

## Figure E.2: Mathematics in a PLC at Work Framework From the *Every Student Can Learn Mathematics* Series

<i>Every Student Can Learn Mathematics</i> series' Team and Coaching Actions Serving the Four Critical Questions of a PLC at Work	1. What do we want all students to know and be able to do?	2. How will we know if students learn it?	3. How will we respond when some students do not learn?	4. How will we extend the learning for students who are already proficient?
<i>Mathematics Assessment and Intervention in a PLC at Work</i>				
<b>Team action 1:</b> Develop high-quality common assessments for the agreed-on essential learning standards.	■	■		
<b>Team action 2:</b> Use common assessments for formative student learning and intervention.			■	■
<i>Mathematics Instruction and Tasks in a PLC at Work</i>				
<b>Team action 3:</b> Develop high-quality mathematics lessons for daily instruction.	■	■		
<b>Team action 4:</b> Use effective lesson designs to provide formative feedback and encourage student perseverance.			■	■
<i>Mathematics Homework and Grading in a PLC at Work</i>				
<b>Team action 5:</b> Develop and use high-quality common independent practice assignments for formative student learning.	■	■		
<b>Team action 6:</b> Develop and use high-quality common grading components and formative grading routines.			■	■
<i>Mathematics Coaching and Collaboration in a PLC at Work</i>				
<b>Coaching action 1:</b> Develop PLC structures for effective teacher team engagement, transparency, and action.	■	■		
<b>Coaching action 2:</b> Use common assessments and lesson-design elements for teacher team reflection, data analysis, and subsequent action.			■	■

Source: Kanold, T. D., Schuhl, S., Larson, M. R., Barnes, B., Kanold-McIntyre, J., & Toncheff, M. (2018). Mathematics assessment and intervention in a PLC at Work. Bloomington, IN: Solution Tree Press, p. 3.