

Figure 2.1: District Office Communication Audit to Support MSCTs

What systems have been established in the MSCT process to ensure priorities are addressed across schools?

- What systems are in place for clarifying what students must learn?
- What systems are in place for monitoring student learning?
- What systems are in place for responding when students have difficulty?
- What systems are in place for enriching and extending learning for students who are proficient?
- What systems are in place for monitoring and supporting teams?
- What systems are in place for providing each teacher and team with the timely information essential to continuous improvement?
- What systems are in place to build the capacity of principals to lead the PLC process?

What questions do we ask in our MSCTs?

- What questions do we ask people to resolve through collective inquiry?
- What questions drive the work of MSCTs throughout our organization?
- What questions drive the work of MSCT administrative cohort meetings?

How do we model MSCTs in our district?

- What evidence shows that the district office is committed to and focused on high levels of learning for all students?

- What evidence shows that we work together collaboratively?

- How does the district office gather and use evidence of results to inform and improve our practice?

- In what ways have we aligned our district practices with our priorities around MSCTs, and how have we responded when existing practices did not reflect those priorities?

How do we allocate resources (time, money, people) for MSCTs?

- How do we provide time for intervention and enrichment for our students?

- How do we provide time for collaborative teams to engage in collective inquiry?

- How are we using our financial and human resources most effectively to support MSCTs?

How do we monitor MSCTs in our district?

- How do we monitor student learning?

- How do we monitor the work and the effectiveness of MSCTs?

- How do we monitor the work and effectiveness of building administrators who oversee MSCTs?

How do we monitor MSCTs in our district?

- How do we monitor the progress each school is making inside MSCTs?

- How do we monitor the work and the effectiveness of the district office as it relates to the progress of supporting MSCTs?

What are we willing to confront in our MSCTs?

- How will we actively confront resistance to the fundamental purpose and priorities of MSCTs, and how will this impact our credibility as leaders?

- Have we been willing to address leaders or educators if resistance has occurred, and what strategies have worked?

- What will we do if people resist membership of supervising or engaging in an MSCT?

What do we celebrate inside the work of MSCTs?

- What process is in place to help identify schools and teams that are improving?

- How do we acknowledge and celebrate the improvement of MSCTs?

- How are we showcasing the great work of MSCTs?

Source: DuFour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Solution Tree Press.