

Table 2.4

During-the-Unit Status Check Tool for HLTA 8—Using a Lesson-Design Process for Lesson Planning and Collective Team Inquiry

Directions: Discuss your perception of your team’s progress on the eighth high-leverage team action—using a lesson-design process for lesson planning and collective team inquiry. Defend your reasoning.

Stage I: Pre-Initiating	Stage II: Initiating	Stage III: Developing	Stage IV: Sustaining
We do not use a lesson-planning tool.	We plan for instruction using the Mathematical Practices lesson-planning tool or other lesson templates independently.	We develop common lessons, either using the Mathematical Practices lesson-planning tool or other lesson templates but do not discuss the implementation.	We develop and implement common lessons at least once per unit, either using the Mathematical Practices lesson-planning tool or other lesson templates.
We do not know if our lessons provide for student demonstrations of understanding.	We discuss student demonstrations of understanding but do not have a common agreement on how to achieve them.	We collaboratively agree on how students should demonstrate understanding, but we do not make instructional adjustments based on those agreements.	We ensure all lessons contain successful opportunities for students to demonstrate understanding.
We do not know about lesson study.	We have read about lesson study but do not create the time to do it.	We have engaged in a team lesson study but not as an ongoing practice.	We actively engage in a team lesson study once per unit and debrief in order to learn more about our students and to learn from each other.