

Figure 2.3: Considerations and Best Practices for Creating MSCTs—Elementary or Middle School

Rate 3-2-1 3—Fully aligned 2—Somewhat aligned 1—Not aligned	Indicators for High-Performing MSCTs
☐ 3 ☐ 2 ☐ 1	Additional Collaborative Team Time - Consider your philosophy on providing additional release time for MSCT members to allow for consistent attendance. + <i>Best practice: Consider having teams meet beyond the collaborative early release Fridays (for example, schedule an additional half-day release time).</i>
☐ 3 ☐ 2 ☐ 1	Dismissal Time - Consider alignment of dismissal times and procedures. + <i>Best practice: Consider creating multi-school teams with the same dismissal time.</i>
☐ 3 ☐ 2 ☐ 1	Distance or Proximity - Consider the distance (proximity) between schools, as this may impact travel time and prompt attendance if teams meet face-to-face. + <i>Best practice: If travel distance or time is long, consider meeting virtually.</i>
☐ 3 ☐ 2 ☐ 1	Number of Schools Involved - Consider limiting the number of schools involved, as this impacts the planning, organization, and oversight of MSCT work. + <i>Best practice: Build MSCTs with educators from two to four schools.</i>
☐ 3 ☐ 2 ☐ 1	Number of Participants - Consider limiting participation to increase efficiency, support group dynamics, increase engagement, and support ease of reaching consensus and decision making. Keeping the group size manageable limits logistics such as proximity, travel time, and so on. + <i>Best practice: Build MSCTs with three to five team members; or two to seven members if necessary.</i>
☐ 3 ☐ 2 ☐ 1	Virtual and Nonvirtual Interest - Consider and discuss whether team members are open to a virtual or nonvirtual format. This may impact the successful collaboration of MSCT members. + <i>Best practice: Survey teachers or discuss as a group if the MSCT members prefer a virtual or nonvirtual format. This decision is important at the onset of creating the MSCT so preparation can be done to support team members.</i>

☐ 3 ☐ 2 ☐ 1	People Dynamics - Consider intentionally connecting team members who can contribute to effective decision making, streamline workflow, and foster productive team collaboration. This may reduce potential conflicts later. + <i>Best practice: Remain open to different MSCT configurations.</i>
☐ 3 ☐ 2 ☐ 1	Administrative Oversight - Consider administrative oversight when selecting multi-school team size. + <i>Will your administrative oversight effectively support the number of MSCTs that are partnering together? For example, if five schools are partnering and twenty MSCTs are created from the five schools as part of the MSCT in the subjects English language arts, mathematics, science, and social studies, will the amount of school administration be enough to provide adequate support to all teams?</i> + <i>Are administrators willing to meet monthly as a collaborative team to discuss observations and progress of MSCTs?</i> + <i>Best practice: Create a plan between school administrators to share oversight of MSCTs.</i>

Additional Best Practices for MSCTs:

- Use an agenda that identifies topics, goals, and outcomes. This may be helpful in preparing all administrative members for the meeting.
- Come prepared to dive deep into the work of your MSCTs when meeting together. Send out an agenda prior to the meeting.
- Assign a campus administrator (principal, assistant principal, or dean) to provide direct oversight to each MSCT.
- Agree on attendance expectations as well as start and end times.
- Agree on procedures if there is a pattern of absences to ensure teachers report to their MSCTs.
- Discuss the district calendars to review dates and plan accordingly. Adhere to meeting dates for teacher collaboration and for professional development.
- Discuss what is tight within the PLC process and what or how it will be monitored. For example:
 - Create an agenda prior to collaboration.
 - Focus learning cycles on intentions and success criteria.
 - Provide evidence of CFAs and CSAs.
 - Give CFAs and CSAs on the agreed-on dates (within one to two days).
 - Complete data recording sheet before MSCT meetings.
 - Discuss and implement instructional strategies.
 - Base intervention planning on skill deficits.
 - Post learning intentions and success criteria.