

## Figure 6.2: Form to Align HLTA to the Four Critical Questions of a PLC

High-Leverage Team Actions	1. What do we want all students to know and be able to do?	2. How will we know if they know it?	3. How will we respond if they don't know it?	4. How will we respond if they do know it?
<b>Before-the-Unit Team Actions</b>				
HLTA 1. Making sense of the agreed-on essential learning standards (content and practices) and pacing	<input type="checkbox"/>			
HLTA 2. Identifying higher-level-cognitive-demand mathematical tasks	<input type="checkbox"/>	<input type="checkbox"/>		
HLTA 3. Developing common assessment instruments	<input type="checkbox"/>	<input type="checkbox"/>		
HLTA 4. Developing scoring rubrics and proficiency expectations for the common assessment instruments		<input type="checkbox"/>		
HLTA 5. Planning and using common homework assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>During-the-Unit Team Actions</b>				
HLTA 6. Using higher-level-cognitive-demand mathematical tasks effectively	<input type="checkbox"/>	<input type="checkbox"/>		
HLTA 7. Using in-class formative assessment processes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HLTA 8. Using a lesson-design process for lesson planning and collective team inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>After-the-Unit Team Actions</b>				
HLTA 9. Ensuring evidence-based student goal setting and action for the next unit of study			<input type="checkbox"/>	<input type="checkbox"/>
HLTA 10. Ensuring evidence-based adult goal setting and action for the next unit of study			<input type="checkbox"/>	<input type="checkbox"/>

= Fully addressed with high-leverage team action  
 = Partially addressed with high-leverage team action

Source: Adapted from Kanold et al., 2018.