build the reflective capacity of her teachers. She will use a coaching model to support the development of teacher reflection.

Resources and Activities

- Coaching Prompts for TBTs

See half sheet, laminated paper (folder and online)

- Prioritizing Standards Activity

Template (folder and online); teachers use “guiding questions” to make

decisions about which standards they should unpack and assess collaboratively as a team

- Marzano’s Nine Activity (folder and online)

Each of the “pieces” of the puzzle

Are extremely important to the success of the...



Thank you for being a “piece” ...

Of our presentation today!



Enjoy the Reese's Pieces!!

Contact Information

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Resources

[How to Set Up A Google Classroom](#)

[OLAC videos](#)

[Marzano's High Yield Instructional Strategies](#)

[Anchor Standards](#)

Questions?

Each person holds so much power within themselves that needs to be let out. Sometimes they just need a little nudge, a little direction, a little support, a little coaching and the greatest things can happen.

Pete Carroll