

Figure I.1
**High-Leverage Team Actions Aligned 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?
Before-the-Unit Team Actions				
HLTA 1. Making sense of the agreed-on essential learning standards (content and practices) and pacing				
HLTA 2. Identifying higher-level-cognitive-demand mathematical tasks				
HLTA 3. Developing common assessment instruments				
HLTA 4. Developing scoring rubrics and proficiency expectations for the common assessment instruments				
HLTA 5. Planning and using common homework assignments				
During-the-Unit Team Actions				
HLTA 6. Using higher-level-cognitive-demand mathematical tasks effectively				
HLTA 7. Using in-class formative assessment processes effectively				
HLTA 8. Using a lesson-design process for lesson planning and collective team inquiry				
After-the-Unit Team Actions				
HLTA 9. Ensuring evidence-based student goal setting and action for the next unit of study				
HLTA 10. Ensuring evidence-based adult goal setting and action for the next unit of study				

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