

Sample TBT (Teacher Based Team Protocol)

Date:	Team:		
Facilitator:	Time Keeper:	Recorder:	
Participants:			
Ground Rules:			
<ul style="list-style-type: none"> • • 			

Topic/Focus:	
Standard/Skill:	
Unpacked Learning Target:	
Learning sub-targets to assess proficiency	

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 proficient		Number of students who are near proficient		Number of students who are well below proficient	
			#	%	#	%	#	%
	All students							
	Students with disabilities							
	Students without disabilities							
	Other subgroups (Gifted, ELL, etc.)							
	Third Grade Guarantee							

Step 2: Analyze student work specific to the data.		
<ul style="list-style-type: none"> • What did students do well and why? • What did students not do well and why? • Were there common errors, misconceptions, urgent needs? Are there patterns or trends? 		
Time	Strengths (and why)	Weaknesses (and why)

Steps 3: Establish shared expectations

Time	Process:	Proficient		Advanced	
	Determine learning outcome(s)				
	Identify the level of rigor and relevance for learning outcome (s)				
	Instructional Groups (may vary):	1	2	3	4
	Determine instructional strategy(ies)				
	Determine potential activities to deliver instruction				

Write SMART goal:

	_____ % of students proficient by	_____ % of students advanced by
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Step 4: Implementation

- 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	
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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 advanced		Number of students who are proficient		Number of students who are below proficient	
			#	%	#	%	#	%
	All students							
	Students with disabilities							
	Students without disabilities							
	Other subgroups (Gifted, ELL, etc.)							
	Third Grade Guarantee							

Communication to the BLT/Reflection

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