

Resource 21C: TBT 5-Step Process Meeting Agenda and Minutes Template
Department/Grade level: 10th Grade

Date: December 5, 2016

Time: 7:30 – 8:15

Site: Social Studies Classroom

Team Members Present:

1. Maria H (ELA) IS: CO-T Periods 1 and 3	2. Mary Fran J (Intervention Specialist – IS)	3. Denise M (Social Studies) IS: Consult	4. Marla P (Science) IS: Consult
5. Lorene P (Health and Phys Ed)	6. Jane S (Math) Geometry & Algebra 2 IS: Co-plan for periods 1 and 2	7. Joe F (Principal)	8.

Grade Level Facilitator: Jane S

Timekeeper: Mary Fran J

Recorder: Denise M

BLT Communication (From and To): Maria H

Process Observer: Marla P

Evaluation Survey: Lorene P

Norms

• Come Prepared	• Be Engaged and Participate	• Stay on Task
• Maintain Confidentiality	• Manage Technology	• Use the Parking Lot for any questions or concerns not related to the topic

TBT Cycle Outline: Strategy – COOPERATIVE LEARNING (minimum of 6 weeks for learning and analysis of the impact of our use of the cooperative learning strategy and its impact on our students’ mastery of the learning standards)

Week 1: Pre-Assessment

Each teacher charts his/her student results on the google doc prior to the meeting; each teacher individually analyzes student work based on the learning targets in his/her content; there is no common assessment since we are a secondary grade level team

Week 2: Formative Assessment (Exit Tickets)

Each teacher brings his/her results but we are not charting formative assessments as a whole group)

Week 3: Post Assessment

The TBT will continue to analyze the effectiveness of the same strategy, cooperative learning, using with new student data

Week 4: Pre Assessment (each teacher develops her pre-assessment based on the learning targets for the week; we will continue with the same strategy for three more weeks then determine whether we need to continue to practice and reflect on it as a group)

Week 5: Formative Assessment (Exit Tickets)

Week 6: Post Assessment

Step 1 & 5: Collect and	▪ <i>Data is ready and brought by all teachers</i>	▪ <i>Data provided prior to meeting</i>	▪ <i>Subgroup data is reported</i>
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chart data to identify how students are performing/progressing	▪ <i>Item analysis is done</i>	▪ <i>Includes # and % of students tested/proficient and not proficient</i>	▪ <i>Determine benchmark score for grouping criteria</i>
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What data has been collected by the TBT

Red - Below Proficient,
Green - Proficient
Blue - Above Proficient
White - Absent and did not make up assessment as of meeting
 * - Student with an IEP

<u>Learning Target (Standard/Indicator)</u>											
Social Studies: I will be able to identify the 3 branches of government in addressing current issues.											
ELA: I am able to evaluate the credibility and accuracy of 3 diverse sources of information.											
Science: Biology: I will be able to identify the structure, function and interrelatedness of cell organelles.											
Health and Physical Education: I will create a physical education activity plan to meet current needs and interest.											
Math: Geometry - G-CO.10 - I will be able to prove theorems about triangles.											
Charted Per Student:											
Student Name	IEP	Social Studies		Science		ELA		H & PE		Math	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
David A		Red	White	Red	White	Red	White	Red	White	Red	White
John A		Red	White	Red	White	Red	White	Red	White	Red	White
Michael A		Red	White	Green	White	Red	White	Red	White	Red	White
Patricia A		Red	White	Green	White	Green	White	Red	White	Red	White
Sophia A		Red	White	Red	White	Red	White	Red	White	Green	White
April B		Red	White	Red	White	Red	White	Red	White	Red	White
CIA B	*	White	White	Red	White	Red	White	White	White	Red	White
Elijah B	*	Red	White	Red	White	Red	White	Red	White	Red	White
Robert B		Red	White	Red	White	Red	White	Green	White	Red	White
Ava C		Red	White	Red	White	Red	White	Red	White	Red	White
Antonio C		Green	White	Red	White	Red	White	White	White	Red	White
Kellie C		Red	White	Red	White	Red	White	Red	White	Blue	White
Michelle C		Red	White	Green	White	Red	White	Green	White	Red	White
Mark C		Red	White	Red	White	Red	White	Red	White	Red	White
Sommer C		Red	White	Red	White	Red	White	Red	White	Red	White
Trailyn C		Red	White	Green	White	Red	White	Red	White	Red	White

Vince C									
Codi D	*								
Jacob D									
Tonie D									
Travis D									
Tanisha D									
Zoe D	*								
Kevin E									
Maddie E									
Alexi F									
Charles F									
Ethan F									
Elizabeth F									
Julia F									
Lucas F									
Mateo F	*								
Malicke F									
Christopher G									
Kenneth G									
Anthony G									
Elena G									
Emily G									
Jasmine G									
Gregory G									
Meredith G									
Leah H									

	Madison H	*								
	Noah H									
	Mila I									
	Ryan J									
	Vince J									
	Stephen J									
	Amy J									
	Chloe J									
	Connor J									
	David J									
	Kaylee J									
	Kellie J									
	Madison J									
	Michael J									
	Victoria J									
	Douglas K									
	Jarrold K									
	Mackenzie K									
	Aaliyah L	*								
	Brittaney L									
	Heather L									
	Isaiah L									
	Nathaniel L									
	Natalie L									
	Noah L									
	Patrick L									

	Rose L		Red		Red		Red		Red		Red
	Robert L		Red		Red		Red		Red		Red
	Addison M		Red		Red		Red		Red		Red
	Andrew M		Red		Red		Red		Red		Red
	Ethan M		White		White		Red		Red		White
	Jayden M	*	Red		Red		Red		Red		Red
	Jeremiah M		Green		Green		Green		Red		Blue
	Justine M	*	Red		Red		Red		Green		Red
	Matthew M		Red		Red		Red		Red		Red
	Mark M		Red		Red		Red		Red		Green
	Michael M		Red		Red		Red		Red		Red
	Rebecca M		Red		Red		Red		Red		Red
	Rhonda M		Red		Red		Red		Red		Red
	Sara M		Red		Red		Red		Red		Red
	Samuel M		Red		Red		Red		Red		Green
	Frank N		Red		Red		Red		Red		Red
	Nicholas N		Red		Red		Red		Red		Red
	Jacob O	*	Red		Red		Red		Red		Red
	Dylan O	*	Red		White		Red		Red		White
	Levi O		Red		Red		Red		Blue		Red
	Stephanie O		Red		Red		Red		Red		Red
	Cindy P	*	Red		Red		Red		Red		Red
	Peyton P		White		Red		Red		White		Red
	Rodney P		White		Red		Red		Red		Red
	Terrence P		Red		Red		Red		Red		Blue
	Brianna R		Red		Green		Blue		Green		Green

	Brayden R								
	Cameron R								
	Cassie R								
	Elijah R								
	Jacqueline R								
	Maria R								
	Ricky R								
	Wendy R								
	Benjamin S								
	Brianna S								
	Betsy S								
	Carl S	*							
	Charisma S								
	David S								
	Heather S								
	Isabella S								
	Justine S								
	Julia S								
	Justine S								
	Kellie S								
	Kennedy S								
	Lucy S								
	Madison S								
	Molly S								
	Robert S	*							
	Sara S								

Trisha S										
Andrea T										
Daniel T										
Janice T										
Jasmine T										
Liam T	*									
Suzanne T										
Victoria V										
Emma Y										
Jackson Y										

Note: Red - Below Proficient, Green - Proficient Blue - Above Proficient White - Absent and did not make up assessment as of meeting (absent counted as not proficient until pre-assessment taken of post-assessment); * - Students with an IEP

Charted by Course:

Social Studies	Above		Proficient		Below	
	Pre	Post	Pre	Post	Pre	Post
All (5 absent)	0		2 (2%)		128 (98%)	
SWD (1 absent)	0		0		14 (100%)	
Boys (2 absent)	0		2(4%)		56 (96%)	
Girls (3 absent)	0		0		67 (100%)	

Science	Above		Proficient		Below	
	Pre	Post	Pre	Post	Pre	Post
All	0		8 (6%)		122 (94%)	
SWD	0		0		15 (100%)	
Boys	0		3 (5%)		57 (95%)	

Girls	0		5 (8%)		65 (92%)	
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ELA	Above		Proficient		Below	
	Pre	Post	Pre	Post	Pre	Post
All	1		3 (2%)		126 (98%)	
SWD	0		0		15 (100%)	
Boys	0		1 (.5 - 1%)		59	
Girls	1 (2%)		2 (3%)		67	

Health and Physical Education	Above		Proficient		Below	
	Pre	Post	Pre	Post	Pre	Post
All (4 absent)	4 (3%)		13 (10%)		109 (84%)	
SWD (0 absent)	0		0		15 (100%)	
Boys (3 absent)	2 (3%)		7 (12%)		48 (80%)	
Girls (1 absent)	2 (2%)		6 (9%)		61 (87%)	

Math Geometry	Above		Proficient		Below	
	Pre	Post	Pre	Post	Pre	Post
All (5 absent)	5(5%)		10 (10%)		80 (85%)	
SWD	1 (7%)		0		14 (94%)	
Boys 3 absent	5 (8%)		5 (8%)		42 (94%)	
Girls 2 absent	0		5 (8%)		63 (92%)	

Note: Percent is based on the student population being reported. For example, 15 SWD – if 15 SWD scored proficient than 100%

Step 2: Analyze student work specific to the data

- *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.*

What does the data tell you about the students' learning?

Analysis of student work complete by individual teachers

Notes: Student Performance Strengths and Concerns

Student Strengths & Overall Strengths Student Areas of Concern & Overall Strengths	Teacher Next Steps Add specific notes for enrichment, core, and/or intervention
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	<p><u>Students performing at or above in all classes but one content</u> Jeremiah M - Proficient or above in all classes but Physical Education (trending higher)</p> <p>Brianna R – Proficient or above in all classes but Social Studies</p> <p><u>Students performing at or above in one to two content areas</u> Math: Carl, Nathaniel, Malick, Terrence Health and PE: Elia L, Emma, Levi, Noah, Elisha, Noah, Julia, Charles Robert, Amy, Jaden, Justine</p> <p><u>Other individual student strengths: Career Tech</u> Justine will be entering the Cosmetology Program Carl will be entering the STEM Program</p>	<p>Jeremiah - Seems to be having some new anxiety about gym. Will work with the Guidance Counselor to help Jeremiah overcome anxiety or other concerns. In other classes will provide enrichment through multiple means for engagement t</p> <p>Brianna - anticipate with the activities to master - as plan with ELA Co-T Pair to make sure we look at some strategies for here</p> <p>For those students who have been exceeding in PE we will try to provide more kinesthetic options in other classes</p> <p>Justine will need support on developing foundation skills Carl is strong in Math but needs support on communication and writing skills Mary Fran will work with teachers to follow up</p>	
	<p><u>Students well below mastery</u> Cia, Elijah, Cody, Zoe, Mateo, Jaden M, Cindy, Jacob, Antonio (only doing well in Social Studies), Ethan, Heather S, Benjamin S, David A</p> <p>Note: we will discuss further interventions for these students with on-going intervention needs at next meeting in more detail.</p>	<p>Interventions may include: After School Tutoring Visual Cuing Flexible Grouping Spiraling for the lower foundational skills</p> <p>Parallel Teaching for co-teaching classrooms</p>	
<p>Notes on the use of the Cooperative Learning Student Protocol</p> <p>Protocol for students to use during Cooperative Learning Activities:</p> <ul style="list-style-type: none"> ● Students transition to cooperative learning strategy efficiently ● Student roles assigned by student teams (e.g., record keeper, spokesperson...) ● Students provide evidence of collaboration through teacher observation or a work product ● Students self-evaluate after task is completed 			
	<p>Student Strengths</p>	<p>Student Areas of Concern</p>	<p>Teacher Next Steps</p>

	Overall Strengths	Overall Concerns	
	Transition Students Transition Efficiently	Students do not fully participate	Determine why students are not participating: For example, resources are not engaging, direct instruction to not provide the foundation for the team for all members to participate and understand his/her role Create a safe environment where students can feel comfortable participating
	Roles Students or Teacher assigns roles quickly Cups - Define Roles	Students dominate the team and don't let others fully collaborate	More explicit instruction on the process of collaboration
	Collaboration Team perspective and how to team Students are more engaged Students are producing work or if it is taking multiple days we are using some form of formative assessment each time (like thumbs-up, thumbs-down)	Being part of a group is difficult - prefer independent work	Technology such as back channel or post its can help students respond Sometimes students can opt out Pair students Time students Science will share documents
	Self-evaluation The "one time around" evaluation works Rubric - Rate themselves (social studies)	Students	May consider more formal evaluation of process with students Denise will share rubric for all of us to use
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?

Reflection: Cooperative Learning - How will we refine it?

We will all try to use the following protocol for Think-Pair-Share at least once weekly for the next 2 weeks.

Think-Pair-Share is a method that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. (Clark OSU)

- There are four steps to this method.
 - Step 1: groups of (four suggested) students listen to a question posed by the teacher.
 - Step 2: individual students are given time to think and then use multiple means of representing their responses.
 - Step 3: pairs of students read and discuss their responses.
 - Step 4: a few students are called on by the teacher to share their thoughts and ideas with the whole class.

	Reflection and Planning	Refinements and Next Steps
Social Studies	We've done jigsaws and think-pair-share. We will move into having students join groups for the next week. Teams of 3 will be joining together to form groups of 6.	Students will be in groups of 3 to discuss how current issues are integrated with the branches of government
ELA	We plan on utilizing parallel teaching and focusing on hitting on all 7 components of the "Direct Instruction" piece. We also want to experiment with doubling the "Think Pair Share" group like Denise has tried.	<i>Think-Pair-Share - Grouped by interest, formative assessments</i> Students will be working in teams of 3. They will have a variety of resources that they will be reading independently and then sharing. They will be discussing how the three branches of government are integrated within their current issue. The teacher will be moving from group to group coaching the conversations.
Science	It will be my intent to extend think pair share into a think pair write to continue to develop students' ability to complete extended responses.	Students will be in groups of two to discuss the structure and function of cell organelles and interrelatedness
Health and Phy Ed	I have attempted the think pair share method previously, however I have not asked students to report out on their conversations. By reporting out, both within the pair and then the as a part of the whole	Students will review community physical activities and resource availability. They will complete an outline of their preferred activities using a 4 point rubric as a guide. They will then share with a partner and ultimately the group at

		group, I believe students will be more actively engaged.	large.
	Math	Group Investigations are structured to emphasize higher-order thinking skills such as analysis and evaluation. Students work to produce a group project, which they may have a hand in selecting. The skills that were emphasized were higher level and provided time for students to work in a team in a sustained way.	Scaffolding of Product - Higher level thinking
Step 4: Implement changes consistently across all classrooms	<ul style="list-style-type: none"> ▪ <i>Tie walk-throughs to the strategies the TBT has chosen to implement.</i> ▪ <i>Ensure feedback is provided to the staff.</i> ▪ <i>Peer to peer classroom visits can occur to work as a team on tuning the instructional strategy.</i> 		
What will be observed in the classrooms? What will the teacher be doing? What will the students be doing?	<p>Cooperative Learning Teacher Preparation:</p> <ul style="list-style-type: none"> ● Direct instruction is provided ● Teacher provides the conditions for student collaboration including work space, resources, student grouping, collaborative strategy ● Teacher observes and rotates through teams to guide and provide feedback ● Teacher assesses student learning <p>Student Groups will be working through the “think-pair-share” strategy in student groups.</p>		
Step 5: Collect, chart and analyze pre/post data	<ul style="list-style-type: none"> ▪ <i>Everyone comes with assessments scored and data ready.</i> 	<ul style="list-style-type: none"> ▪ <i>Best practices shared from classroom teachers with high student results on post-test</i> 	<ul style="list-style-type: none"> ▪ <i>Include pre data and post data for all students and any subgroups</i> ▪ <i>Use same chart from Step 1 to collect/record data</i>
What does the post-data look like? What instructional practices proved to be successful?	See Above - Next TBT we will use our exit tickets and bring our individual data - we won't add them to the form in drive		

Meeting Evaluation	<ul style="list-style-type: none"> ▪ <i>What was the level of implementation of the 5-Step Process - full, partial, not at</i> 	<ul style="list-style-type: none"> ▪ <i>What did we learn - successes and obstacles?</i> 	<ul style="list-style-type: none"> ▪ <i>What do we need as a result of this meeting... obtain PD, receive support,</i>
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	<i>all?</i>	▪ <i>Reflections</i>	<i>additional resources, etc.</i>
What was successful? What needs to be revised or changed?	Evaluation will be sent out Process observer: we followed our norms and stayed on task; great discussion Didn't get to specific interventions for those lowest performing students		
Communicate	<ul style="list-style-type: none"> ▪ <i>What message(s) needs to be delivered?</i> ▪ <i>How will the message be delivered?</i> 	<ul style="list-style-type: none"> ▪ <i>Who needs to receive the message ...students, families, other TBTs, BLT?</i> ▪ <i>What feedback, if any, is needed?</i> 	
How will two-way communication be accomplished?	BLT communication Observation of other TBTs and BLT observing ours - when will that happen Cooperative Learning Strategy - how our team has been using it		
Assignments/Next Steps	<ul style="list-style-type: none"> ▪ <i>What needs to be done between now and the next meeting?</i> ▪ <i>Who is assigned to do it?</i> 	<ul style="list-style-type: none"> ▪ <i>What do we need to bring to the next meeting?</i> 	
What are the next steps to prepare for the next meeting?	Will report on the impact of Think Pair Share on the formative assessments we use this week. Each teacher will bring own data - do not need to put it in google doc We will all be prepared to discuss those students identified today as lowest performing to determine best interventions for them		

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

- None at this time