

## Teacher Based Team Protocol

<b>Date:</b> 2-9-15	<b>Team:</b> Kindergarten, 1 <sup>st</sup> and 2 <sup>nd</sup>	
<b>Facilitator:</b>	<b>Time Keeper:</b>	<b>Recorder:</b>
<b>Participants:</b> Tina Edgington, Ashley Baber and Danielle Rice		
<b>Ground Rules:</b> <ul style="list-style-type: none"> <li>• Come Prepared</li> <li>• Side bars limited</li> <li>• Cell phones off</li> <li>• Respect all Voices</li> </ul>		

<b>Topic/Focus:</b>	Compose and Decompose numbers 11-19
<b>Standard/Skill:</b>	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Step 1: Collect and chart assessment data aligned to the standards										
Time	Student Group	# of students who took the assessment	Number of students who are above proficient		Number of students who are proficient		Number of students who are near proficient		Number of students well below proficient	
			#	%	#	%	#	%	#	%
3 min.	All students	19	6	32%	3	16%	3	16%	7	36%
	Students with disabilities	1							1	100%
	Students without disabilities	18	6	33%	3	17%	3	17%	6	33%
	Other subgroups (Gifted, ELL, etc.)	1	1	100%						
** Added By South	African American Subgroup	7	2	29%	1	14%	1	14%	3	43%
	Multi-Racial Subgroup	3			1	33%	1	33%	1	34%

Step 2: Analyze student work specific to the data.		
<ul style="list-style-type: none"> <li>• What did students do well and why?</li> <li>• What did students not do well on and why?</li> <li>• Were there common errors, misconceptions, urgent needs? Are there patterns or trends?</li> </ul>		
Time	Strengths (and why)	Weaknesses (and why)
10 min.	The students did very well because these similar skills were just covered for the last 2 chapters.	Having trouble with the numbers because they are over 10 and many of my low students still have a lot of issues with the numbers over 10 (recognizing, writing and comprehending.)

**Time**  
10 min.

Teacher will work with the students in small group and whole group settings.  
Ms. Roush will work with a group of students doing a short pull out to help with the red students.  
There will be small group, whole group and stations being used to help give double ten frame practice to the skills.  
Teacher will perform a dipstick test to see if students are on target with the skills half way through the chapter.  
Students will be able to correctly use the manipulatives or other strategies to help them with the tasks of composing and decomposing numbers 11-19.

Dipstick				B&G	Y	R	
Benchmark Score	18/18	17-16/18	15-14/18	13-0/18	%	%	%
	Ad/Ac	Prof.	Basic	Limited			
	Blue	Green	Yellow	Red	Prof	Near Prof	Not Prof
# Students	8	4	0	5	42%	21%	26%
	AR	HWM		PS			
	JS	LF		ZT			
	MW	TB		NR			
	SD	LR		TR			
	CR			LW			
	LC						
	CC						
	EBD						

Sub Group		# St	# Prof	% Prof
AA		6	4	67%
Multi		2	0	0%
SWD		1	0	0%

Step 5: Collect, chart and analyze post data										
Time	Student Group	# of students who took the assessment	Number of students who are above proficient		Number of students who are proficient		Number of students who are near proficient		Number of students well below proficient	
			#	%	#	%	#	%	#	%
	All students	19	9	48%	9	47%	1	5%	0	
	Students with disabilities	1	1	100%						
	Students without disabilities	18	8	44%	9	50%	1	6%	0	
	Other subgroups (Gifted, ELL, etc.)	1	1	100%						
Added	African American Subgroup	7	3	43%	3	43%	1	14%		

## Teacher Based Team Protocol

<b>Date:</b>	<b>Team:</b> K-2		
<b>Facilitator:</b>	<b>Time Keeper:</b>	<b>Recorder:</b>	
<b>Participants:</b> Danielle Rice, Ashley Baber, Tina Edgington, Mary Barnett, Tricia Winkler,			
<b>Ground Rules:</b>			
<ul style="list-style-type: none"> <li>• Come Prepared</li> <li>• Side bars limited</li> <li>• Cell phones off</li> <li>• Respect all Voices</li> </ul>			

<b>Topic/Focus:</b>	Compare and Contrast
<b>Standard/Skill:</b>	RI 2.5

<b>Step 1: Collect and chart assessment data aligned to the standards</b>										
Time	Student Group	# of students who took the assessment	Number of students who are above proficient		Number of students who are proficient		Number of students who are near proficient		Number of students well below proficient	
			#	%	#	%	#	%	#	%
min.	All students	11	0	0	0	0	0	0	11	100
	Students with disabilities	1	0	0	0	0	0	0	1	100
	Students without disabilities	10	0	0	0	0	0	0	10	100
	Other subgroups (Gifted, ELL, etc.)	1	0	0	0	0	0	0	1	100
** Added By South	African American Subgroup	5	0	0	0	0	0	0	5	100
	Multi-Racial Subgroup	1	0	0	0	0	0	0	0	100

<b>Step 2: Analyze student work specific to the data.</b>		
<ul style="list-style-type: none"> <li>• What did students do well and why?</li> <li>• What did students not do well on and why?</li> <li>• Were there common errors, misconceptions, urgent needs? Are there patterns or trends?</li> </ul>		
Time	Strengths (and why)	Weaknesses (and why)
10 min.	Most students were able to compare (on the venn diagram) the two sharks from the reading.	<p>Some students did not understand how to fill out a venn diagram.</p> <p>Many students were unable to answer the multiple choice questions that asked them to compare and contrast the two types of sharks.</p> <p>The reading is difficult and most students are struggling readers.</p>

**Steps 3: Establish shared expectations for implementing specific effective changes consistently across all classrooms**

	<b>Instructional Groups (may vary):</b>	<b>1 (Blue)</b>	<b>2 (Green)</b>	<b>3 (Yellow)</b>	<b>4 (Red)</b>
5 min.	Determine instructional strategy(ies) <b>TEACHER DOES...</b>				Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced) <b>CITW</b>
15 min.	Determine potential activities to deliver instruction <b>STUDENTS DO...</b>				Practicing skills, strategies, and processes (the teacher uses massed and distributed practice) <b>CITW</b>
<b>Write SMART goal: 10/14 (71%) pass with 9/12 (75%)</b>					
2	% of students proficient by			% of students advanced by	

**Step 4: Implement Changes Consistently**

- Who will implement? How often will we implement? How long will we implement?
- What will you see in the classroom when the selected strategies are implemented?
- How will we know if we implemented with fidelity?

Time 10 min.	<p>Reading is taught 4 times a week for 45 minutes. This TBT will cover 3 weeks.</p> <p>The Reading block starts out as a whole group lesson. The class will read or listen to a story and have a discussion about main idea and details. From there, we will work on creating summaries of the stories we read.</p> <p>Students separate into ability groups and rotate through the groups weekly. Group 1 will be with me practicing the strategy using grade level text. Group 2 is on the computer reading/listening to ability level text. They answer questions about the reading which covers the strategy they are learning. Group 3 reads ability level book with peers and discuss questions and answers that cover the strategy. Group 4 works on writing</p>
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**Step 5: Collect, chart and analyze post data**

Time	Student Group	# of students who took the assessment	Number of students who are above proficient		Number of students who are proficient		Number of students who are near proficient		Number of students well below proficient	
			#	%	#	%	#	%	#	%
	All students	14	3	21	1	7	3	21	7	50
	Students with disabilities	1	0	0	0	0	1	100	0	0
	Students without disabilities	13	3	23	1	8	2	15	7	54
	Other subgroups (Gifted, ELL, etc.)	1	0	0	0	0	1	100	0	0
Added	African American Subgroup	7	2	29	0	0	1	14	4	57

By South	Multi- Racial Subgroup	2	0	0	0	0	1	50	1	5
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**Communication to the BLT/Reflection**

Time	Strengths/Successes	Obstacles/Challenges	Supports Needed
	Student Data:		
	Team Process:		