

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

Date Time Site

Department/Grade level:

Department/ Grade level Chairperson/Facilitator:

Recorder:

Timekeeper:

Team Members Present:

1.	2.	3.	4.
5.	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
What data has been collected by the TBT?			
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.
What does the data tell you about the students' learning?			
Step 3: Establish shared expectations for implementing specific effective changes in the classroom	<ul style="list-style-type: none"> • How will students be grouped for instruction? • What differentiated strategies will be used? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?			

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

Meeting Evaluation	<ul style="list-style-type: none"> What was the level of implementation of the 5-Step Process - full, partial, not at all? 	<ul style="list-style-type: none"> What did we learn - successes and obstacles? Reflections 	<ul style="list-style-type: none"> What do we need as a result of this meeting... obtain PD, receive support, additional resources, etc.
What was successful? What needs to be revised or changed?			
Communicate	<ul style="list-style-type: none"> What message(s) needs to be delivered? How will the message be delivered? 	<ul style="list-style-type: none"> Who needs to receive the message ...students, families, other TBTs, BLT? What feedback, if any, is needed? 	
How will two-way communication be accomplished?			
Assignments/Next Steps	<ul style="list-style-type: none"> What needs to be done between now and the next meeting? Who is assigned to do it? 	<ul style="list-style-type: none"> What do we need to bring to the next meeting? 	
What are the next steps to prepare for the next meeting?			

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

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