

Table 1.5

**Before-the-Unit-Begins Status Check Tool for HLTA 5—
Planning and Using Common Homework Assignments**

Directions: Discuss your perception of your team’s progress on the fifth high-leverage team action—planning and using common homework assignments. Defend your reasoning.

Stage I: Pre-Initiating	Stage II: Initiating	Stage III: Developing	Stage IV: Sustaining
We do not have a clear purpose for why we assign homework.	We have <i>established</i> a clear purpose for homework, but it is not independent and formative student practice.	We have <i>developed</i> the shared purpose of using homework as independent formative student practice.	We have <i>implemented</i> the shared purpose of homework as independent formative student practice.
We do not plan or use common homework assignments and do not know the homework assignments given by other members of our team.	We discuss homework assignments and have not yet reached collaborative agreement on the nature of those assignments for each unit.	We collaboratively <i>plan</i> and develop common homework assignments for each unit.	We collaboratively <i>use</i> common homework assignments for each unit.
We do not know the nature of the homework protocols used for the assignments given by other members of our team.	We discuss the nature of the homework protocols used for the assignments given by other members of our team, but do not agree on those protocols.	We have team agreement on developed homework protocols including limited number of tasks, spaced practice, balance of cognitive demand, and alignment to the essential learning standards.	We have complete team agreement on homework protocols including limited number of tasks, spaced practice, balance of cognitive demand, and alignment to the essential learning standards, and we use those protocols with our students.
We do not know how other members of our team go over homework in class.	We discuss how we go over homework in class but do not agree on what we should do.	We discuss how we go over homework in class and agree on what we should do with homework during class.	We discuss how we go over homework in class, agree on what we should do, and implement that agreement.
We do not know how other members of our team count homework as a percent of the student’s total grade.	We know how others count homework for a grade, but we each do it our own way.	We grade homework the same each day, but we count it differently from other team members as a percent of the total student grade.	We have complete team agreement on how homework should be used and accounted for as part of the student’s total grade.