## Ohio TBT 5-Step Process Implementation Rubric

<table>
<thead>
<tr>
<th>STEPS</th>
<th>ADVANCED</th>
<th>PROFICIENT</th>
<th>BASIC</th>
</tr>
</thead>
</table>
| **GOALS** | Students can explain their own individual goals, what they know and can do, and what strategies they are using to reach their goals. | Classrooms have goals:  
- Specific  
- Measurable  
- Achievable  
- Relevant  
- Timely | Established goals are academic or behavioral but may not be specific, measurable, achievable, relevant, or timely  
- Goals are made public to students |
| **STEP 1: Collect and Chart Data and Results** | Data is assembled and organized  
- Multiple data sources are used  
- Pre- and post-test results indicate the number of students who are proficient  
- Team members agree on what proficient performance looks like  
- Results are disaggregated and individual student data is analyzed | Data is assembled  
- Pre-test/post-test data is used  
- Results usually include the number of students who are proficient  
- School, Grade Level, Team, Department, or Classroom results are analyzed | Data is not assembled  
- A common pre-test/post-test is not used  
- Proficiency level is not defined  
- Group results are analyzed |
| **STEP 2: Analyze student work specific to the data** | Targeted needs have an impact on multiple subject areas (leverage, endurance, skill needed for the next grade level)  
- Team members collaboratively analyze student work  
- Needs are prioritized across content areas | Identification of strengths and weaknesses are within a teacher’s control  
- Needs are prioritized within a content area | Identification of strengths and weaknesses is inconsistent  
- Blame for performance is attributed to factors out of school and/or teacher control  
- Needs are identified but not prioritized |
| **STEP 3: Establish shared expectations for implementing specific effective changes in the classroom** | Team members establish shared expectations for implementing specific instructional changes in classroom and develop plans collaboratively  
- Strategies are research-based and impact multiple content areas  
- Strategies are prioritized for impact on student achievement  
- Differentiating to meet individual student needs is evident  
- Team members agree on instructional time for strategy implementation and post-assessment standards | Team members discuss shared instructional changes but do not always agree on consistent implementation  
- Discussed strategies are research based  
- Strategies are prioritized for impact on student achievement  
- Strategy instruction is observed  
- Teachers usually model strategies | Strategies are identified but are not identified as significantly impacting student achievement  
- Teachers introduce strategies but do not model instructional strategies with consistency |
| **STEP 4: Implement changes consistently across all classrooms** | Team members implement changes in classroom instruction consistently across classrooms  
- There is clear and consistent evidence that students who are struggling or who need enrichment receive specific differentiated instruction in the classroom and/or during intervention  
- Adult implementation monitoring is directly related to measured student performance and expected instruction | Team members consistently implement changes in classroom instruction across classrooms  
- There is clear and consistent evidence that students who are struggling or who need enrichment receive specific differentiated instruction in the classroom and/or during intervention | Teachers implement changes in classroom instruction in individual classrooms  
- There is minimal evidence that students who are struggling or who need enrichment receive specific differentiated instruction in the classroom and/or during intervention |
| **STEP 5: Collect, chart and analyze post data/ Evaluate** | There is evidence that teachers collect, chart and analyze post assessment or progress monitoring data  
- Course correction is evident if student achievement does not improve  
- Best practices of classroom teachers are shared, documented and replicated by other teachers  
- Differentiated staff development needs are communicated to the BLT/DLT | There is evidence that teachers routinely collect and chart post assessment or progress monitoring data  
- Course correction is evident if student achievement does not improve  
- Teachers frequently share successful strategies and best practices | There is evidence that teachers sporadically collect and chart post assessment or progress monitoring data  
- Course correction is not consistently evident when student achievement does not improve  
- Teachers sporadically share best practices with other teachers when asked |