

## Vignette One: Developing Honest Communications

Let's say that the data and root cause analysis indicates that there is a misalignment between mathematics lessons and the mathematics standards. To address that need, developing common mathematics curriculum units collaboratively has become the goal. This task will require that teachers unpack the mathematics standards to understand what students need to know and be able to do. Student data indicates they understand the process for problem solving but can't explain how or why it works. So, an additional task will involve jointly planning lessons that provide the opportunity for students to practice explaining their thinking when solving mathematics problems. That component requires a different instructional approach than typically occurs in the classroom. Grade level teams will design math lessons during the two hours per week set aside for their collaborative work. The professional learning goal is to learn how to develop effective mathematics lessons that support students' ability to explain their problem solving approach.

There are other types of data you could access that might make this collaborative work more effective. For example, you could ask every grade level team to complete *The Learning Team Survey* (see attachment). The results should be disaggregated so that you could look at the whole school, each grade level, and each team.

Let's say one team indicated that they felt group members did *not* have honest communications with each other (Item #2), and they had *not* been successful in the past developing new materials, lessons, or assessment for students (Item #6). Yet, they seem to agree that they get along well (Item #11).

What adjustments could be made to the collaborative professional learning process that would increase the likelihood of success? You may need to develop some new skills to help this group be more productive.



Jot down a few idea of how you would address these issues. When you are ready, watch the video to hear some ideas.