

## OHIO 5-STEP TBT PROCESS INVENTORY AND FACILITATION NEXT STEPS

INVENTORY				FACILITATION NEXT STEPS
CHECK THOSE THAT ARE EVIDENT ACROSS THE SYSTEM	IDENTIFY NEEDS TO ENSURE CONSISTENT DISTRICT-WIDE IMPLEMENTATION			IDENTIFY NEXT STEPS TO IMPLEMENT THE OHIO 5-STEP PROCESS
	PD	SUPPORT	TOOLS	
<b>Step 1. COLLECT AND CHART DATA</b>				
<input type="checkbox"/> TBTs have common formative assessment data.				
<input type="checkbox"/> Data are presented in simple graphs and charts that convey complicated or detailed information in a straightforward, understandable manner so that question of educational importance can be understood and discussed by the TBT.				
<input type="checkbox"/> TBTs receive an agenda prior to meetings.				
<input type="checkbox"/> TBTs agree on specific data that should be brought in a common summary form to the meetings.				
<input type="checkbox"/> The BLT provides a summary of student performance and adult implementation data to the TBT.				
<b>Step 2. ANALYZE STUDENT WORK SPECIFIC TO THE DATA</b>				
<input type="checkbox"/> TBTs identify student work/assignment and expectations in terms of qualities that would be present in relation to the common formative assessments.				
<input type="checkbox"/> TBTs use a common protocol to analyze student work.				
<input type="checkbox"/> TBTs look for patterns, including those related to the gender, language, cultural background, disability or program affiliation of the students, plus any other factors that seem relevant.				
<input type="checkbox"/> TBTs identify strengths and obstacles considering consistent /inconsistent skills, misconceptions about concepts/skills, common errors, issues related to subgroups (gender, limited English proficient, disabilities), and patterns of failure.				
<b>Step 3. ESTABLISH SHARED EXPECTATIONS FOR IMPLEMENTING SPECIFIC EFFECTIVE CHANGES IN THE CLASSROOM</b>				
<input type="checkbox"/> TBTs identify a learner-centered problem, or problem of understanding common to many students as evidenced in student performance.				
<input type="checkbox"/> TBTs understand what effective instruction or behavior for the identified problem looks like. What do we want each student to learn, or how do we want them to behave? How will we				

know when each student has learned or acquired it (post-assessment)? How will we respond when a student experiences difficulty in learning or behaving?				
<input type="checkbox"/> TBTs investigate the manner in which they are currently teaching these areas or responding to students, and re-cast the problem as a problem of practice.				
<input type="checkbox"/> TBTs responses to students who experience difficulty are timely, based on intervention rather than remediation, directive and student owned.				
<input type="checkbox"/> TBTs learn from team members, colleagues, consultants, etc. how to implement the specific effective changes in the classroom through job-embedded professional development				
<b>Step 4. IMPLEMENT CHANGES CONSISTENTLY ACROSS ALL CLASSROOMS</b>				
<input type="checkbox"/> TBTs agree to the consistent implementation of the changes that have been prioritized and learned in Step 3.				
<input type="checkbox"/> TBTs identify the approach to be taken with the whole school, classroom and/or specific to a group of students or targeted to an individual student.				
<input type="checkbox"/> TBTs expect the use of scientifically-based research and increasing intensity based on data collected through monitoring of student performance.				
<b>Step 5. COLLECT, CHART AND ANALYZE POST-DATA</b>				
<input type="checkbox"/> TBTs re-administer the assessment to determine progress.				
<input type="checkbox"/> TBTs discuss individual students and their level of progress, or lack thereof, using pre- and post test data.				
<input type="checkbox"/> TBTs provide a variety of additional interventions for those students who do not make progress.				
<input type="checkbox"/> TBTs offer support and encouragement to teachers who are not implementing with fidelity.				
<input type="checkbox"/> TBTs discuss successes, challenges and makes decisions based on the results.				
<input type="checkbox"/> TBTs use protocols for generalizing successes & challenges.				