

Figure 2.22: Team Discussion Tool—Mathematics Collaborative Team Reflection on the Three Big Ideas of a PLC Culture

Mathematics Collaborative Team Reflection					
Directions: Rate your collaborative team level related to the three big ideas of a PLC.					
Grade-Level Mathematics Team Self-Assessment		Rubric Score			
		Level 1 Beginning	Level 2 Practicing	Level 3 Implementing	Level 4 Embracing
Focus on Collaboration	My mathematics team moves toward a collective vision and creates norms that reflect the collective commitments to the work.				
	My mathematics team creates and uses an action plan to meet its SMART goals.				
	My mathematics team is productive and works cohesively to meet the common learning outcomes.				
Focus on Learning	My mathematics team makes sense of the essential learning standards in each unit and creates student-friendly learning targets, which students use as a reflection tool throughout a lesson and unit.				
	My mathematics team designs quality common unit assessments that meet the rigor of the standards, and creates common scoring agreements for each assessment.				
	My mathematics team analyzes data from common assessments by standard and then plans for collective student re-engagement in learning via class instruction or an intervention time.				
	My mathematics team identifies the instructional strategies that impact student learning for replication in future units or next year. We regularly discuss how to actively engage the students in peer-to-peer discourse for at least 50 percent of the mathematics lesson.				
Focus on Results	My mathematics team discusses how students earn grades and ensures students earn grades consistently from teacher to teacher based on proficiency versus effort.				
	My team creates common homework assignments for each unit provided to the students when the unit begins.				
	My mathematics team consistently identifies students who do not meet, meet, and exceed essential learning and collectively creates a plan to ensure learning standards for all students.				
	My mathematics team engages in lesson studies and observes each other to discuss how best to engage students in the learning of mathematics.				
Of the eleven criteria, identify which are your areas of strength as a teacher team of mathematics and explain why.					
Of the eleven criteria, identify which are areas of needed growth for your team. Identify next steps to move your team toward level 4.					