

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 Sample rubric 3-5 Sample generic rubric 7 science rubric	• 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).
01	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.
02	Research and 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.
03	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
04	Implement and 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.

05

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.

Communication