

Figure 2.13. Actions Supporting Collaborative Professional Learning

Action	Current Actions	Possible Next Steps
Establish high-performing collaborative teacher teams and monitor the work of those teams. They should empower teacher teams to take actions that embody the shared values of the mathematics program by replacing norms of isolation with norms of collaboration.		
Make the purpose of the collaboration explicit; work deliberately to build trust among the mathematics teachers and provide training for the team communication skills necessary to function together successfully.		
Help each teacher team to identify student achievement gaps in the grade or course level they teach and address the inequities caused by mathematics teacher isolation, privatization, and independent decision making.		
Radically monitor and celebrate teacher team performance, paying attention to the results in improved student achievement. Encourage discussions of work and successful initiatives to be an ongoing public endeavor.		
Collaborate with administration and other faculty to support the work and needs of the mathematics teacher teams during the contracted school day.		
There are intentional opportunities for teacher leaders to grow as leaders.		

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Take responsibility for elevating and highlighting mathematics student achievement goals.		
Provide the current research and best practice evidence of the power of teacher teams to impact student performance.		
Help teachers learn to acquire culturally responsive pedagogical strategies and infuse, when possible and appropriate, culturally situated contexts and connections specific to the culture and communities of the students they teach and implement them in their instruction.		
Allow teachers to take responsibility to establish their own student achievement goals.		
Expect all teachers of mathematics to collaborate in a professional manner with integrity and honesty, using caring and respect.		
Not tolerate any form of teacher isolation and require all teachers to honor the decisions of the team as it applies to research-based best practices in mathematics curriculum, instruction, and assessment.		

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Action	Current Actions	Possible Next Steps
Mandate that collaborative teams of mathematics teachers design required intervention programs targeted for struggling students early in the progress of each semester of the school year.		

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