

Figure 6.9: MSCT Continuum to Evaluate Essential Components of Cross-School Collaboration

	Advanced	Proficient	Approaching	Getting Started
PLC Culture	- The team develops and uses collective commitments and norms. - The team reviews collective commitments and norms at each meeting. - The team updates collective commitments twice a year and when a new member joins. - The team aligns collective commitments and norms with the school's mission and vision.	- The team develops and uses collective commitments and norms. - The team reviews collective commitments and norms at each meeting. - The team updates collective commitments and norms annually and when a new member joins.	- The team develops and uses collective commitments and norms. - The team occasionally reviews collective commitments and norms.	- The team develops and uses either collective commitments or norms. - The team occasionally reviews these agreements.
Agenda	- The team consistently sets an agenda that aligns with one or more of the four critical questions of a PLC. - The agenda includes team-created collective commitments and norms.	- The team consistently sets an agenda that aligns with one or more of the four critical questions of a PLC. - The agenda includes team-created collective commitments and norms.	- The agenda is more intentionally aligned with one or more of the four critical questions of a PLC. - The agenda includes team-created or schoolwide collective commitments and norms.	- The team inconsistently sets an agenda that may align with one of the four critical questions of a PLC. - The agenda includes team-created or schoolwide collective commitments and norms.

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Agenda	- The agenda includes a time allotment for each agenda item. - The team consistently celebrates and reflects using student-centered data. - The team has clear roles for collaboration. - The team prepares an agenda for the next meeting, along with action steps to complete. - The team sends out the agenda in advance to support proactive preparation.	- The agenda includes a time allotment for each agenda item. - The team celebrates and reflects using student-centered data. - The team prepares an agenda for the next meeting.	- Time allotments and expected outcomes on the agenda are more consistently included. - Meeting celebrations increasingly include student-focused data.	- The agenda sometimes includes time allotments or intended meeting outcomes. - The team celebrates, though it may not be structured or student-focused.
Roles and Responsibilities	- Roles are clearly defined and determined. - The team consistently uses a process for coming to a consensus when making decisions, including all members. - Every team member has an active role on the team. - The team has shared knowledge of the roles and can step in when needed.	- Roles are clearly defined and determined. - The team uses a process for coming to a consensus when making decisions and includes all members. - Every team member has an active role on the team. - The team has shared knowledge of the roles and can step in when needed.	- Roles are assigned. - The team occasionally uses a process for coming to a consensus when making decisions. - Some team members have active roles, but engagement varies.	- Roles are loosely assigned or unclear. - The team has little or no process for decision making. - A few members may participate in group processes.

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Roles and Responsibilities	Team members carry out their role responsibilities between collaborative meetings at their respective schools.			
Archive System	- The team has built a shared archive system with a consistent naming convention. - The team organizes documents according to the naming conventions. - The team uses the archive system to organize, update, and share all relevant documents. Resources are clearly labeled, accessible, and used to inform planning and collaboration across meetings.	- The team has built a shared archive system with a consistent naming convention. - The team organizes documents according to the naming conventions. - The team uses the archive system to compile documents outside of collaborative meetings. Documents are generally up to date and accessible to all members.	- The team has built a shared archive system, but members do not consistently use a naming convention. - The team occasionally adds documents to the archive system but does so inconsistently.	There is some evidence of a shared archive system.
Unwrapping Standards	- All current team members have unwrapped and reviewed essential standards. - The team reviews unwrapped standards annually. - Unwrapped standards include concepts, skills, progressions, and learning targets.	- All current team members have unwrapped and reviewed essential standards. - The team reviews unwrapped standards annually. - Unwrapped standards include concepts, skills, progressions, and learning targets.	- Individual team members have reviewed essential standards, but they have not reviewed them as a collaborative team. - The team sometimes reviews unwrapped standards.	The team has identified essential standards.

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Unwrapping Standards	The team has unwrapped and reviewed supporting standards.	Unwrapped standards are written from simple to complex and focus on daily learning.	Unwrapped standards include some of the following components but not all of them: concepts, skills, progressions, and learning targets.	
Learning Cycle Development	- The team agrees on the essential standards' learning targets and success criteria to create the learning cycle. - The team develops the learning cycle, which ensures student mastery of essential standards and establishes a guaranteed and viable curriculum. - The team aligns the pacing of common assessments and essential vocabulary on the learning cycle. - The team revisits the learning cycle during collaborative team meetings and revises as needed based on student learning. - The team communicates with all members between meetings as needed to adjust pacing and learning targets.	- The team agrees on the essential standards' learning targets and success criteria to create the learning cycle. - The team develops the learning cycle, which ensures student mastery of essential standards and establishes a guaranteed and viable curriculum. - The team aligns the pacing of common assessments and essential vocabulary on the learning cycle. - The team revisits the learning cycle during collaborative team meetings and revises as needed based on student learning.	- The team occasionally identifies learning targets that are standards-driven to create the learning cycle. - The team attempts to design the learning cycle based on essential standards. - The team primarily aligns common, end-of-unit assessments, but the learning cycle includes only a limited number of common formative assessments or reassessments. Additionally, the team has integrated only some essential vocabulary into the learning cycle.	- The team identifies learning targets that are content-driven to create the learning cycle. - The team is starting to create a learning cycle with a few components included.

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Common Assessments Common Formative Common End-of-Unit	- The team creates, reviews, or revises common assessments to align with essential standards. - The team decides on the proficiency level before giving the assessment, and scoring agreements are clear to all team members. - The team takes the common assessments before administering them and makes any necessary revisions. - The team establishes an aligned timeline for administering and scoring assessments. - Common assessments include varied question types. - The rigor is at the appropriate level and aligns with the essential standards. - The team embeds opportunities for student self-assessment and reflection within common assessments.	- The team creates, reviews, and revises common assessments to align with essential standards. - The team decides on the proficiency level before giving the assessment, and scoring agreements are clear to all team members. - The team takes the common assessments before administering them and makes any necessary revisions. - The team establishes an aligned timeline for administering and scoring assessments. - Common assessments include varied question types. - The rigor is at the appropriate level and aligns with the essential standards.	- The team assesses essential standards. - The team inconsistently determines the proficiency level before giving the assessment and sometimes agrees on the scoring. - The team occasionally takes the common assessments before administering them and makes any necessary revisions. - The team establishes an aligned timeline for administering and scoring assessments, but it is inconsistently applied.	- The team is beginning to utilize assessments to gather data. - There are emerging discussions of the team around proficiency levels and scoring of assessments. - The team occasionally takes an assessment prior to administering the assessment. - The team occasionally establishes an aligned timeline for administering and scoring assessments.

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Data Analysis	- The team records all data in a data sheet before the meeting. - The team summarizes the overall data from all team members and sorts it by proficiency level. - The team identifies student strengths, supported by evidence, and explicitly links these strengths to taught progressions or learning targets. - The team pinpoints skills or questions students struggled with, supported by patterns in data or work samples, and links these to taught progressions or learning targets. - The team discusses common student errors or misconceptions with details or evidence of why they occurred.	- The team records all data on a data sheet before the meeting. - The team summarizes the overall data from all team members and sorts it by proficiency level. - The team identifies student strengths, supported by evidence. - The team pinpoints skills or questions students struggled with, supported by patterns in data or work samples. - The team discusses common student errors or misconceptions with explanations of why they occurred.	- The team records all data on a data sheet before the meeting, although some teacher entries are occasionally missing. - The team summarizes the overall data from most team members. - The team mentions student strengths but with vague references or limited or unclear evidence. - The team identifies a question or skill students struggled with supported by general observations or limited data. - The team notes some errors but lacks depth in analysis or clarity about the misconception.	- The team is developing consistency in all members recording data on the data sheet before the meeting. - The team is starting to consider student performance broadly. - The team inconsistently discusses student strengths. - The team is becoming aware that common errors and misconceptions exist and is starting to consider their presence in student work.
Instructional Strategies for Engagement	The team identifies instructional strategies that were used and clearly explains how they contributed to student success.	The team identifies instructional strategies that were used to contribute to student success.	The team identifies instructional strategies with general connections to student data.	The team is beginning to identify instructional strategies with limited connections to student data.

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Instructional Strategies for Engagement	- The team identifies a wide range of instructional strategies to be used across all tiers. Strategies are tailored to student needs and adjusted based on team data. - The team commits to implementing the identified instructional strategies in all tiers and establishes plans for their ongoing and consistent use.	- The team identifies instructional strategies to be used across all tiers. Strategies are tailored to student needs and adjusted based on team data. - The team commits to implementing the identified instructional strategies in all tiers of instruction.	- The team occasionally identifies instructional strategies. Refinement across tiers is minimal, and strategy selection may not reflect student needs. - The team expresses general agreement on an instructional strategy but lacks clarity on how it will be implemented across all tiers.	- The team is beginning to reference instructional strategies and is working toward aligning their use with student needs. - The team is in the initial stages of discussing and identifying specific instructional strategies for future implementation.
Tiered Support	- The team collaboratively designs a way to re-engage students with differentiated strategies that addresses needs for both intervention and extension. - The team determines how students will be monitored and reassessed, including specific methods and timelines. - The team analyzes reassessment data to determine the effectiveness of the tiered support and creates a plan for continued support.	- The team collaboratively designs a way to re-engage students that addresses needs for both intervention and extension. - The team determines how students will be monitored and reassessed. - The team analyzes reassessment data to determine the effectiveness of the tiered support.	- The team is beginning to design a re-engagement lesson but may focus more on either intervention or extension, but not both. - The team discusses student progress but lacks a plan for monitoring and reassessment.	- The team is beginning to explore the collaborative design of re-engagement lessons and taking initial steps. - The team is starting to discuss student progress and beginning to consider approaches for monitoring and reassessment.