Teacher Based Teams to Support Student Learning: The Ohio 5-Step Process
Learning Intentions for Today

- Understand the importance of becoming a learning organization and the role TBTs play
- Understand different configurations for TBTs
- Understand the non-negotiables of TBTs
- Develop your infrastructure for implementing TBTs
- Preview online supports for TBTs
OK, WHAT CLOWN CALLED THIS MEETING?
To This:
Think about your experience with teacher teams...

• Grade level teams
• Content area teams
• Data teams
• Department teams
• Instructional teams
• Project teams
• Leadership teams
• Administrative teams
• Cross-role teacher teams
Evidence of Effectiveness Charting Activity

Please respond to the prompts and be prepared to share your thoughts.

✓ “The goal in Ohio is for collaborative teams at the district, building and classroom levels to operate at a high level of effectiveness”. Give examples of how teams are collaborating in your building and describe a typical meeting (who, what, when, where, agenda).

✓ Now, respond to these statements:
   1) “Teachers working together rather than in isolation improves classroom instruction” and 2) “Using data across the system results in improved student learning”
Definition of Teacher Based Teams (TBTs)

Collaborative teams at the classroom/instructional level that implement procedures for the effective use of data to assess the impact on student learning, and to make decisions about formative teaching and learning.
Why the Urgent Need for Collaboration?

- Implementing Ohio’s New Learning Standards
- Transitioning to Next Generation of Assessments
- Implementation of OTES and OPES
- Accountability of New Report Cards
- Closing the Gaps
Achievement Gap: Reading

State Requirement: 75%

Source: ODE Office of Exceptional Children, 9/2012
Achievement Gap: Math

State Requirement: 75%

Source: ODE Office of Exceptional Children, 9/2012
Performance Has Improved...

Changes in OH Test Results

Source: ODE Office of Exceptional Children, 9/2012
...But the Gap Persists!

Changes in OH Test Results

- **Reading - Typical**
- **Math - Typical**
- **Reading - SWD**
- **Math - SWD**

Source: ODE Office of Exceptional Children, 9/2012
No one person can do all this alone!
• Build Capacity to Train TBTs in Ohio 5-Step Process
• Provide TBT Training in Ohio 5-Step Process
• Collect Data on Quality of TBT Implementation
• Set Benchmark Standards
• Use BLT Student Performance and Adult Implementation Data to Provide Guidance and Support to BLTs
• Determines district wide and/or building-to-building support needed from internal and external sources

• Monitor TBT Implementation and instructional practices
• Use the data to make decisions around professional development and other supports needed by TBTs
• Identify Strengths and Weaknesses of TBT Student Data
• Provide timely flow of BLT Data to DLT Level (as defined by DLT)
• Articulate roles and responsibilities of BLT to building staff

• Give common assessment to students
• Analyze results
• Use assessment data to group students by needs or deficit skills
• Provide intervention/enrichment- by differentiating instruction
• Re-assess students, evaluate effectiveness of practices
• Summarize student performance and instructional practice data and report to BLT
Why Teacher Based Teams in Support of **All** Students?

- Create shared responsibility for each student as part of “all of our kids”
- Eliminate teachers working alone
- Provide effective ways for differentiated instruction
- Establish ongoing and embedded professional development within the TBT
Teachers change their practices when they have an opportunity to develop a collective understanding of high quality instruction and are provided ongoing opportunities to collectively reflect, discuss, deliberately practice, receive coaching & then adjust their teaching.

McNulty, 2011, pg 102
“The biggest effect on student learning occurs when the teachers become learners of their own teaching, and when students become their own teachers…

THE SAME IS TRUE FOR TEAMS AND LEADERS.”

McNulty and Besser, 2011, pg 59
The Ohio 5-Step Process: A Cycle of Inquiry

Step 1: Collect and chart data

Step 2: Analyze student work specific to the data

Step 3: Establish shared expectations for implementing specific effective changes in the classroom

Step 4: Implement changes consistently across all classrooms

Step 5: Collect, chart and analyze post data
Teacher Implementation

related to

Student Achievement

% of Teachers Implementing with Fidelity

Student Scores
What is needed to ensure 90% implementation of effective Teacher Based Teams?
THE SIX CONDITIONS NECESSARY for EFFECTIVE TBTs

• Condition A: Preparing to Work Collaboratively
• Condition B: Forming/Repurposing Teams
• Condition C: Creating Schedules & Routines
• Condition D: Making Meetings Purposeful
• Condition E: Defining Roles & Responsibilities
• Condition F: Communicating Plan/Providing Data
VIDEO: The What and Why of TBTs

The What and Why

From the module…

Teacher Based Teams: What Districts Need to Know
Implementing Effective TBTs in Your School/District…

- Take out HO 2: TBT Six Conditions Inventory
- Divide your team into three small groups
- Relative to your current building environment, check all that apply in the following:
  - BLT Group 1: Conditions A and B (Elementary)
  - BLT Group 2: Conditions C and D (Middle)
  - BLT Group 3: Conditions E and F (High)
- Take one minute for each condition to report out to your BLT
- Debrief whole group
Break?
Non Negotiables for Implementing Teacher Based Teams

1. Team structure for collaboration
2. Common focus
3. Shared formative assessments
4. 5-Step Process as a protocol
Non Negotiable #1

Team Structure for Collaboration
TBTs should include ALL instructional personnel, including Intervention specialists.
HO 3: Possible Configurations for Teacher Based Team Structures….

Teams may be configured based on course/content and/or common skills

- Grade Level
- Vertical
- Specials (Music, Art, PE)
- Cross-content (language arts, math, social studies, science)
- World language
- AP teams
- Intra-department (biology, American history, Grade 9 E/LA)
- And more……
Think about TBT Configurations Needed in Your Building/District....

- Review the previous slides listing possible configurations

- Individually think about the team configurations in your building

- Discuss the possibilities with the people at your table
Non Negotiable #2

Common Focus

Content and/or Skills
ODE Explanation of Standards

Content standards describe the **knowledge** (content) and **skills** that students should attain, often called the "what" of "what students should know and be able to do." They indicate the ways of thinking, working, communicating, reasoning and investigating, and important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline.

http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=1696
CONTENT
What students need to KNOW

SKILLS
What students need to be able to DO
Common Focus on Nonfiction Writing

“There are not many silver bullets in education, but there is one that comes close and that is non fiction writing.”

Doug Reeves, Leadership and Learning Center 2012

www.leadandlearn.com
<table>
<thead>
<tr>
<th>Points Scored</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 4             | - My writing response demonstrates my ability to think carefully on a provided piece of writing.  
                - My ideas are supported by specific examples and details from the provided piece.  
                - The organization of my writing allows the reader to move smoothly through the text.  
                - My voice and tone are interesting to the reader and easy to read.  
                - My spelling and punctuation do not interfere with my meaning. |
| 3             | - My writing response demonstrates my ability to think carefully on a provided piece of writing.  
                - My ideas are somewhat supported by examples or details from the provided piece.  
                - The organization of my writing somewhat allows the reader to move smoothly through the text.  
                - My voice and tone support my ideas.  
                - My spelling and punctuation errors maybe noticeable in my writing. |
| 2             | - My writing response demonstrates my limited ability to think carefully on a provided piece of writing.  
                - My ideas are supported by limited examples or details from the provided piece.  
                - My voice and tone may be inappropriate.  
                - My spelling and punctuation errors may make my writing hard to read. |
| 1             | - My writing response demonstrates my attempt to think carefully on a provided piece of writing.  
                - My ideas are generalizations about the writing piece provided. I have little control or my voice or tone.  
                - My spelling and punctuation errors make my writing difficult to read. |
Catalina Foothills School District
Distinguishing Traits & Qualities of 21st Century Learners

Critical and Creative Thinking
- Comparing
- Classifying
- Inductive Reasoning
- Deductive Reasoning
- Error Analysis
- Constructing Support
- Abstracting
- Decision Making
- Investigation
- Problem Solving
- Experimental Inquiry
- Invention
- Data Analysis
- Scientific Inquiry

Systems Thinking
- Big Picture
- Change Over Time
- Interdependencies
- Consequences
- System-as-Cause
- Leverage Actions
- Identification and Explanation
- Representation
- Transfer

Self-Direction
- Relevant and Realistic Goals
- Systematic and Comprehensive Plan
- Self-instruction
- Resources
- Effective and Sustained Effort
- Self-monitoring and Reflection
- Results that are Valued and Meet the Standard

Teamwork
- Role Understanding and Participation
- Openness and Sharing
- Team Goals and Reflection
- Responding to Others

Leadership
- Team Building
- Decision Making
- Communication
- Action Planning
- Perseverance
- Personal Responsibility

Communication
- Electronic Environments
- Media
- Conventions and Etiquette
- Design Elements
- Responsible Behavior

Cultural Competence
- Cultural Self-Awareness
- Worldview
- Intercultural Experience
- Technology and Cultural Diversity

© 08/2011
HO 6: Using Ohio’s New Learning Standards

- Take out the representative set of standards from 9th grade

- Identify the verbs because those are typically skills

- Discuss what is common across the different content areas
## Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

<table>
<thead>
<tr>
<th>Reading Standards for Literacy in Science and Technical Subjects</th>
<th>Reading Standards for Literacy in History/Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
</tr>
<tr>
<td>1. Cite specific textual evidence to support analysis of science and technical text, attending to the precise details of explanations or descriptions.</td>
<td>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
</tr>
<tr>
<td>2. Determine the central ideas or conclusions of a text; trace the text’s explanation of depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</td>
<td>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</td>
</tr>
<tr>
<td>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases of exceptions defined in the text.</td>
<td>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td></td>
</tr>
<tr>
<td>4. Determine the meaning of symbols, key terms, and other domain-specific words and phrase as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</td>
<td>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</td>
</tr>
<tr>
<td>5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</td>
<td>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</td>
</tr>
<tr>
<td>6. Analyze the author’s purpose in providing an</td>
<td></td>
</tr>
<tr>
<td><strong>Ohio Department of Education</strong></td>
<td></td>
</tr>
</tbody>
</table>
Developing a Meaningful Common Focus

What common focus could be used for members of a TBT who were not teaching the same “content”? 
Non Negotiable #3

Shared Formative Assessments
Importance of Common Formative Assessments (CFA)

“Schools with the greatest improvements in student achievement consistently used common assessments.”

Douglas Reeves, 2004
# Overview of Assessment

<table>
<thead>
<tr>
<th>Classroom Assessments</th>
<th>Common Assessments</th>
<th>District Level Assessments</th>
<th>External Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Most Formative</strong></td>
<td><strong>More Formative</strong></td>
<td><strong>More Summative</strong></td>
<td><strong>Most Summative</strong></td>
</tr>
<tr>
<td>Daily</td>
<td>Weekly</td>
<td>Monthly</td>
<td>Annual</td>
</tr>
<tr>
<td>On going Student and Teacher Assessment</td>
<td>Collaboratively Developed an Curriculum Imbedded</td>
<td>Identify Groups of At-Risk Students-Entrance and Exit Criteria</td>
<td>Ranks and Benchmarks</td>
</tr>
<tr>
<td>Quizzes, Essays, and Projects</td>
<td>Pyramid of Interventions</td>
<td>DIBELS, NWEA-MAP, Gates-MacGinitie, Programmatic Support</td>
<td>Terra Nova, ITBS, ACT, ISAT</td>
</tr>
</tbody>
</table>

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REPRODUCIBLE
<table>
<thead>
<tr>
<th></th>
<th>Classroom Assessments</th>
<th>Common Assessments</th>
<th>District Level Assessments</th>
<th>External Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Locus of Control</strong></td>
<td>Classroom</td>
<td>School</td>
<td>District</td>
<td>State and National</td>
</tr>
<tr>
<td><strong>Summative/Formative</strong></td>
<td>Most Formative</td>
<td>More Formative</td>
<td>More Summative</td>
<td>Most Summative</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>Daily (frequent, ongoing)</td>
<td>Quarterly (at minimum)</td>
<td>Periodic (pre and post)</td>
<td>Annual (or longer)</td>
</tr>
<tr>
<td><strong>Description of Data</strong></td>
<td>Individualizes Student Data</td>
<td>Standards Based Data</td>
<td>Benchmark Data</td>
<td>Autopsy Data</td>
</tr>
<tr>
<td><strong>Highlights</strong></td>
<td>Mastery of strategies and skills</td>
<td>Levels of Proficiency</td>
<td>Groups of At-risk students</td>
<td>Programmatic Strengths and Weaknesses</td>
</tr>
<tr>
<td><strong>Products</strong></td>
<td>Descriptive Feedback</td>
<td>Diagnostic Feedback</td>
<td>Entrance and Exit Criteria</td>
<td>Rank order</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>Reteaching and regrouping</td>
<td>Systematic Interventions</td>
<td>Program Support</td>
<td>Accountability</td>
</tr>
</tbody>
</table>

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Ohio Department of Education
Summative district and state assessments (aggregated, disaggregated; strand, item, and student work)

Data about people, practices, perceptions (e.g., demographic, enrollment, survey, interview, observation data, curriculum maps)

Benchmark common assessments (e.g., end-of-unit, common grade-level tests reported at item level; aggregated, disaggregated; strand, item, and student work)

Formative common assessments (e.g., math problem of the week, writing samples, science journals, other student work)

Formative classroom assessments for learning (e.g., student self-assessments, descriptive feedback, selected response, written response, personal communications, performance assessments)

Effect Size Summary

< .40  Weak/limited effect
.40 - .59  Moderate to strong effect
.60 - .79  Strong to excellent effect
.80 – 1.0  Excellent effect
> 1.0  Outstanding and rare
Effect Size on Feedback

The hinge-point; average effect-size 0.4

Hattie 2009
Hattie describes feedback…..

“Feedback is not something teachers provided to students…. It was only then when I discovered that feedback was most powerful when it is from the student to the teacher… When teachers seek, or at least are open to, feedback from students as to….what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged….then teaching and learning can be synchronized and powerful. Feedback to teachers helps make learning visible.”

Hattie 2009, pg. 173
Effect Size on Formative Evaluation!

Hattie 2009

The hinge-point; average effect-size 0.4
Powerful Research

Five reviews synthesizing 4,000 research studies conducted over 40 years concluded:

“When well-implemented, formative assessment can effectively double the speed of student learning.”

Team Talk

1) Using Handouts 7a-b and 8, take a few minutes to talk about what common assessments your TBTs have that can be used in the 5-Step Process.

2) Then discuss which of these common assessments are formative and which are summative.

3) Finally, do the common assessments align to Ohio’s New Learning Standards?
Non Negotiable #4

The 5-Step Process is the Protocol
The Ohio 5-Step Process: A Cycle of Inquiry

Step 1
Collect and chart data

Step 2
Analyze student work specific to the data

Step 3
Establish shared expectations for implementing specific effective changes in the classroom

Step 4
Implement changes consistently across all classrooms

Step 5
Collect, chart and analyze post data
**TBT 5-Step Process Meeting Agenda and Minutes Template**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Site</th>
</tr>
</thead>
</table>

**Department/Grade level:**

**Recorder:**

**Department/Grade level Chairperson/Facilitator:**

**Timekeeper:**

**Team Members Present:**

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>6.</td>
<td>7.</td>
<td>8.</td>
</tr>
</tbody>
</table>

**Step 1: Collect and chart data to identify how students are performing/progressing (5 minutes):**

- Data is ready and brought by all teachers
- Item analysis is done
- Data provided prior to meeting
- Includes # and % of students tested/proficient and not proficient
- 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 (e.g., trends):**

- Determine overall student strengths.
- Are there patterns or trends?
- Were there common errors?
- Are there urgent needs?
- Were there misconceptions?
- Prioritize needs for next steps.
TBT 5 Step Process Implementation Checklist
It is important to include the use of coaching prompts when helpful in Teacher Based Team discussion. The prompts push for deeper thinking into the analysis of their data, as well as decision making.

Now take out HO 12: Coaching Prompts
## Coaching Prompts

**Ohio’s 5 Step Teacher Process**

### Step 1: Give Common Assessment

- a. How are we using the revised standards and common core to determine what we assess?
- b. What common skills or process standards are we assessing that cross multiple content areas?
- c. Does the rigor of our assessment questions align with the intended rigor of the standards?
- d. How did/do we determine our cut score for proficiency?

### Step 2: Analyze Assessment Results

- a. What does our data tell us about _______ subgroup?
- b. What else does our data tell us?
- c. Does our assessment provide us with the information we need to differentiate instruction for Steps 3 and 4? Are we asking the right questions?
- d. What misconceptions do our students seem to have based on their responses?
- e. Have we asked students to explain how/why answered questions in a certain way?
Now debrief the following points:

Describe the team’s expectations for student achievement. How did they group for instruction? Describe the preparation for this unit of instruction (resources, personnel, plan for differentiation, time, others?). Discuss the team’s revisions for next year.
What Does It Look Like?

- Edgewood Middle School
- Chardon High School
Let’s Review…..

There are many options for the configuration of your TBTs.
No matter what configuration is used, the TBT non-negotiables still apply.

See the next slide to compare.
<table>
<thead>
<tr>
<th>5 Step process</th>
<th>Content focus</th>
<th>Skill focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 – Collect and chart data</td>
<td>Common pre assessment, tied to unit</td>
<td>Pre assessment is common to skills, may be different in content, possibly not tied to units</td>
</tr>
<tr>
<td>Step 2 – Analyze results</td>
<td>What do students know and why?</td>
<td>What are students able to do and why?</td>
</tr>
<tr>
<td>Step 3 – Establish shared expectations for implementation</td>
<td>Instruction targets content</td>
<td>Instruction targets common skill(s)</td>
</tr>
<tr>
<td>Step 4 – Implement shared expectations</td>
<td>For the agreed upon length of time and frequency</td>
<td>For the agreed upon length of time and frequency</td>
</tr>
<tr>
<td>Step 5 – Collect and chart post-assessment data</td>
<td>Common post assessment, tied to unit</td>
<td>Post assessment is common to skills, maybe different in content, possibly not tied to units</td>
</tr>
</tbody>
</table>
OIP IMPLEMENTATION CRITERIA & RUBRIC

Definition: A tool used to differentiate by judging continuous improvement based on clearly articulated uniform criteria. This analytic rubric allows for:

- Creating increased awareness of high quality implementation and alignment.
- Providing more precise feedback to districts/schools and regions.

Benefits:

- Districts/Buildings (if given the rubric in advance)
  - Get a clear understanding of expectations for the highest level of continuous improvement.
  - Get a clear understanding of strengths and weaknesses.
- Region SST’s and ESCs that use the rubric to inform assistance and support to districts/buildings:
  - Are more likely to provide specific feedback to districts/buildings.
  - Can track a district’s/building’s improvement over time more easily.
  - Evaluate districts/buildings’ work based on consistent criteria.
  - Identify levels of accomplishment in order to build networks of districts/buildings with similar needs and/or models.
  - Become more effective service providers.
- State Department of Education Reviewers/Contractors that use rubric as part of the OIP Review Process.
  - Are more likely to provide specific feedback to regions on where they need to focus performance agreement work.
  - Can customize support to regions of the state.
  - Can target districts that may require a telephone and/or on-site review.
  - Become more effective in supporting regions and districts in enhancing district/building capacity.
Ohio 5-Step TBT Process Reflection Activity

1. Assign a recorder in your team.

2. Now that you have seen the videos and TBT examples, use the rubric to identify where your TBTs are.

3. Outline the steps necessary to achieve 90% implementation of TBTs in your district. Include the evidence that will support that.
Cruising the Web... for Teacher Based Team support
TBT Support from SST8

State Support Team/Region 8:
www.sst8.org

All training materials:
- Ohio Improvement Process
- SST8 OIP Regional Trainings
TBT Support from OLAC/OIP Website

Ohio Leadership Advisory Council (OLAC)

www.ohioleadership.org

Modules on Ohio Shared Leadership Framework components

Training OIP Modules
Leave your unique mark as a leader in education.

OLAC’s new assessment tools can help you or your team develop a personalized learning plan to build your leadership skills and tap into your potential like never before.

YOUR LEARNING YOUR WAY

FIND OUT MORE

WHO WE ARE

Ohio Leadership Advisory Council is a partnership between the Buckeye Association of School Administrators and the Ohio Department of Education. Our goal is to provide educators - no matter their role - with the structures and resources they need to develop shared and effective leadership at every level.

FIND OUT MORE
MODULE LIST

Current OLAC Modules (19)
- Assessment and Learning
- Board Development and Governance Process
- Collaborative Teams and Organizational Structure
- Community Engagement
- Creating Cultures Grounded in Data
- Developing Shared Accountability - The Why, Who, How, and What of Teams
- Development of a Focused Plan
- Effective Curriculum Practices
- Facilitating High-Quality Instructional Practice
- Higher Education: How OLAC Essential Practices Align with Other Relevant Standards
- Higher Education: Instructional Guide
- Learning for the Future: Innovation, Creativity, Problem Solving, and Design
- Learning Supports
- Resource Management
- Teacher-Based Teams (TBTs): What Districts Need to Know
- The Change Process
- The Collaborative Process
- The Instructional Process
- Transforming Education - Ohio’s Leadership Development Framework

Current OIP Modules (3)
- OIP Stage 0: Preparing for the Ohio Improvement Process (OIP)
- OIP Stage 2: Developing a Focused Action Plan
- OIP Stage 4: Evaluating the Improvement Process

Upcoming OIP Modules (4)
- OIP Stage 1: Identifying Critical Needs of Districts and Schools
- OIP Stage 3 for Building Leadership Team (BLT): Implementation and Monitoring
- OIP Stage 3 for District (DLT) /Community Leadership Team (CSLT): Implementation and Monitoring
- OIP Stage 3 for Teacher Based Team (TBT): Implementation and Monitoring
INTRODUCTION
Ohio Department of Education

http://education.ohio.gov/

Click on “Topics”
Scroll down to “School Improvement”
Ohio’s 5-Step Process

Want to learn more about Ohio’s 5-Step Process? Watch the new Teacher-Based Teams in Action video.

Watch Now
TEAM TIME
and...