

**Figure 2.4: Considerations and Best Practices
for Creating MSCTs—High 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 a schedule release time (for example, schedule an additional half-day release time during the school day).</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	Content Areas - Consider whether you identified and assembled the right team members to ensure your MSCTs are effective. + <i>Best practice: Assemble team members with the right expertise, roles, and perspectives to ensure your MSCTs function effectively and collaboratively.</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 five 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: Keep team size small—ideally three to five members, with a range of two to seven members if needed.</i>

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☐ 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 connecting team members who can support decision making, workflow, and productive team collaboration. This may reduce 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 serve to be helpful in preparing all administrative members for the meeting.
- Come prepared to dive deeply into the work of your MSCTs when meeting together. Send out an agenda prior to the meeting.
- Assign a campus administrator (principal, assistant principal, dean) to provide direct oversight to each MSCT.
- Agree on attendance expectations (start and end times) and following district attendance procedures for reporting absences.
- 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.