

MULTI-CLASSROOM LEADERSHIP WITH STUDENTS AND TEACHERS AT HOME

WORKING DRAFT

BY PUBLIC IMPACT

MAY 28, 2020 VERSION

This model is based on a shorter [slide deck](#) and schedules originally developed in response to COVID-19 in the 2019–20 school year. This full model will help plan for future school years, when needed. We will continue to update this working draft.

Our goal is to help districts and schools continue what Opportunity Culture schools have achieved: high-growth student learning and excellent guidance and support for teachers. This will require a continued focus on high-standards, differentiated instruction, strong emotional connections when students and educators are at home, and consistency and predictability in teaching, learning, and instructional collaboration.

This school model can help schools achieve all of these objectives when all students and teachers are working from home, and when collaborative instructional teams led by multi-classroom leaders continue. Districts not using Opportunity Culture also can use this model to plan for when all students and teachers must work from home, and may be able to introduce modified [Multi-Classroom Leadership](#) quickly; for help, [contact](#) Public Impact.

For model options that show how to have students in **multiple locations** (at home, at school, and in community organizations), with some teachers working from home, and how to make a seamless midyear transition to all-at-home school if needed, see [here](#). For **more resources on at-home learning**, including a slide deck with lower-tech options, see [here](#).

ABOUT OPPORTUNITY CULTURE

Multi-Classroom Leadership is the cornerstone of an Opportunity Culture. Teachers with a record of high-growth student learning and leadership competencies, known as multi-classroom leaders or MCLs, teach part of the time and lead small, collaborative teams of two to eight teachers, paraprofessionals, and teacher residents in the same grade or subject to meet each MCL's standard of excellence. MCLs determine how students spend time, and establish each team member's roles and goals to fit each teacher's strengths, content knowledge, and professional development goals. Each team uses the MCL's methods and tools. MCLs earn pay supplements averaging 20 percent.

Students who would not otherwise have access to excellent teachers' standards and methods can now have them, either directly from MCLs or from teachers on their teams. [Third-party research](#) indicates that teachers who join MCL teams help students make far more learning growth than when working without an MCL, on average. Higher pay supplements for MCLs, funded through school budget reallocations, were associated with better student learning outcomes by team teachers.^a

ALL-AT-HOME MULTI-CLASSROOM LEADERSHIP MODEL

When all students, teachers, and school staff work at home, MCL teams continue to plan, deliver, monitor, and improve high-standards, differentiated instruction collaboratively. Teachers provide face-to-face time with each student, every day or most days. Instruction combines limited whole-group time, small groups, and independent work. Whole- and small-group instruction are by videoconference. Small-group face-to-face time allows teachers to connect emotionally and motivate students, and allows students to engage with one another on subject content. This face-to-face time is critical, as research has found that online instruction without that contact is detrimental to learning for many students, especially those with disadvantages.¹ Students' days include offline skills practice and projects, face-to-face videoconference time with teachers, and other by-hand and online work assigned by the teacher or MCL. Screen time should be age-appropriate.

In schools using MCL teams that include team reach teachers, reach associates continue to engage with students for part of the day—for instruction, social-emotional outreach, and other roles assigned by each MCL—and help MCL teams with other duties, such as grading student work.

Community-based organizations collaborate with the district to provide first priority to students who cannot access the internet at home (such as very rural areas) or who, due to age and parent/guardian jobs, need an alternative learning location during the day.

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a. Opportunity Culture meets ESSA requirements for an evidence-based intervention for schools in need of improvement. For more information, see: Hansen, M., & Backes, B. (2018, January 25). New teaching model yields learning improvement for students in math [Blog post]. Retrieved from <https://www.brookings.edu/blog/brown-center-chalkboard/2018/01/25/new-teaching-model-yields-learning-improvement-for-students-in-math/>

Social workers, guidance counselors, and others continue to connect with students by phone and videoconference to provide support services. A small core of district staff delivers technology, meals, and other needs.

These conditions apply to both all-at-home and mixed-location models:

- * Schools have adopted **Multi-Classroom Leadership**, with or without Team Reach, or add MCLs rapidly.
- * **Multi-classroom leaders support teachers for continued high-growth student learning** despite some or all being at home and despite midyear changes. As when everyone is in the building, MCLs guide and support their teams to deliver high-standards, differentiated instruction and social-emotional support for all students. They also provide emotional support to teachers. This is especially important when emergencies and changing conditions increase stress on educators and students.
- * All students learn from multi-classroom leader teams **in core subjects, at least**.
- * **Students interact live with educators each day**—in person or by videoconference, but limiting screen time.
- * **Technology** is an urgent, top priority for districts, states, and the nation.
- * **Schedules are designed to be as seamless as possible** for times when schools may open, then transition to all-at-home.
- * **Schools continue to follow the Opportunity Culture Principles**, at right.
- * **Changes remain budget neutral**, using existing staff and funding. In locations with budget shortfalls, we recommend **Multi-Classroom Leadership + Team Reach**, ideally using vacancies, not unnecessary layoffs.
- * **Community-based organizations** may provide spaces for some students to learn, by choice for each family.

Advantages to the all-at-home model:

- * **Change is reduced:** Schedules and routines are consistent for all students, and teachers can become accustomed to teaching students at home, from home, skillfully.
- * **Schools protect everyone's health** when teaching and learning safely at school are not possible.
- * **Extra logistical planning and costs** of staff to supervise students at school will be unnecessary.

Disadvantages:

- * Some parents or guardians **may struggle to make this schedule fit with their work schedules**, leaving some students alone at home when they are too young for self-supervision, or leaving adults unable to work.

OPPORTUNITY CULTURE PRINCIPLES

Teams of teachers and school leaders must tailor roles, budgets, and school operations to:

- 1. Reach more students with excellent teachers and their teams**
- 2. Pay teachers more for extending their reach**
- 3. Fund pay within regular budgets**
- 4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development.**
- 5. Match authority and accountability to each person's responsibilities**

- * Some older students **may have to supervise siblings'** learning while trying to complete their own schoolwork.
- * Some **teachers will have to supervise their own children** while teaching.
- * Some students, despite everyone's best efforts, **may not have access to the internet or a community organization**; alternative means of delivering paper packets of work, picking up completed work, and staying connected to students for social-emotional and tutoring support will then need to be part of each school's planning.
- * **Supervision of students' learning at home will be of mixed quality**, depending on families' work and personal situations; this factor will be outside of MCLs' and teachers' control more than when students are at school.

Some communities may find elements of this model, and especially its companion mixed-location options, beneficial during non-emergency times, to provide more flexibility to students and staff and to limit building costs, while continuing the community connection that public schools provide.

This model does not address the critical issue of educating **students with special needs** who typically are in self-contained classrooms. Schools should determine whether and how to provide self-contained services safely with social distancing and available staff in one or more school buildings.

MORE DETAILS

Educator Roles: All educators continue to perform their roles, with MCL teams critical to providing guidance and support.

Routines focused on instructional delivery and improvement should stay as close to typical as possible, including all the **elements of excellent instruction and team leadership** and improvement.

DETAILS: MULTI-CLASSROOM LEADER ROLE

The MCL's regular duties include these:

- * Co-plan, co-teach, model excellent instruction, coach, and give feedback;
- * Teach part of the time, with own class(es) or otherwise (such as leading small groups);
- * Lead the team to monitor student learning data and adjust instruction for high-growth learning by all;
- * Collaborate with the team, using the team's ideas and innovations that the MCL agrees may improve learning;
- * Take accountability for the learning and development of all students taught by the team members;
- * Lead teacher development;
- * In some locations, help choose and evaluate team members; and
- * Participate on a schoolwide instructional team of leaders with other MCLs, the principal, and others.

The MCL's duties when all are at home also include these:

- * Keep elements of instructional excellence strong.
- * Keep the teaching team strong and connected.
- * Establish daily student schedules, in collaboration with the team. Keeping daily schedules the same as when all students are located at school, or condensed in the same order, is not only clearer for students, it also protects MCL team planning time and coaching time with individual teachers—essential for team success.
- * Create a schedule for meeting with the team together and with each teacher individually, using videoconferencing as needed, at least weekly and ideally more often. Follow the usual schedule or add afternoon time if the school is using a compressed instructional day.
- * Establish expectations for teachers and reach associates working remotely, and clarify these as needed; expect confusion to arise, and clarify when needed.
- * Support teaching team members personally during times of stress.

See the Opportunity Culture [Instructional Leadership and Excellence](#) and the [Multi-Classroom Leadership](#) web pages for links to variations of the MCL model, job descriptions, free tools, videos, and more to help MCLs succeed. Also see more [guidance](#) about elements of instruction that may need extra attention when at home and [tips](#) from Opportunity Culture educators.

DETAILS: OTHER STAFF ROLES

Teachers on each team continue to play a wide variety of roles of varying difficulty and breadth as the MCL helps them discover their strengths. Educators on an MCL's team may include:

- * **Team teachers**, who collaborate to provide outstanding teaching with the MCL's guidance.
- * **Team reach teachers**, who extend their reach to more students with extra paraprofessional support.
- * **Master team reach teachers**, who achieve high learning growth consistently and who help an MCL lead a larger team and/or reach *far* more students directly with high-growth learning.
- * **Reach associates** (RAs), teaching assistants who contribute to excellence by providing instructional and noninstructional support to a teaching team, as designated by the MCL.
- * **Teacher residents**, who are learning to teach under the MCL's leadership while earning a degree or certification.

Schools facing budget shortfalls will need to assess needs for teaching and non-teaching staff, protecting as many jobs as possible for eventual full or partial school reopening.

Teacher Schedules: Teaching teams are scheduled so that all teachers on each team are free for one or two of the same times daily—staying close to an optimal in-school schedule—for instructional planning, data review, and adjusting next steps for students. Teams use videoconferencing.

- * If using a **half-day** schedule, schools add MCL team planning time each afternoon.
- * If using a **full-day** schedule, MCL teams keep the same common planning and collaboration times as usual during the school day.
- * If **Fridays** follow a half-day schedule, in which mornings are used for regular instruction or tutoring small groups and individuals, then Friday afternoons may be used, in part, for MCL teams to review student progress and adjust instruction, in addition to other scheduled time for MCL team planning, collaboration, and coaching.

Student Schedules: In all options, the students' schedule for core instruction may be a full or half day. Both elementary and secondary schools should use common schedules within each school to divide subjects into consistent time units; ideally, the entire district adopts full- or half-day instruction for optimal collaboration with community organizations.

- * In a **half-day** schedule, each period or subject time is shorter than usual, and teachers focus on the portion of learning for which live engagement is most important. Schedules can easily remain the same if schools are open but then must close quickly for all-at-home learning, a significant benefit.

- * In a **full-day** schedule, students follow a typical school schedule, but with reduced whole-class time each period to allow small groups to work with a teacher and one another, as well as independent work.
- * Schools may use **Fridays** as a regular instructional day or for small-group and individual tutoring for some students by videoconference or phone. Small groups and tutoring may take place during the morning in compressed class periods (by default, or by exception if using a full-day schedule other days), following the usual order of classes/subjects, to provide teachers with extra planning time in the afternoon.

See schedule examples in appendices for **elementary** and **secondary** schools. Other variations are possible, as long as MCL team time and high-growth student learning remain the focus.

Technology:

Essential for Schools to Provide

- * 1:1 laptops per teacher and student
- * Home high-speed internet connection for all; community-based organizations may provide this when home connection is not feasible, such as in very rural areas, as space allows
- * Software or a platform for assigning work and for students to upload work (including photos of by-hand work)
- * A printer per household
- * A packet of plain and notebook paper monthly per student, so teachers may assign by-hand work
- * Remote support of home technology needs
- * Brief training for teachers, staff and students to use new technologies for remote teaching and learning

If Possible, Schools Also Provide

- * A high-quality webcam for each teacher that is separate from the teacher's laptop
- * A document camera, to allow live hand-editing of work created remotely by students and teachers (for example, math problems being worked, sentences edited)
- * Lavalier microphones to enhance teachers' voice clarity for students
- * Sound-reducing earphones for students learning in homes with multiple children

Districts fund technology, in part, with savings from reduced utilities, upkeep, and construction costs in closed buildings. Districts may ask families who can do so to provide their own technology and materials, and may request community contributions.

For more on needed district and governmental support, see [here](#).

Opportunity Culture Pay: MCL pay is typically funded by reducing the number of non-classroom specialists (some of whom may become MCLs), by swapping vacancies for the additional paraprofessional support of reach associates, and/or by reallocating other funding, such as Title I, within the school. No English language learner or special needs specialist positions are repurposed. Pay remains the same in these options as in all in-person learning, with average MCL supplements of 20 percent. Schools adding team reach teachers to their MCL models may be able to pay them a supplement as well, and continue supplements for MCLs.

Estimated Reach Extension Effect: MCLs generally reach 100%–700% more students than in typical teaching roles, and team reach teachers reach 33-60% percent more. Learn more [here](#).

Impact on Students: Students who would not otherwise have an excellent teacher continue to benefit from the standards, materials, and methods of the MCL, who has a record of prior high-growth student learning. A very large number of students at all levels of advancement benefit from this model when schools carefully select MCLs, follow the Opportunity Culture Principles, keep teaching teams small, and use the model to ensure instructional excellence by all, for all.

Changes to Class/Group Size: Typically, schools with MCLs use substantial amounts of small-group learning time, and this becomes more important when students are learning remotely. Connection over videoconference is done best in smaller groups, so that students can engage interpersonally with the teacher and each other. This face-to-face time is critical, as research has found that online learning without that contact is detrimental to learning for many students, especially those with disadvantages.²

APPENDIX A: ELEMENTARY SCHEDULE EXAMPLE

Multi-Classroom Leadership + Team Reach, Elementary: Schedule Example When Students and Teachers Are at Home

This is a very basic example showing how an elementary **Multi-Classroom Leadership** team composed of a **multi-classroom leader** (MCL) and **two team reach teachers** (TRTs) reaches the equivalent of four elementary classrooms' worth of students **when teachers and students are at home**.

The goal is to provide students with face-to-face connection with each teacher and classmates; optimize use of other online learning; limit total screen time; and provide flexibility for when technology shortcomings and family disruptions affect students.

As always in an Opportunity Culture, the MCL in these examples was selected based on a record of achieving high-growth student learning and possessing leadership competencies. Teachers and the MCL may specialize by subject, or they may team teach 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.

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 remotely supports students when working on skills practice, project work, and/or digital instruction, as needed. 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. RAs may conduct social-emotional and tutoring outreach by phone, especially to students without internet access. Students may attend a second "specials" class each day, by videoconference, or have extra time to complete assignments—as needed with help from the RA online.

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—all by videoconference and phone. 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 by phone or by videoconference.

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 in-person 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. 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 have both team planning time in the morning and afternoon, along with office hours for students in the afternoon.

FIGURE 1. TRADITIONAL, AT-SCHOOL LEARNING, ELEMENTARY MCL + TEAM REACH DAILY SCHEDULE FOR STUDENTS' TIME

	Time Slots in Same Order and Same Duration as When at School*					
Student Classes	Period 1: 66 min.	Period 2: 66 min.	Period 3: 55 min.	Period 4: 55 min.	Period 5: 66 min.	Period 6: 66 min.
Class A	LA/SS Block Part 1 With Teacher A	LA/SS Block Part 2 With Teacher A	Special 1 (Art, Music, Etc.)	Lunch/Recess	Math/Science With MCL	Supervised Learning Time with Reach Associate/Special 2**
Class B	LA/SS Block Part 1 With Teacher B	LA/SS Block Part 2 With Teacher B	Lunch/Recess	Special 1 (Art, Music, Etc.)	Supervised Learning Time with Reach Associate/Special 2**	Math/Science With MCL
Class C	Math/Science With MCL	Supervised Learning Time with Reach Associate/Special 2**	Special 1 (Art, Music, Etc.)	Lunch/Recess	LA/SS Block Part 1 With Teacher A	LA/SS Block Part 2 With Teacher A
Class D	Supervised Learning Time with Reach Associate/Special 2**	Math/Science With MCL	Lunch/Recess	Special 1 (Art, Music, Etc.)	LA/SS Block Part 1 With Teacher B	LA/SS Block Part 2 With Teacher B

*This schedule does not include homeroom, which may be added as live videoconferencing time.

**Supervised by reach associate.

Option A: Full-Day Schedule Example for At-Home Learning, Elementary MCL + Team Reach Daily Schedule for Students' Time in Classes A–D

This schedule keeps the continuity of the in-school schedule for students, teachers, and the teaching team, ensuring face-to-face time for students with their classmates and teachers.

Summary: This schedule spreads out face-to-face student:teacher interactive work over a full day, providing time for students to complete work during each block of learning time on a schedule very similar to what is familiar to students and teachers.

Students:

- * Spend part of each day with teachers in each subject face-to-face online, mostly in small groups (about two hours a day, at most).
- * Use part of small-group time to try new skills and then discuss immediately, allowing teachers to check for understanding rapidly. Have some time in each period for independent and project work without a teacher.
- * Ask extra questions by messaging or video chat during teachers' office hours in the school day, as needed.
- * If needed, finish class work in the afternoon after school hours, as they would when school is in person.
- * Have time with a reach associate to ask questions and finish work; they may be "logged in" with the RA, as requested by the teacher, though students may be finishing offline work (such as math problems or writing).
- * Complete unfinished work by a designated time in the evenings (such as 7 p.m.) and turn in online.

Multi-Classroom Leadership teaching teams:

- * Teach mostly in small groups and by providing assignments appropriate for each student's needs.
- * Form small groups of students at the same or mixed levels to introduce new content, discuss, and check for understanding, as each teacher would teach typically. Mixed-level grouping allows students to show up online for a different small group of the class period if a disruption occurs at home (such as technology, younger-sibling care).
- * Teach and provide assignments in time proportions roughly equivalent to U.S. norms (time spent at school on English language arts, social studies, math, science, and other). This varies by state and district, and this is just an example.
- * Monitor student understanding during small-group sessions and based on student work submitted online at the beginning of each period, end of period, and/or end of day.
- * Meet as a team, and one-on-one with the teacher and MCL, during the day in the regularly scheduled time slots.
- * Provide "office hours" during the full school day when students may contact them by messaging, video call, or phone for questions, short tutorials, and other check-ins.
- * Reserve part of the day for proactive check-ins with vulnerable students, in addition to open virtual office hours.
- * May include a reach associate who tutors students remotely and helps them finish all work; and/or the RA may conduct personal outreach to some or all students daily when students are free, for tutoring and social-emotional support—on a schedule or as requested by the MCL and teachers.

- * May change the schedule during a period, if all students (and parents) are informed in advance and reminded; however, consistency reduces stress and focuses students' energy on learning.

- * Share select videos of small-group sessions with the MCL to enable observation, feedback, and coaching.

FIGURE A-1: STUDENTS' FULL-DAY SCHEDULE FOR AT-HOME LEARNING, ELEMENTARY MCL + TEAM REACH

This works for any daylong schedule, such as 8 a.m.–2:15 p.m. or 9 a.m.–3:15 p.m. Highlighting shows the online time for a student in Class A, Group 1 for ELA and Group 2 for math/science. Students may also check in optionally or by teacher request during office hour/tutorial times. Students get large breaks between periods of work; an adult at home or in a community-based organization (CBO) must ensure participation at the right times. When students are not learning face-to-face with a teacher, they work on assignments at home or in a CBO, working alone or in online small groups, as each teacher determines. The maximum mandatory online time is about 2 hours. K–1 teachers may want shorter small-group times.



Figure A-1 shows where the students are.

Time Slots in Same Order and Same Overall Duration Compared to When at School												
Student Classes	Periods 1 and 2: 132 minutes total				Period 3: 55 min.	Period 4: 55 min.	Periods 5 and 6: 132 minutes total					
Class A	30 min. LA/SS Teacher A: Small Group 1	30 min. LA/SS Teacher A: Small Group 2	30 min. LA/SS Teacher A: Small Group 3	42 min. LA/SS Teacher A: Office Hours	Special 1 (Art, Music, Etc.) Part may be online, part offline	Lunch/Play (Students free at home)	25 min. Math/Science with MCL, Group 1	25 min. Math/Science with MCL, Group 2	25 min. Office Hours	7 min. Break	50 min. Special 2 or students complete assignments by hand or online. Reach Associate available for tutoring and outreach.	
Class B	30 min. LA/SS Teacher B: Small Group 1	30 min. LA/SS Teacher B: Small Group 2	30 min. LA/SS Teacher B: Small Group 3	42 min. LA/SS Teacher B: Office Hours	Lunch/Play (Students free at home)	Special 1 (Art, Music, Etc.) Part may be online, part offline	50 min. Special 2 or students complete assignments by hand or online. Reach Associate available for tutoring and outreach.		25 min. Office Hours	7 min. Break	25 min. Math/Science with MCL, Group 1	25 min. Math/Science with MCL, Group 2
Class C	25 min. Math/Science with MCL, Group 1	25 min. Math/Science with MCL, Group 2	25 min. Office Hours	7 min. Break	50 min. Special 2 or students complete assignments by hand or online. Reach Associate available for tutoring and outreach.	Special 1 (Art, Music, Etc.) Part may be online, part offline	Lunch/Play (Students free at home)	30 min. LA/SS Teacher A: Small Group 1	30 min. LA/SS Teacher A: Small Group 2	30 min. LA/SS Teacher A: Small Group 3	42 min. LA/SS Teacher A: Office Hours	
Class D	50 min. Special 2 or students complete assignments by hand or online. Reach Associate available for tutoring and outreach.		25 min. Office Hours	7 min. Break	25 min. Math/Science with MCL, Group 1	25 min. Math/Science with MCL, Group 2	Lunch/Play (Students free at home)	Special 1 (Art, Music, Etc.) Part may be online, part offline	30 min. LA/SS Teacher B: Small Group 1	30 min. LA/SS Teacher B: Small Group 2	30 min. LA/SS Teacher B: Small Group 3	42 min. LA/SS Teacher B: Office Hours/Tutorials



Figure A-2 shows where the teachers are.

FIGURE A-2: TEACHING TEAM'S FULL-DAY SCHEDULE FOR AT-HOME LEARNING, ELEMENTARY MCL + TEAM REACH

Time Slots in Same Order and Same Overall Duration Compared to When at School														
Teacher Schedule	Periods 1 and 2: 132 minutes total					Period 3: 55 min.	Period 4: 55 min.	Periods 5 and 6: 132 minutes total						
Team Teacher A	30 min. LA/SS Class A: Small Group 1	30 min. LA/SS Class A: Small Group 2	30 min. LA/SS Class A: Small Group 3	42 min. LA/SS Class A: Office Hours		Teacher Planning & Collaboration	Teacher Planning & Collaboration	30 min. LA/SS Class C: Small Group 1	30 min. LA/SS Class C: Small Group 2	30 min. LA/SS Class C: Small Group 3	42 min. LA/SS Class C: Office Hours			
Team Teacher B	30 min. LA/SS Class B: Small Group 1	30 min. LA/SS Class B: Small Group 2	30 min. LA/SS Class B: Small Group 3	42 min. LA/SS Class B: Office Hours		Teacher Planning & Collaboration	Teacher Planning & Collaboration	30 min. LA/SS Class D: Small Group 1	30 min. LA/SS Class D: Small Group 2	30 min. LA/SS Class D: Small Group 3	42 min. LA/SS Class D: Office Hours			
MCL (Teaches Math & Science)	25 min. Math/ Science Class C Small Group 1	25 min. Math/ Science Class C Small Group 2	25 min. Office Hours	7 min. Break	25 min. Math/ Science Class D Small Group 1	25 min. Math/ Science Class D Small Group 2	Teacher Planning & Collaboration	Teacher Planning & Collaboration	25 min. Math/ Science Class A Small Group 1	25 min. Math/ Science Class A Small Group 2	25 min. Office Hours	7 min. Break	25 min. Math/ Science Class B Small Group 1	25 min. Math/ Science Class B Small Group 2
Reach Associate	50 min. Reach Associate available for tutoring and outreach while students complete assignments by hand or online.		25 min. Office Hours	7 min. Break	50 min. Reach Associate available for tutoring and outreach while students complete assignments by hand or online.		Lunch/Office Hours: Personal outreach to students and other roles MCL assigns	Lunch/Office Hours: Personal outreach to students and other roles MCL assigns	50 min. Reach Associate available for tutoring and outreach while students complete assignments by hand or online.		25 min. Office Hours	7 min. Break	50 min. Reach Associate available for tutoring and outreach while students complete assignments by hand or online.	

Option B: Half-Day Schedule Example For At-Home Learning, Elementary MCL + Team Reach

Summary: This schedule compresses face-to-face time and most student:teacher interactive work into a half day. This model is similar to the full-day model, except that teaching team interactions and face-to-face instructional segments are shorter during the morning, with more team time added in the afternoons. This option may make at-home supervision by parents more feasible, allowing parents to fully concentrate on work or other matters in the afternoons. Students can have more rest, physical activity, and time to complete assignments in the afternoons.

Students:

- * Spend part of the half day (about 1.5 hours) with the teachers and reach associate face to face, in person or online, mostly in small groups.
- * Have some time in the half day for independent and small-group work without a teacher.
- * Complete work by a designated time in the evenings (such as 7 p.m.).
- * May contact teachers or the reach associate in person, by phone or videoconference during office hours, or as requested by a teacher for more academic and social-emotional support.

Multi-Classroom Leadership teaching teams:

- * Meet both midmorning and in the afternoon, scheduling individual planning and team collaboration during available time periods, as determined by the MCL and scheduled across the school.
- * Provide office hours in the afternoon when students or

parents may contact them by messaging or video call for questions, short tutorials, and other check-ins.

- * Reserve part of the day for proactive check-ins with vulnerable students.
- * Share select videos of small-group sessions with the MCL to enable observation, feedback, and coaching.

FIGURE B-1: STUDENTS’ HALF-DAY SCHEDULE EXAMPLE FOR AT-HOME LEARNING, ELEMENTARY MCL + TEAM REACH

The order of subjects remains the same, but schools reduce the time for face-to-face work for each subject. Highlighting shows the online time for a student in Class A, Group 1 for ELA and Group 2 for math/science. Students may get more help from teachers during office hours in the afternoon if the brief time available in the morning is not enough. Students have fewer long breaks, but most finish school early in the day. An adult must ensure participation in the morning. Students starting at 8:45 a.m. are done by 12 p.m., with a 30-minute morning break and about 1.5 hours to complete classwork in the morning, with assistance from teachers and the reach associate. When students are not learning face-to-face with a teacher, they work on assignments at home or in a community-based organization, working alone or in online small groups, as each teacher determines. The maximum mandatory online time is about one hour daily, leaving teachers with more options for a small portion of additional, helpful online student work—without excessive screen time.



Figure B-1 shows where the students are.

Time Slots in Same Order Compared to When at School, Duration 8:45 a.m.–12 p.m.											
Student Classes	Periods 1 and 2: 66 minutes total				Period 3: 30 min.	Period 4: 30 min.	Periods 5 and 6: 66 minutes total				
Class A	15 min. LA/SS Teacher A: Small Group 1	15 min. LA/SS Teacher A: Small Group 2	15 min. LA/SS Teacher A: Small Group 3	21 min. LA/SS Teacher A: Office Hours	Special 1 (Art, Music, Etc.) Part may be online, part offline	Student Snack and Break at Home	14 min. Math/Science with MCL, Group 1	14 min. Math/Science with MCL, Group 2	10 min. Student Help	28 min. Special 2 or students complete assignments by hand or online. Reach Associate available for tutoring and outreach.	
Class B	15 min. LA/SS Teacher B: Small Group 1	15 min. LA/SS Teacher B: Small Group 2	15 min. LA/SS Teacher B: Small Group 3	21 min. LA/SS Teacher B: Office Hours	Student Snack and Break at Home	Special 1 (Art, Music, Etc.) Part may be online, part offline	28 min. Special 2 or students complete assignments by hand or online. Reach Associate available for tutoring and outreach.		10 min. Student Help	14 min. Math/Science with MCL, Group 1	14 min. Math/Science with MCL, Group 2
Class C	14 min. Math/Science with MCL, Group 1	14 min. Math/Science with MCL, Group 2	10 min. Student Help	28 min. Special 2 or students complete assignments by hand or online. Reach Associate available for tutoring and outreach.	Special 1 (Art, Music, Etc.) Part may be online, part offline	Student Snack and Break at Home	15 min. LA/SS Teacher A: Small Group 1	15 min. LA/SS Teacher A: Small Group 2	15 min. LA/SS Teacher A: Small Group 3	21 min. LA/SS Teacher A: Office Hours	
Class D	28 min. Special 2 or students complete assignments by hand or online. Reach Associate available for tutoring and outreach.		10 min. Student Help	14 min. Math/Science with MCL, Group 1	14 min. Math/Science with MCL, Group 2	Student Snack and Break at Home	Special 1 (Art, Music, Etc.) Part may be online, part offline	15 min. LA/SS Teacher B: Small Group 1	15 min. LA/SS Teacher B: Small Group 2	15 min. LA/SS Teacher B: Small Group 3	21 min. LA/SS Teacher B: Office Hours/Tutorials

FIGURE B-2: TEACHING TEAM’S HALF-DAY SCHEDULE EXAMPLE FOR AT-HOME LEARNING, ELEMENTARY MCL + TEAM REACH

Teachers have less planning and collaboration time in the morning but additional time for these activities in the afternoon.

The core-subject school day is completed by noon. Teaching teams schedule an additional hour for individual or team planning each day (such as 1 to 2 p.m.), and an office hour per teacher (such as 2 to 3 p.m.), during which each teacher is available for parents and students in person or by phone or videoconference.



Figure B-2 shows where the teachers are.

Time Slots in Same Order Compared to When at School, Duration 8:45 a.m.– 12 p.m.													
Teacher Schedule	Periods 1 and 2: 66 minutes total					Period 3: 30 min.	Period 4: 30 min.	Periods 5 and 6: 66 minutes total					Afternoon Hours
Team Teacher A	15 min. LA/SS Class A: Small Group 1	15 min. LA/SS Class A: Small Group 2	15 min. LA/SS Class A: Small Group 3	21 min. LA/SS Class A: Office Hours		Teacher Planning & Collaboration	Teacher Planning & Collaboration	15 min. LA/SS Class C: Small Group 1	15 min. LA/SS Class C: Small Group 2	15 min. LA/SS Class C: Small Group 3	21 min. LA/SS Class C: Office Hours		Lunch, Team & Individual Planning Time, Additional Student Office Hours
Team Teacher B	15 min. LA/SS Class B: Small Group 1	15 min. LA/SS Class B: Small Group 2	15 min. LA/SS Class B: Small Group 3	21 min. LA/SS Class B: Office Hours		Teacher Planning & Collaboration	Teacher Planning & Collaboration	15 min. LA/SS Class D: Small Group 1	15 min. LA/SS Class D: Small Group 2	15 min. LA/SS Class D: Small Group 3	21 min. LA/SS Class D: Office Hours		Lunch, Team & Individual Planning Time, Additional Student Office Hours
MCL (Teaches Math & Science)	14 min. Math/ Science Class C Group 1	14 min. Math/ Science Class C Group 2	10 min. Student Help	14 min. Math/ Science Class D Small Group 1	14 min. Math/ Science Class D Small Group 2	Teacher Planning & Collaboration	Teacher Planning & Collaboration	14 min. Math/ Science Class A Small Group 1	14 min. Math/ Science Class A Small Group 2	10 min. Student Help	14 min. Math/ Science Class B Small Group 1	14 min. Math/ Science Class B Small Group 2	Lunch, Team & Individual Planning Time, Additional Student Office Hours
Reach Associate	28 min. Reach Associate available for tutoring and outreach while students complete assignments by hand or online.		10 min. Student Help	28 min. Reach Associate available for tutoring and outreach while students complete assignments by hand or online.		Personal outreach to individual students	Personal outreach to individual students	28 min. Reach Associate available for tutoring and outreach while students complete assignments by hand or online.		10 min. Student Help	28 min. Reach Associate available for tutoring and outreach while students complete assignments by hand or online.		Lunch, Team & Individual Planning Time, Additional Student Office Hours

APPENDIX B: SECONDARY SCHEDULE EXAMPLE

Multi-Classroom Leadership + Team Reach, Secondary: Schedule Example When Students and Teachers Are at Home

The following page shows a very basic schedule example when teachers and students work from home. In this example, one **team reach teacher** who works on a **multi-classroom leader's** team reaches more students by rotating students through small groups.

In MCL + Team Reach models at the secondary level, students learn with a teacher remotely by videoconference on some days. On other days they work independently at home or in a community-based organization. When students are not engaging actively with the teachers, they work on projects, skills practice, and other work, both online and offline. A **reach associate** (RA) may be available to support teachers on the multi-classroom leader's team, providing a combination of tutoring, grading assistance, and personal follow-up for students who are struggling in any way (duties depend upon the reach associate's skills and team need).

With all-at-home learning, *all* courses may move to this rotation schedule—not just core subjects—to prevent students from being online too much but also to provide some face-to-face contact between each student and teacher.

Figures 4 and 5-A show schedule examples for a *student* served by this team. Figure 3-A shows a *teacher* schedule example. Figures 3-B and 5-B shows how a teacher could divide a period to serve smaller groups of students.

Multi-Classroom Leadership teams plan and collaborate at the same times as had been done for in-school teaching if using a full-day schedule, or in shorter segments in the morning followed by a longer planning period in the afternoon if using a compressed, half-day schedule.

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 (or the same order, compressed) as when teaching all 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 teaching teams have time left to meet by videoconference—for example, 2–3 p.m. for math, 2:20–3:20 science; 2:40–3:40 social studies, 3–4 p.m. ELA, and 4–5 p.m. other subjects. Flexibility may help some teachers juggle work and family responsibilities if local elementary schools or child-care are closed.
- * 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), coordinated with office hours.

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 3-A 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 at home, the team reach teacher (TRT) teaches *both* cohorts A and B on alternating days. While videoconferencing with students, the TRT facilitates discussions, works to develop students' analytical, creative, and conceptual skills, and connects personally with students in the class.

The cohort not being taught by 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. RAs, overseen by the multi-classroom leader (MCL), may also work with individual students or small groups by videoconference.

In periods 4 and 5, the TRT teaches *only* cohort A students and *only* on alternating days. By freeing periods 4 and 5 on alternating days, the TRT gains five extra school-day hours each week (two 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.

The TRT teaches 60 percent more students overall, making the extra planning time very important. Students in cohort B during periods 4 and 5 can be taught by another teacher who also extends reach.

Class size and the amount of enriched learning time with a teacher do not change in the new model. The MCL helps the TRT and other team members design class time, independent learning time, and homework for high growth by all students, regardless of where students started the year.

Higher pay for the MCL and the TRT (as well as another teacher extending reach, if applicable) is funded by the savings from typically lower pay for paraprofessional reach associates and by having fewer schoolwide instructional specialists (excluding special education and English language learner specialists, all of whom remain to provide extra support for students).

SCHEDULE EXAMPLES

In the example in Figure 3-A, the TRT teaches eight classes of students instead of five, reaching 60 percent more students overall

without increasing class sizes, using a full-day schedule. Students spend every other day working independently on projects and skills practice, offline or digital, at home or in a community-based organization. In this example, the teacher extends reach in only three class periods, keeping the other two class slots weekly (plus their usual planning period) for individual planning, team planning and development with the MCL, student progress monitoring, grading, and instructional plan improvements. Teachers may add virtual office hours, as well, during part of each period or during a portion of their free periods.

Critically, teachers may divide class periods into smaller time chunks, so that they may teach smaller groups (see Figure 3-B).

The teacher teaches the face-to-face portions of class using videoconferencing. This allows teachers and students to make eye contact and makes it easier for teachers to facilitate discussions remotely, but face to face, on screen.

Teachers can share select videos of small-group sessions with the MCL to enable observation, feedback, and coaching.

FIGURE 3-A. FULL-DAY EXAMPLE FOR TEAM REACH TEACHER EXTENDING REACH IN THREE CLASS PERIODS, ALL AT HOME

	Class Periods with Student Cohort A or B*					
DAYS OF THE WEEK	1	2	3	4	5	6
Students taught by team reach teacher (TRT)						
Mon./Wed. and alternating Fridays	Class 1-A	Class 2-A	Class 3-A	Class 4-A	Class 5-A	Regular Planning Period
Tues./Thurs. and alternating Fridays	Class 1-B	Class 2-B	Class 3-B	TRT planning time, alone or with MCL and team	TRT planning time, alone or with MCL and team	Regular Planning Period
On alternating days, students learn independently at home or in a community-based organization.						

*This schedule does not include lunch or guidance/homeroom times, which are inserted at the beginning of day and middle, according to the school's overall schedule. The other classes in Cohort B (4-B and 5-B) are taught by another TRT.

FIGURE 3-B. EXAMPLE OF TEACHER'S USE OF 60-MINUTE PERIOD

First 24 Minutes	Second 24 Minutes	12 Minutes: Brief Assistance, As Needed
Teacher Teaches Small Group 1 Small-group discussion, math proof, etc.	Teacher Teaches Small Group 2 Small-group discussion, math proof, etc.	Teacher available for questions and help on today's topic

Students attend from home or a community-based organization. Students join the class only for one of the two small-group sessions and, if needed, to get help during the "brief assistance" segment. This limits the amount of time students need to spend on videoconference.

FIGURE 4. STUDENT’S FULL-DAY SCHEDULE EXAMPLE WHEN ALL TEACHERS AND STUDENTS ARE AT HOME

This shows a schedule example for a student who alternates days learning with the teacher and learning independently (with a reach associate’s help remotely, as needed and if available). Teachers and the student work at home. Classes may be divided into two or three segments, such that the student learns in a smaller group with the teacher or reach associate. Shaded boxes show when the student is learning face-to-face by videoconference, with a teacher and classmates. Every day, students are interacting live, though not in person, with three teachers for part of a class period, while limiting videoconferencing time overall.

Student Schedule	Class Periods Are Each 60 Minutes, and Total School Day is 6.5 Hours						
	1	2	3		4	5	6
Mon./Wed. & alternating Fridays	English with Teacher by Videoconference	Independent Math Work at Home	History with Teacher by Videoconference	Lunch	Independent Career and Tech Work at Home	Science with Teacher by Videoconference	Independent Arts Work at Home
Tues./Thurs. & alternating Fridays	Independent English Work at Home	Math with Teacher by Videoconference	Independent History Work at Home	Lunch	Career and Technical Course with Teacher by Videoconference	Independent Science Work at Home	Arts with Teacher by Videoconference

FIGURE 5-A. STUDENT’S HALF-DAY WEEKLY SCHEDULE EXAMPLE

This shows a schedule example for a student who alternates days learning with the teacher by videoconference and independently at home or a community-based organization, with a half-day schedule every day. Teachers work at home. Classes with a teacher may be divided into two segments, such that the student is learning with a smaller group (see Figure 5-B). Shaded boxes show when a student is learning face-to-face by videoconference, with a teacher and classmates. Teachers may use some of their freed periods for personal follow-up with even smaller groups of students or individuals, as determined by the MCL team and scheduled by the teacher with students

In a half-day schedule, teachers must schedule additional office hours in the afternoon for students to obtain help. Multi-classroom leader teams must also schedule some of their team planning time in the afternoon. Students complete work in the afternoon or evening.

Student Schedule	Class Periods Are Each 30 Minutes, and Total School Day is 3 Hours						Afternoon Hrs
	1	2	3	4	5	6	
Mon./Wed. & alternating Fridays	English with Teacher by Videoconference	Independent Math Work at Home	History with Teacher by Videoconference	Independent Career and Tech Work at Home	Science with Teacher by Videoconference	Independent Arts Work at Home	Students complete work and connect with teachers during virtual office hours
Tues./Thurs. & alternating Fridays	Independent English Work at Home	Math with Teacher by Videoconference	Independent History Work at Home	Career and Technical Course with Teacher by Videoconference	Independent Science Work at Home	Arts Work at Home by Videoconference	Students complete work and connect with teachers during virtual office hours

FIGURE 5-B. EXAMPLE OF TEACHER’S USE OF 30-MINUTE PERIOD, USING FACE-TO-FACE VIDEOCONFERENCE

First 15 Minutes	Second 15 Minutes	Extra Assistance, As Needed
Teacher Teaches Small Group 1 via videoconference: Small-group discussion, math proof, etc.	Teacher Teaches Small Group 2 via videoconference: Small-group discussion, math proof, etc	Provided by teacher during office hours in the afternoon, or by appointment

Students attend from home or a community-based organization. Students join the class only for one of the two small-group sessions and, if needed, to get help during office hours. This limits the amount of time students need to spend on videoconference. The teacher conducts small groups using videoconferencing.

End Notes

1. See, for example: Center for Research on Education Outcomes. (2015). *Online charter school study*. Stanford University. Retrieved from https://credo.stanford.edu/sites/g/files/sbiybj6481f/online_charter_study_final.pdf; Heppen, J. B. et. al. (2017). The struggle to pass algebra: Online vs. face-to-face credit recovery for at-risk urban students. *Journal of Research on Educational Effectiveness*.10 (2), 272–296. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/19345747.2016.1168500?journalCode=uree20>; Dynarski, S. (2018, January 19). Online courses are harming the students who need the most help. *New York Times*. Retrieved from <https://www.nytimes.com/2018/01/19/business/online-courses-are-harming-the-students-who-need-the-most-help.html>
2. See, for example: Center for Research on Education Outcomes. (2015). *Online charter school study*. Stanford University. Retrieved from https://credo.stanford.edu/sites/g/files/sbiybj6481f/online_charter_study_final.pdf; Heppen, J. B. et. al. (2017). The struggle to pass algebra: Online vs. face-to-face credit recovery for at-risk urban students. *Journal of Research on Educational Effectiveness*.10 (2), 272–296. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/19345747.2016.1168500?journalCode=uree20>; Dynarski, S. (2018, January 19). Online courses are harming the students who need the most help. *New York Times*. Retrieved from <https://www.nytimes.com/2018/01/19/business/online-courses-are-harming-the-students-who-need-the-most-help.html>

Acknowledgements

We are grateful for the feedback of Opportunity Culture multi-classroom leaders. This model is based on the work of high-growth MCLs and their teams.

We are grateful to the **funders**, past and present, of the Opportunity Culture initiative. The statements made and views expressed are solely the responsibility of Public Impact. Learn more at [OpportunityCulture.org](https://www.opportunityculture.org).

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Please cite this report as: Public Impact. (2020). *Multi-Classroom Leadership with students and teachers at home* [Working draft]. Chapel Hill, NC: Author. Retrieved from https://www.opportunityculture.org/wp-content/uploads/2020/05/Multi-Classroom_Leadership_with_Students_and_Teachers_at_Home-Public_Impact.pdf

