MULTI-CLASSROOM LEADERSHIP + TEAM REACH, SECONDARY

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

BY PUBLIC IMPACT

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> 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

When using a full-day schedule:

* Teachers incorporate online office hours into the regular schedule for students to ask more questions or get extra help.
* Subject-matter teaching teams have schedules that provide common free periods for collaboration and planning, using the same schedule as when teaching in-person.

When using a half-day schedule:

* Teachers may incorporate shorter online office hours into the regular schedule for students to ask more questions or get extra help, and each teacher also holds an extra office hour for students in the afternoon. Ideally, teaching team office hours are staggered by subject, so that students may get help in multiple subjects, and so teaching teams have time left to meet together—for example, 2–3 p.m. for math, 2:20–3:20 science; 2:40–3:40 social studies; 3:00–4:00 ELA, and 4:00–5:00 other subjects. Some flexibility may help teachers juggle work and family responsibilities. Each school should decide what works best.
* Teaching teams have a shorter common free period in the morning, in the same compressed period as they would with a full-day schedule; they also meet by videoconference for approximately another hour in the afternoon, when needed. The afternoon meetings should be held at a consistent time for team members' planning (such as 1–2 p.m. daily).

In the middle or high school schedules shown here, teachers used to spend half of their class periods at school on whole-group instruction; during the other half, they taught rotating small groups of students while other students worked independently on projects and skills practice. Before becoming a team reach teacher,

the example teacher shown in Figure 1 taught just student cohort A—class blocks 1-A, 2-A, 3-A, and so on, each day at school—while another teacher taught student cohort B in similar blocks each day at school.

After introducing Multi-Classroom Leadership and Team Reach in periods 1, 2, and 3 while students learn from home, the team reach teacher (TRT) teaches *both* cohorts A and B, on alternating days. While videoconferencing with students, often in smaller groups than when at school, the TRT facilitates discussions, works to develop students' analytical, creative, and conceptual skills, and connects personally with students in the class.

The cohort not videoconferencing with the TRT on a given day has assigned projects, skills practice, and other work—both online and offline—to complete at home during that same period or, if using a half-day schedule, in the afternoon or evening. In addition to projects and skills practice, the teacher may assign reading, ask students to watch recorded videos of the teacher or other sources, or provide other options that replace traditional in-person lectures. Reach associates (RAs), overseen by the multi-classroom leader (MCL), may also work with individual students or small groups by videoconference.

In periods 4, 5, and 6, the TRT teaches *only* cohort A students and *only* on alternating days. By freeing periods 4, 5, and 6 on alternating days, the TRT gains 7.5 extra school-day hours each week (three free periods every other day) when using a full-day schedule (or less time, but with more afternoon time freed, when using a half-day schedule). On the days when those students are doing independent work, the TRT has time for planning alone and with the MCL's team, other team collaboration time, coaching from the MCL, and individualized student follow-up.