

Figure 1.6: High-Leverage Activities of Grades 6–8 Grade-Level and Course-Level Collaborative Teams

Collaborative Teacher Team Agreements for Teaching and Learning

1. The team designs and develops agreed-on prior knowledge skills to be assessed and taught during each lesson of the unit or chapter.
2. The team designs and implements agreed-on lesson-design elements that ensure students actively engage with the mathematics. Students experience some aspect of the CCSS Mathematical Practices (such as Construct viable arguments and critique the reasoning of others or Attend to precision) with the language embedded in the daily lessons of every unit or chapter.
3. The team designs and implements agreed-on lesson-design elements that allow for student-led summaries and demonstrations of learning the daily lesson.
4. The team designs and implements agreed-on lesson-design elements that include the strategic use of tools—including technology—for developing student understanding.

Collaborative Team Agreements for Assessment Instruments and Tools

1. The team designs and implements agreed-on common assessment instruments based on high-quality exam designs. The collaborative team designs all unit exams, unit quizzes, final exams, writing assignments, and projects for the course.
2. The team designs and implements agreed-on common assessment instrument scoring rubrics for each assessment in advance of the exam.
3. The team designs and implements agreed-on common scoring and grading feedback (level of specificity to the feedback) of the assessment instruments. Two or more team members together grade a small sample of student work to check on consistency in scoring and grading feedback.

Collaborative Team Agreements for Formative Assessment Feedback

1. The team designs and implements agreed-on adjustments to instruction and intentional student support based on the results of both formative daily classroom assessments and the results of student performance on unit or chapter assessment instruments, such as quizzes and tests.
2. The team designs and implements agreed-on levels of rigor for daily in-class prompts and common high-cognitive-demand tasks used to assess student understanding of various mathematical concepts and skills. This also applies to team agreement to minimize the variance in rigor and task selection for homework assignments and expectations for makeup work. This applies to depth, quality, and timeliness of teacher descriptive formative feedback on all student work.
3. The team designs and implements agreed-on methods to teach students to self-assess and set goals. Self-assessment includes students using teacher feedback, feedback from other students, or their own monitoring and self-assessment to identify what they need to work on and to set goals for future learning.