

Guide to Facilitating the Tenth Grade TBT Video

Purpose of TBTs

Strengthening Teaching and Learning (OLAC)

The most important focus of TBTs is to strengthen teaching in ways that promote improved student learning. Often with guidance from the principal and the BLT, TBT members investigate possible instructional strategies to adopt. They concentrate on strategies with support from research and evaluation studies; and they look for strategies that fit with school and district priorities. After considering possible strategies, a TBT selects one (or at most a few) to implement. Monitoring the fidelity of implementation is an important next step. Ultimately, TBT members need to review relevant student data to make determinations about the effectiveness of each of the instructional strategies they have decided to implement

(http://www.ohioleadership.org/mod_view.php?nav_id=861 – Purpose of TBTs – pg 5 of 12)

Prior to using the Video (optional depending on time)

Facilitator can also:

- Provide an overview of Ohio's school improvement process and the TBT 5-Step Protocol.
- Provide time for participants to review the conditions to establish teams and reflect on their TBTs.

Additional resources that can be used with the video - General (either directly or revised from the ODE resources and/or guide)

- OIP Stages - for an introduction to the process and its connection to improvement
- DLT-BLT-TBT Connection Visual - for an introduction to how the teams work together (with roles and responsibilities)
- TBT Visual of the 5 step protocol
- TBT Conditions - this is a resource when you are setting up TBTs and can be used periodically as changes occur

Introduction to the Video

Facilitator should provide background below:

This simulation of a tenth grade TBT represents one way to form a grade level TBT in which teachers teach different courses. This team is composed of a Math, ELA, Science, Social Studies, and Health and Physical Education, and an Intervention Specialist. The Intervention Specialist is assigned to the grade level and co-teaches in ELA, co-plans in Math, and consults and supports in Science and Social Studies.

Clarify for the viewers that the team is learning and analyzing the impact of cooperative learning (aligned to the district and building plan) on their content-based assessments. They do not use common assessments or a common rubric (such as one that would be used in a Writing Across the Curriculum strategy). They share common students and collaboratively determine the needs for interventions/preventions/enrichments for individual and groups of students based on individual and groups of students.

The video is approximately 13 minutes in length; the original meeting was approximately 40 minutes. The video highlights meeting management and the TBT 5-step protocol. It does not capture every point of the collaborative conversation the team had due to time constraints.

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Please note that this is not a perfect example of a TBT. There are always areas for refinement and areas of reinforcement for any team. It is just one example of how a grade level team teaching different courses can focus.

Resources that can be used with the Video

- Tenth Grade Minutes Form
 - Length is 14 pages – If providing hard copies, you may want to eliminate some pages by copying one page of the individual student data on pages 2 – 7; one page of the charted data on pages 8 and 9; and pages 10 -14 to reduce copying
- Simple Video Guide
 - Graphic organizer with 3 guiding questions and an area for notes
- Resources that viewers can use to evaluate the meeting:
 - **Alternative TBT Implementation Checklist with Strategy Flowchart or**
 - Meeting Effectiveness Checklist (usually used at each meeting by an observer or the team) and/or
 - TBT Implementation Checklist (can be used periodically to review where the team is in using the 5-step protocol (the second page is around pre and post charting; this team charted their data in the minutes form) and/or
 - TBT Rubric (can be used periodically, for example quarterly, to set goals)
- TBT Reflective Questions - for an activity with video or as a group
- Exit Slip – a 3-2-1 with guiding questions

Facilitator can:

Show the entire video without stopping.

Show the entire video then show it again stopping at different points.

Stop the video at different points. The list below are some suggestions for stopping and discussion points.

***Possible Stopping Point: Prior to Step 1: Collect and chart data to identify how students are performing/progressing**

Facilitator should:

Discuss how the meeting is organized and emphasize that the 6-week cycle is the cycle for learning the Collaborative Learning strategy. This is a different way of looking at a TBT because it is strategy based. The cycle is included below.

Meeting Management

Facilitator should:

Review meeting organization (roles, norms, etc.)

Explain that the 6-week cycle is based on the cooperative learning strategy.

The team meets weekly and determined that they will focus for a minimum of 6 weeks on the strategy, cooperative learning. They will use a minimum of 6 weeks to collaboratively learn about cooperative learning, to implement activities in their classrooms, and to measure impact on the strategy using course-level assessments. They are in Week 4.

This TBT's 6-week cycle of learning:

Week 1: Pre-Assessment

Each teacher charts his/her student results in the shared document prior to the meeting; each teacher individually analyzes student work based on the learning targets in his/her

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content; there is no common assessment since we are a secondary grade level team. Each teacher comes prepared to discuss the effectiveness of implementation and impact of using the cooperative learning strategy on student outcomes.

Week 2: Formative Assessment (Exit Tickets)

Each teacher brings his/her results but we are not charting formative assessments as a whole group). Each teacher comes prepared to discuss the effectiveness of implementation and impact of using the cooperative learning strategy on student outcomes.

Week 3: Post Assessment

The TBT will continue to analyze the effectiveness of the same strategy, cooperative learning, using post assessment student data which is charted prior to the meeting in the shared document. Each teacher comes prepared to discuss the effectiveness of implementation and impact of using the cooperative learning strategy on student outcomes.

In weeks 4 – 6 the teachers will continue to use the cooperative learning strategy. Each teacher will develop his/her pre and post assessments based on new learning targets.

Week 4: Pre Assessment

Week 5: Formative Assessment

Week 6: Post Assessment

***Possible Stopping Point: After Step 1: Collect and chart data to identify how students are performing/progressing and Prior to Step 2: Analyze student work specific to the data.**

Step 1: Collect and chart data to identify how students are performing/progressing

Facilitator should:

Explain that individual student data is charted as listed below.

Explain that the overall results for students are charted by course and agreed upon student groups.

Teachers chart the individual student data for this pre-assessment prior to the meeting.

Red – Below Proficient

Green – Proficient

Blue – Above Proficient

White – Absent and did not make up assessment as of meeting

*** indicate a student with an IEP**

Teachers chart the overall course data for student groups. They decided collectively that they wanted to chart boys and girls as well as students with disabilities; the team is concerned that there is a disparity of outcomes between boys and girls in Science and ELA. For example:

Social Studies	Learning Target: I will be able to identify the 3 branches of government in addressing current issues.					
	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%)	

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***Possible Stopping Point: After Step 2: Analyze student work specific to the data and prior to Step 3: Establish shared expectations for implementing specific effective changes in the classroom**

Step 2: Analyze student work specific to the data

Facilitator should:

Explain that teachers analyze progress of individual and groups of students collaboratively since they share students. Also note that individuals bring samples of student work for their own reference but due to teachers each using their own assessments teachers are not analyzing student work as a group

Explain that because they are focusing on the collaborative learning, teachers also analyze the progress of how well students used the protocol for students in cooperative learning.

The protocol for students to use during Cooperative Learning Activities is:

- 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

Facilitator should:

Point out that the process is recursive and the recorder decides how and where to document the steps. In this example the recorder documented strategies (Step 3) that will be used for individual and groups of students; and the student use of the protocol in the chart.

***Possible Stopping Point: After Step 3: Establish shared expectations for implementing specific effective changes in the classroom; Step 4: Implement changes consistently across all classrooms; and Step 5: Collect, chart and analyze pre/post data and prior to the BLT communication**

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

The facilitator should:

Explain that the team completed Step 3 on student data in Step 2. They focus on analyzing and identifying how they will implement cooperative learning for the next week.

Step 4: Implement changes consistently across all classrooms

The facilitator should:

Point out that the facilitator summarizes what one would expect to see in a classroom for both what teachers and students will be doing.

Step 5: Collect/Chart/Analyze pre/post data

The facilitator should:

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Point out that the teachers will be in the 5th week of the 6 week cycle; the data they will be using is the formative assessments used in their course. They will bring their results with analysis but they are not charted in the shared document.

*** Stopping Point: After the BLT communication and end of meeting**

BLT Communication

The facilitator should:

Explain that the TBT representative on the BLT reviews what she will share from the team and updates members on BLT decisions. Since the BLT meets monthly a report out from the BLT representative may only happen one time per month. The TBT should note what they want communicated to the BLT at any meeting.

Evaluation

The facilitator should:

Explain that the evaluation for this team is sent on survey monkey. For this team it is done weekly.

Wrap up and Discussion

Viewers should reflect on the effectiveness of the tenth grade TBT. You can ask what feedback they would give to this team.

Provide time for teams to ask questions and work together to determine what they learned and if the structure could be used in their schools.