

CMSD PreK TBT Protocol



Date:	Team: Pre-K		
Facilitator:	Time Keeper:	Recorder:	
Participants:			

Planning

Topic/Focus:	
Standard/Indicator/Skill: (Include complete standard)	
Learning Targets: A proficient student will be able to: ("I can" statements)	

Step 1: Collect and chart formative assessment data aligned to the standards

Student Group	# of students who took the assessment	# of students who are proficient		# of students who are below proficient	
		#	%	#	%
All Students					
Students with disabilities (excludes speech only or 504)					
Suggested subgroups (African Americans, Economically Disadvantaged, ELL); OPTIONAL					

Step 2: Use the data in step 1 and the following guided questions to help identify strengths and weaknesses.

- What did students do well and why?
- What did students not do well on and why?
- Were there common errors, misconceptions, urgent needs? Are there patterns or trends?

Strengths (and why)	Weaknesses (and why)
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Steps 3: Establish shared expectations

Process:	Proficient (restate prioritized "I can" statements from weaknesses column in step 2)	Advanced (restate "I can" with stretch)
Determine learning outcome(s)		
Identify the level of rigor & relevance for learning outcomes (e.g. DOK, Bloom's, Daggett's Rigor/Relevance framework, etc)		
Instructional Groups		
Determine instructional strategy (e.g. grouping formations, Marzano's High Yield strategies, etc)		
Determine potential activities to deliver instruction		
SMART goal:	___% of students proficient by ___	___% of students advanced by ___

Step 4: Consistent Implementation

- What will you see in the classroom when the selected strategies are implemented? (Be specific about what you are going to do as it relates to differentiation, assessment, and student feedback.)

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Step 5: Collect, chart and analyze post-assessment data

Student Group	# of students who took the assessment	# of students who are advanced		# of students who are proficient		# of students who are below proficient	
		#	%	#	%	#	%
All Students							
Students with disabilities (excludes speech only or 504)							

Suggested subgroups (African Americans, Economically Disadvantaged, ELL); OPTIONAL							
Reflect on your data.							

Communication to the BLT/Reflection		
Strengths/Successes	Obstacles/Challenges	Supports Needed