

MULTI-CLASSROOM LEADERSHIP + TEAM REACH, ELEMENTARY

SCHEDULE EXAMPLE TO KEEP LIVE, FACE-TO-FACE CONNECTION WHEN STUDENTS AND TEACHERS ARE AT HOME

BY PUBLIC IMPACT

This is (MCL and s These exam music, etc.). T learning, limit As always i learning and p

NOTE: An updated version of this schedule example can be found in the full model, *Multi-Classroom Leadership with Students and Teachers at Home*, available here:

[https://www.opportunityculture.org/wp-content/uploads/2020/05/Multi-Classroom\\_Leadership\\_with\\_Students\\_and\\_Teachers\\_at\\_Home-Public\\_Impact.pdf](https://www.opportunityculture.org/wp-content/uploads/2020/05/Multi-Classroom_Leadership_with_Students_and_Teachers_at_Home-Public_Impact.pdf)

ssroom leader when teachers languages, art, of other online students. growth student in other ways,

dividing units and instructional roles (such as whole-group, small-group, and individual teaching) to make the best use of each person’s strengths, as determined by the MCL. In either case, teams may use age-appropriate digital instruction and assessments for part of the day; most schools combine limited digital time with student projects and offline skills practice. Even most young students can quickly learn to photograph and upload offline work for teachers to review.

The three teachers cover all four classes with the help of a paraprofessional **reach associate** (RA), who supports students when working on skills practice, project work, and/or digital instruction. The RA may teach small groups by videoconference with prior direction from the MCL and teachers, and also may use a portion of their time for academic and social-emotional outreach to vulnerable students. Students may attend a second “specials” class each day by videoconference or have extra time to complete assignments with help from the RA online, when needed.

This example uses the leanest staffing structure, in which the MCL teaches a full load, to show that schedules are possible even in this most challenging circumstance. In most Opportunity Culture schools, MCLs teach a partial student load and have more staff support and release time, giving them more time to plan, model, co-teach, observe, and coach the team and individual teachers. This shows the minimum team and individual planning time possible in an Opportunity Culture school. Schedules vary with MCL teaching loads.

SCHEDULE EXAMPLES

In the example here, teachers use partial subject specialization: Two team reach teachers (teachers A and B) each teach English language arts and social studies (LA/SS) to two classes. The MCL teaches math and science (M/S) to all four classes. The reach associate teaches small groups as directed by the teaching team, or conducts personal outreach to students to provide academic and social-emotional support.

Full-Day Example

- \* The full-day example assumes a 6.5-hour school day for students. Core academic periods (1, 2, 5, and 6) are 66 minutes. Periods 3 and 4 (specials and lunch/recess) are 55 minutes.
- \* Total weekly time in the core subjects is the same as in traditional schools—22 hours: 11 with LA/SS teacher, 5.5 with M/S MCL, and 5.5 in time spent with the reach associate.

Half-Day Example

- \* Time per subject remains proportional to the full-day schedule, but the total scheduled student time per day is cut in half or less. Students complete work at home and submit it to teachers online (including photographing and uploading work done by hand).

Both Examples

- \* Periods 3 and 4 provide time for individual and team planning and professional development for the teachers and MCL. This reserved time for multiple adults to both review data and share observations about each student is critical to identifying and addressing the learning needs of all students. In the half-day example, MCL teams add both team planning time and office hours in the afternoon.