

Table 2.1

During-the-Unit Status Check Tool for HLTA 6—Using Higher-Level-Cognitive-Demand Mathematical Tasks Effectively

Directions: Discuss your perception of your team’s progress on the sixth high-leverage team action—using higher-level-cognitive-demand mathematical tasks effectively. Defend your reasoning.

Stage I: Pre-Initiating	Stage II: Initiating	Stage III: Developing	Stage IV: Sustaining
We do not attend to or discuss Mathematical Practices or processes.	We have discussed Mathematical Practices and processes.	We consistently discuss the intent, purpose, and evidence of Mathematical Practices and processes during each unit of study.	We engage, as a team, in deep planning for Mathematical Practices and processes in our lessons.
We do not have a clear understanding of each Mathematical Practice.	We do not have a collaborative agreement on the focus of the Mathematical Practices for each unit of the course.	We teach some aspect of various Mathematical Practices as part of every daily lesson.	We use higher-level-cognitive-demand tasks as an intended activity to meet both the essential learning standards as well as Mathematical Practices and processes outlined for the lesson and the unit.
We do not use common higher-level-cognitive-demand tasks in order to develop students’ Mathematical Practices.	We discuss and use some common higher-level-cognitive-demand tasks in class.	We discuss and implement collaboratively developed higher-level-cognitive-demand tasks.	We discuss and use intentional and targeted differentiated in-class supports as students engage in Mathematical Practices and processes by using our common and higher-level-cognitive-demand mathematical tasks.
We do not know the Mathematical Practices expected or demonstrated by the students assigned to other members of our team.	We have not reached team agreement on how to implement and sustain student proficiency in the Mathematical Practice expectations.	We do not collaboratively plan for Mathematical Practices, and they do not influence daily instructional plans for the unit.	We collaboratively plan for and implement Mathematical Practices and processes as part of our daily instructional plans for the unit.