**Tapp Collaborative Process- Notes are taken on the Quarterly TC Document**

**Start of the Year (Revisit Quarterly)**

[ ] Develop Norms

[ ] Print Norms…place in data notebook (each member has a copy)

[ ] Assign Roles

* Facilitator: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Recorder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Start of Each Unit**

Identify a student achievement SMART goal (strategic and specific, measurable, attainable, results oriented, and time bound):

[ ] By the end of Quarter \_\_\_, \_\_\_\_\_\_% of our students will score 80% or higher on their Quarter \_\_\_\_ report card. (update SMART Board in your TPA)

[ ] Create the Unit Summative Assessment (s)

**Before Each Formative TC (Formative Assessments or Work Samples):**

* Facilitator sends agenda at least 1 day in advance
* Print Formative Data (when applicable and data is in CTLS)
	+ Print the School **Standard Analysis Report**
	+ Print the School **Item Analysis Report**
	+ Place in Data Notebook
* When data or work sample is not CTLS, bring applicable copies

**During TC (Repeat until the end of the unit)**

* Read: Norms
* Discuss: What standards are represented in the data or work samples?
* Discuss: What are the implications of this data or work samples? Which instructional strategies helped students learn? What skills did the proficient students demonstrate in their work that set their work apart?
* Discuss: What patterns can we identify from the student mistakes or misconceptions?
* Discuss: Are we Ontrack to meet our SMART Goal?
* Plan: What are we going to do for the students that did not show proficiency?
* Plan: How will we extend the learning for students who are already proficient?
* Plan: Next Formative Assessment or TC Work Sample

**End of Each Unit**

[ ] Give the Unit Summative Assessment

[ ] Quarter TC SMART Goal: Met ☐Yes ☐No