

TBT Process & Expectations

Planning/Standards

- Most recent feedback from BLT is reviewed.
- Standards are identified and prioritized based on data.
- Learning Goals/I Can Statements are aligned to the rigor and expectations of the grade level standard.

Assessment

- Mastery levels (proficient and above) for standards are determined.
[Sample rubric 3-5](#), [Sample generic rubric](#), [7 science rubric](#)
- Common assessments and/or measurements are designed/determined and aligned to standards by teams ([5 Filters Tool](#)).

Identify Critical Needs

Student data is used to identify strengths and weaknesses. Opportunities for student learning are then identified. Samples of data may include

- item analysis for trend data,
- benchmark assessments for trend data,
- student work samples,
- common classroom assessments,
- student work (i.e., written samples, short answers).

Learning targets are prioritized based upon the above analysis.

1

Research/Select Evidence - Based Strategies

Evidenced-based instructional practices are selected and aligned to student needs, addressing achievement gap closure (i.e. Marzano, Hattie, etc.).

- UDL is utilized as a planning framework.
- Research-based teaching strategy(ies) is/are aligned with learning targets.
- The rigor of instruction and assessment aligns with the rigor of the standard(s).

Resources for planning may include: [Ohio Learning Standards](#), District Curriculum, [Model Curriculum](#), [Ohio Test Blueprints](#), [Standard Infographic Resource](#).

2

Plan for Implementation

- Multiple ways to engage students with authentic, real-world application are determined.
- The learning environment aligns with planned instruction and eliminates barriers for student learning.
- The staff comfort/knowledge of the strategy is determined and professional development is implemented, as necessary

3

Implement & Monitor

Rubrics/checklists are used for adult and student application.

- Team members consistently implement shared strategies and student activities.
- Differentiated instruction is evident.
- Student learning progress and mastery are demonstrated in multiple ways throughout instruction.

4

Examine, Reflect & Adjust

- Common assessments and/or measurements are analyzed.
- Student understanding/mastery based is determined.
- Student areas of need are determined.
- Rubrics/checklist of adult practices are analyzed.
- Effectiveness of shared strategies are analyzed to determine whether to continue, adjust and/or replicate.
- Additional professional development needs are determined.

5

Communication