

Figure 6.1: Checklist for Establishing and Maintaining MSCTs

Preliminary Processes	
The administrative cohort takes the following actions.	
☐ Identify specific collaborative team structures the MSCTs will use. ☐ Establish the frequency MSCTs will meet. ☐ Establish and train a guiding coalition at each school site that includes key teacher leaders and is responsible for supporting MSCTs.	
The school guiding coalition takes the following actions.	
☐ Develop internal communication regarding the collaborative team process to strengthen MSCT work. ☐ Model the collaborative process expected from MSCTs schoolwide through collaboration sessions. ☐ Survey staff beliefs, understandings, and experiences regarding MSCTs.	
MSCT Cross-School Collaboration	
The administrative cohort takes the following actions.	
☐ Communicate clear expectations for the work in which collaborative teams will engage that connects to PLC culture and the four critical questions of a PLC. ☐ Facilitate the creation and collection of group norms by distributing samples, collecting copies of each MSCT's norms, and providing feedback to MSCTs regarding those norms. ☐ Identify and collect specific artifacts or products from MSCTs to monitor their initial work and provide feedback. ☐ Develop a sit-in schedule to observe the collaborative process of each MSCT. MSCT administrators decide on who monitors which MSCT teams and then create a schedule for sit ins. ☐ Highlight best practices and celebrate the work of MSCTs. ☐ Periodically ask MSCTs to engage in self-evaluation regarding adherence to team norms, agenda outcomes, meeting roles, and consensus building. ☐ Meet with the school guiding coalition to reflect on initial progress and plan support needed for continued progress of MSCTs.	
Supporting MSCT Cross-School Collaboration	
The administrative cohort takes the following actions.	
☐ Continue to collect artifacts of practice to monitor the work of all MSCTs. ☐ Strategically plan time to allow MSCTs to present products of their work and showcase these during staff meetings and other collaborative meetings. ☐ Identify and assist teams that are struggling with the collaborative process inside their MSCT. ☐ Intervene and take necessary action for MSCTs that are dysfunctional or not engaging in the collaborative process. ☐ Focus sit-in observations on MSCTs needing the most assistance and provide more autonomy to MSCTs functioning well. Decide which administrators in the administrative cohort will sit in on these teams. ☐ Meet with the school guiding coalition to reflect on MSCT processes and plan for adjustments if necessary.	

Source: Adapted from Marzano, R. J., Heflebower, T., Hoegh, J. K., Warrick, P., & Grift, G. (2016). Collaborative teams that transform schools: The next step in PLCs. *Marzano Resources*.