

Resource 13: TBT Conditions and Next Steps Inventory

TBT CONDITIONS INVENTORY			TBT CONDITIONS NEXT STEPS
CHECK THOSE THAT ARE EVIDENT ACROSS THE SYSTEM	LIST THE EVIDENCE TO SUPPORT EACH CHECKED ITEM	PRIORITIZE THE CONDITION(S) THAT NEED ATTENTION THIS YEAR	IDENTIFY NEXT STEPS TO MOVE THE HIGHEST PRIORITY CONDITION (S) FORWARD
CONDITION A. PREPARING TEACHERS TO WORK COLLABORATIVELY BY DEEPENING THE CULTURE OF INQUIRY INTO THE CLASSROOM			
<input type="checkbox"/> TBT members are prepared to work as a team.			
<input type="checkbox"/> TBTs know and use the seven norms of collaboration as the tools for productive communication between group members.			
<input type="checkbox"/> TBTs know the stages of team development and how to respond during each stage.			
<input type="checkbox"/> TBTs receive professional development in one or more of the following areas, as needed: <ul style="list-style-type: none"> ○ Building assessment literacy ○ Developing common formative assessments ○ Analyzing student work ○ Knowing instructional strategies specific to the district/building plan ○ Learning standards and curriculum specific to the district building plan 			
<input type="checkbox"/> TBTs are afforded an environment where everyone is open and friendly with each other in order to maintain positive, trusting working relationships.			
<input type="checkbox"/> TBTs follow clear rules of conduct in times of conflict.			
<input type="checkbox"/> TBTs are prepared to build consensus.			
<input type="checkbox"/> TBTs know decision-making methods and parameters for team functioning.			

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CONDITION B. FORMING OR REPURPOSING BUILDING TEAMS TO IMPLEMENT THE 5-STEP PROCESS			
<input type="checkbox"/> TBTs are comprised of educators who teach the same grade or the same content area and may be vertical across grade levels or across disciplines to provide continuity of focus in instruction, curriculum and assessment.			
<input type="checkbox"/> TBTs understand the purpose of the team - that is, to follow the Ohio 5-Step TBT Process for the purpose of improving student learning and changing teacher practice.			
<input type="checkbox"/> TBTs understand expectations for each individual and the team to be mutually accountable for student success or failure.			
CONDITION C. CREATING SCHEDULES AND ROUTINES THAT SUPPORT TBTs			
<input type="checkbox"/> BLTs/TBTs discontinue practices no longer needed (e.g., spelling bees, showcases and conduct time audits to determine amount being spent and number of students affected) and use that time for collaboration.			
<input type="checkbox"/> TBTs have dedicated schedules that allow for teams to meet regularly, consistently with uninterrupted time, ideally weekly, minimally monthly.			
<input type="checkbox"/> Teachers are involved in developing the schedule.			
<input type="checkbox"/> TBTs communicate the schedule to ensure teacher, parent and student understanding of when and why.			

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CONDITION D. MAKING TBT MEETINGS PURPOSEFUL			
<input type="checkbox"/> TBTs follow a clearly outlined agenda that includes expected outcomes, focuses on plan strategies/indicators, has a clear purpose/process and summarizes discussion/decisions.			
<input type="checkbox"/> TBT results-oriented agendas provide time to analyze test data, examine student work, score common assessments, discuss effective lessons, and talk with other grade levels.			
<input type="checkbox"/> TBTs use protocols to structure conversations.			
CONDITION E. DEFINING ROLES AND RESPONSIBILITIES			
<input type="checkbox"/> Roles are established for each meeting, i.e., <i>recorder, timekeeper, chair/co-chairs, data organizer.</i>			
<input type="checkbox"/> TBTs are clear that the chair/co-chairs are not administrators, do not shoulder the responsibilities of the entire TBT, evaluate TBT member's performance and do not report or address peers who do not cooperate or fulfill their responsibilities.			
<input type="checkbox"/> The principal has the responsibility to lead the data work.			
<input type="checkbox"/> TBT membership includes general education teachers from every grade level in every discipline, counselors, administrators, special education teachers, elective teachers (e.g., art, music and physical education), non-classroom-based instructional staff (e.g., coaches, counselors, librarians) and paraprofessionals.			
<input type="checkbox"/> TBT's responsibilities are clear to each member: <ul style="list-style-type: none"> ▪ Assessing student learning using formative assessment data; 			

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<ul style="list-style-type: none"> ▪ Organizing and presenting data in ways that identify gaps and trends in student performance; ▪ Making intentional decisions about teaching and learning, i.e., curriculum, instruction, interventions and professional development based on the team discussion; ▪ Contributing knowledge, skills and experience to the team; ▪ Constantly monitoring student progress in meeting performance targets using building, course and classroom data; ▪ Adhering to agreed upon norms, routines and processes established by the team. Norms may include but are not limited to: participating honestly, respectfully and constructively; engage fully in the process; be punctual; come prepared to the meeting. 			
CONDITION F. COMMUNICATING PLAN INDICATORS AND PROVIDING AVAILABLE DATA TO ALL TEACHERS			
<input type="checkbox"/> TBTs use common formative assessments to identify how students are performing/progressing.			
<input type="checkbox"/> TBTs use assessment and other data including adult action data to monitor progress.			
<input type="checkbox"/> TBTs know what data needs to be collected and how it is to be submitted, aligned to plan strategies and indicators.			
<input type="checkbox"/> Multiple opportunities for open, relevant, and timely sharing of information within and across grade levels, departments and whole faculty are provided.			
<input type="checkbox"/> Communication allows for continuous feedback from/to the TBT/BLTs/DLT.			

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