**Cleveland Heights-University Heights OIP Form** rev. 09/02/2016 **(TBT to BLT Protocol & Feedback)**

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| **Date:** |  | **Time:** |  | **Site:** |  |

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| **Grade Level:** |  | **Department:** |  | **HS Course:** |  |

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| **Facilitator:** |  | **Time Keeper:** |  | **Recorder:** |  |

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| **Team Members Present:** |  |  |  |
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### These forms are to be submitted monthly to your BLT team Leader or liaisons. When you have completed a section or have reached a stopping point for your TBT process, please insert the date on the line by the Stop sign. This date will indicate to your BLT where you are in the 5 step process.

### Planning

* The complete standard is included.
* The Learning Target is identified and aligned to the standard.
* Common assessment questions addressing the standard are at the desired DOK level.

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| **Standard/Indicator/Skill:**(include complete standard) | Standard:Prerequisite Skills: |
| **Learning Targets:**A proficient student will be able to…(“I can” statements) |  |
| **Common Assessment****Questions aligned to this standard:**(align standard content and DOK level) | How will students demonstrate their understanding of this standard? |
| **Common Assessment/Rubric/Grading Protocol** (hyperlink) | Open the common assessment in Google Drive, click on the blue Share button, click on “Get sharable link”, click on “Copy link” and Paste link here |

### *Alignment to OTES Focus for Learning Standard 4:Instruction*

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### STEP 1: Collect and chart data to identify how students are performing/progressing

* Data is ready and brought by all teachers.
* Item analysis is complete.
* Includes # and % of students tested/proficient and not proficient.
* Subgroup data is reported.
* Determine benchmark score for grouping criteria.

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| Student Groups | # of students who took assessment | # of students who are **ADVANCED** | % of students who are **ADVANCED** | # of students who are **PROFICIENT** | % of students who are **PROFICIENT** | # of students who are **BELOW PROFICIENT** | % of students who are **BELOW PROFICIENT** |
| ALL Students |  |  |  |  |  |  |  |
| Teacher 1 (replace with name) |  |  |  |  |  |  |  |
| Teacher 2 (replace with name) |  |  |  |  |  |  |  |
| Teacher 3 (replace with name) |  |  |  |  |  |  |  |
| Teacher 4 (replace with name) |  |  |  |  |  |  |  |
| Students with Disabilities(excludes speech only or 504) |  |  |  |  |  |  |  |
| African American |  |  |  |  |  |  |  |
| Caucasian  |  |  |  |  |  |  |  |
| Economically Disadvantaged (if available) |  |  |  |  |  |  |  |
| English Learner |  |  |  |  |  |  |  |

### *Alignment to OTES Assessment Data Standard 3 Assessment*

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### STEP 2: Use the data in Step 1 and the following guiding questions to identify strengths and weaknesses

* What did students do well and why?
* What did students not do well on and why?
* Were there common errors, misconceptions, or urgent needs?
* Are there patterns or trends?
* Prioritize needs for next step.
* Examples of student work

### *Alignment to OTES Assessment of Student Learning Standard 3: Assessment*

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| **Strengths (and why)** | **Weaknesses (and why)** |
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### STEP 3: Establish Shared Expectations

* 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.

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| Timeline (discuss timeframe for strategy, discussion of student work, revision and post assessment) |  |
| Describe the instructional strategies that will be used to address student needs based on the pre-assessment: |  |
| Post-Assessment | Open the common assessment in Google Drive, click on the blue Share button, click on “Get sharable link”, click on “Copy link” and Paste link here |

### *Alignment to OTES Lesson Delivery, Differentiation, Knowledge of Students, Prior Content Knowledge, Sequence & Expectations, Resources-Standard 1: Students; Standard 2: Content; Standard 4:Instruction; Professional Responsibilities Standard 6:Collaboration and Communication*

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### STEP 4: Consistent Implementation

* Tie walk-throughs to the strategies the TBT has chosen to implement.
* Ensure feedback is provided to the staff.
* Peer to peer classroom visits can occur to work as a team on tuning the instructional strategy.
* How are students being regrouped based on formative assessments?
* What is the evidence that instruction is adjusted based on formative assessments?
* Ensuring that strategies are being implemented among all team members. Appropriate time to examine student work.

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| What evidence of adult implementation will be examined? What will the teacher be doing? |  |
| What evidence/artifacts of student progress will be examined? What will the students be doing? |  |

### *Alignment to OTES Lesson Delivery, Differentiation, Knowledge of Students, Prior Content Knowledge, Sequence & Expectations, Resources-Standard 1: Students; Standard 2: Content; Standard 4:Instruction; Professional Responsibilities Standard 6:Collaboration and Communication*

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### STEP 5: Collect, Chart, and Analyze Post-Assessment Data

* Everyone comes with assessments scored and data ready.
* Best practices shared from classroom teachers with high student, results on post-test.
* 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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| Student Groups | # of students who took assessment | # of students who are **Advanced** | % of students who are **Advanced** | # of students who are **PROFICIENT** | % of students who are **PROFICIENT** | # of students who are **BELOW PROFICIENT** | % of students who are **BELOW PROFICIENT** |
| ALL Students |  |  |  |  |  |  |  |
| Teacher 1 (replace with name) |  |  |  |  |  |  |  |
| Teacher 2 (replace with name) |  |  |  |  |  |  |  |
| Teacher 3 (replace with name) |  |  |  |  |  |  |  |
| Teacher 4 (replace with name) |  |  |  |  |  |  |  |
| Students with Disabilities(excludes speech only or 504) |  |  |  |  |  |  |  |
| African American |  |  |  |  |  |  |  |
| Caucasian |  |  |  |  |  |  |  |
| Economically Disadvantaged  |  |  |  |  |  |  |  |

### *Alignment to OTES Assessment of Student Learning Standard 3:Assessment*

### Meeting Evaluation

* What was the level of implementation of the 5 Step process - full, partial, or not at all?
* What was learned - successes and obstacles?
* What do we need as a result of this meeting? (obtain PD, receive support, additional resources, etc.)
* Who will be responsible for the revision or changes and what is the timeline for implementation?

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| What was successful? What needs to be revised or changed? |  |

### *Alignment to Professional Responsibilities Standard 6:Collaboration and Communication*

### Communication

* What message(s) need to be delivered?
* How will the message(s) be delivered?
* Who needs to receive the message - students, families, other TBTs, BLT, DLT?
* What feedback, if any, is needed?

*Alignment to OTES Professional Responsibilities Standard 6:Collaboration and Communication*

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| How will two-way communication be accomplished? |  |

### Assignments/Next Steps

* What needs to be done between now and the next meeting?
* Who is assigned to complete tasks before the next meeting?
* What needs to be brought to the next meeting?

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| What are the next steps to prepare for the next meeting? |  |

###  *Alignment to Professional Responsibilities Standard 7: Professional Responsibility & Growth*

### Parking Lot

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| What other issues need to be addressed at another date? |  |

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**BLT to TBT Feedback**

The purpose of the BLT is to support TBTs by

* Monitoring ★ Providing Support
* Providing Feedback ★ Communicating

Feedback should be constructive, corrective, and specific and address the following areas of the protocol:

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|  | **Feedback Date** | **BLT Feedback to TBT** |
| **Planning*** Do the “I can” statements address the skills and rigor of the standard?
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| **Collect and Chart Data** * How are students performing?
* What are the strengths, weaknesses, and trends?
* Are data collected from all identified groups?
 |  |  |
| **Shared Expectations*** How were students grouped for instruction?
* What differentiated strategies were used?
* When did the instruction happen, e.g., during core class, intervention period, enrichment time, after-school tutoring?
* What support/training in a specific strategy is needed?
 |  |  |
| **Consistent Implementation*** Was there feedback from walk-throughs or peer to peer observations to support implementation or strategy?
* How are students being regrouped based on formative assessments?
* What is the evidence that instruction was adjusted based on formative assessments?
* Was student work reviewed and analyzed?
* Did the team provide evidence/artifacts of student progress and adult implementation?
 |  |  |
| **Post-Assessment Data*** How well did students perform?
* What are the strengths, weaknesses, and trends?
* Was data collected from all identified groups?
 |  |  |
| **Communication-Next Steps** |  |  |