

MULTI-CLASSROOM LEADERSHIP WITH STUDENTS AND TEACHERS IN MULTIPLE LOCATIONS

SCHOOL MODEL OPTIONS: WORKING DRAFT

BY PUBLIC IMPACT

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This model was developed in response to the uncertainty around in-person schooling for the 2020–21 school year due to COVID-19, and 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 not in the same building, and—even in current circumstances—consistency and predictability in teaching, learning, and instructional collaboration.

We present options to achieve all of these objectives when students are in multiple locations, some teachers work from home, and collaborative instructional teams led by multi-classroom leaders continue. Districts not using Opportunity Culture also can use these model options to plan for when some students and teachers are working from home, and may be able to introduce modified **Multi-Classroom Leadership** quickly; for help, **contact** Public Impact.

For a model showing how to have *all* students and staff work from home, as in spring 2020, 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

MODEL OPTIONS FOR PARTIAL AT-HOME LEARNING

Schools adopt one of these major scheduling options:

- * **Half-and-Half:** Up to half of students work every day in the school building, while the rest attend from home every day.
- * **Alternating Days:** Students attend school in person on alternating or paired days, attending from home on the other days.

- * **Alternating Weeks:** Students attend school in person on alternating weeks, attending from home in the other weeks.

In all options:

- * **Families may choose** to keep students home full-time, and teachers who need to be at home may teach from home.
- * **Students interact live with educators each day**—in person or by videoconference, but limiting screen time.
- * **Technology** to support these options is an urgent, top priority for districts, states, and the nation.
- * **Schools continue to follow the Opportunity Culture Principles** (see page 2).
- * **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 more spaces for students to learn safely.

WHY THIS WORKS

- * **Schools protect everyone’s health** in these at-home/at-school options using the design detail below, by limiting the number of students and staff in schools at one time, and by providing choices for location, when possible.

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/>

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

- * Schools equalize and stabilize the learning experience with seamless schedules and instructional support for students and staff across locations, which also minimizes changes if schools must close sporadically.
- * Multi-classroom leaders support teachers for continued high-growth student learning despite location 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.

Some communities may find elements of this model 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.

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SCHOOL DESIGN DETAILS FOR ALL OPTIONS

Schools select one of these options (over time, others variations will likely emerge):

- * **Half-and-Half:** Up to half of students work every day in the school building, while the rest attend from home every day.
- * **Alternating Days:** Students attend school in person on alternating or paired days, attending from home on the other days.
- * **Alternating Weeks:** Students attend school in person on alternating weeks, attending from home on the other weeks.

All include the key design elements below.

Key Opportunity Culture Elements

- * Schools have adopted **Multi-Classroom Leadership**, with or without Team Reach, or add MCLs rapidly.
- * Regardless of student location, all students learn from multi-classroom leader teams in core subjects, at least.
- * All schools operate within the five Opportunity Culture Principles (see above left).

Key Location Elements

- * Students whose families elect for them to learn from home full time may do so; these students join in virtually.
- * Students whose families want their children to learn at school and who are educationally vulnerable have priority for in-school slots; districts may determine other priorities.
- * Teachers and staff who are medically vulnerable have first priority to work from home; districts may determine other priorities, when feasible.
- * If too many teachers and staff need to work from home, such that every class at school cannot be supervised, then **all students must learn from home**.
- * Community-based organizations of families' choice may provide additional spaces for students in all options, supervising their learning (from teachers and MCLs, virtually), with social distancing.

Key Scheduling Elements

- * Schools may use full-day schedules, or they may use half-day instructional schedules. Full days may provide more instructional time, but half days are easier for most students learning from home and make quick shifts to **all-at-home** learning easier if school closures become necessary (schedule details follow).
- * Schools may use Fridays as a regular instructional day or for small-group and individual tutoring for some students. This may take place in school or online, depending on students' and teachers' locations, during the regularly scheduled class periods so that individual students can get help from multiple teachers.

- * Fridays may also be used, in part, for Multi-Classroom Leadership teams to review student progress and adjust instruction, in addition to other scheduled time for MCL team planning, collaboration, and coaching.
- * Schools continue using schedules that allow MCL teams to plan, collaborate, and improve every week.

Key Health Elements

- * Classrooms are rearranged for social distancing.
- * Students remain in the classroom while their teachers rotate through. See the [American Academy of Pediatrics](#) guidelines.
- * Counselors and social workers continue services, remotely when needed, regardless of student location.
- * Breakfast and lunch provisions for students not learning at school continues.
- * Schools ensure daily adult-student face-to-face connection while limiting screen time where possible.

Key Technology Elements

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
- * Classroom audiovisual equipment for teaching students at home and in school
- * Brief training for teachers, staff and students use new technologies for remote teaching and learning
- * For more on needed district and governmental support, see [here](#).

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)
- * A projector, to use with whiteboards or a white wall
- * Lavalier microphones to enhance teachers' voice clarity for students

- * Sound-reducing earphones for students learning in homes with multiple children

This model does not address the critical issue of educating **students with special needs** who typically are in self-contained classrooms. Schools should first calculate the extra classroom space needed to provide self-contained services safely with social distancing and available staff before planning the number of slots available for in-school instruction for all students.

CHOOSING AMONG THE OPTIONS

Common to all the options:

- * All make social distancing feasible.
- * All allow families to choose to keep their students at home full time.
- * All allow some teachers to teach from home if needed.
- * Students and staff who are not in the building—full-time or on alternating days or weeks—interact by videoconference at set times, following the in-school schedule for seamless transitions. Schedule examples in the appendices provide more detail on all options.
- * As when at school, at-home students' days include offline skills practice, tutoring, projects, and other work assigned by the teacher or MCL, as well as face-to-face time with teachers. Screen time should be age-appropriate.
- * Teachers may separate students into small groups for parts of each class/subject, and they may teach students at school and at home simultaneously as a whole group and/or in small groups—just as when all are at school.
- * 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.

1: HALF-AND-HALF OPTION

HOW IT WORKS

Up to half of the students attend school in person, while the rest learn at home. Most teachers are in school, and others teach from home, as needed. Some otherwise at-home students may be at a community-based organization.

Students have priority for in-school slots if they do not have access to high-speed internet or are children of first responders, health care professionals, or others who must work in person. If slots remain, they are allocated based on other district priorities—such as students' educational vulnerability—and then by lottery.

Advantages:

Students who most need to be at school every day, for family or individual reasons, have priority.

Change is reduced: Schedules and routines are the most consistent for students, and teachers can become accustomed to which students are at school and which are at home, so they can better meet the needs of both groups.

Sanitation and contact tracing are easier in this option, because fewer people are in the building overall.

Disadvantages:

Some students who want to be at school may be forced to remain at home.

2: ALTERNATING DAYS OPTION

HOW IT WORKS

Students attend school in person on alternating or paired days—in two distinct cohorts—with up to half of the student body in the building each day and the rest at home. Students may also work at a community-based organization when not at school.

Most students attend school in person either Monday and Wednesday or Tuesday and Thursday, plus alternating Fridays. Alternatively, one group of students may attend Monday and Tuesday and another Wednesday and Thursday (“paired days”), plus every other Friday.

Staff may also alternate at-home and at-school location, but this may not be possible if many teachers need to be at home for medical reasons. Enough staff must be in school to provide a focused, safe learning environment for students.

Advantages:

Students have equal access to in-person learning and teacher and peer social-emotional connections.

Some parents or guardians may find this schedule easier to coordinate with their own jobs than with alternating weeks.

When using the paired-days schedule, cleaning and sanitation may be easier than with alternating days.

Disadvantages:

Some parents or guardians may struggle to make this schedule fit with their work schedules, unless community-based organizations are able to take students on out-of-school days.

Constant change of locations, and some portion of daily routines, may be difficult for some students.

Teachers may find it more difficult to recall which students are where each day, introducing more instability.

3: ALTERNATING WEEKS OPTION

HOW IT WORKS

Students attend school in person—in two distinct cohorts—on alternating weeks, with up to half of the student body present in school each week and the rest at home.¹ Students may also work at a community-based organization when not at school.

In-school weeks may be four or five days each, based on health recommendations and other factors in each district.

Staff may also alternate between at-home and at-school teaching, but this may not be possible if many teachers need to be at home for medical or family reasons. Enough staff must be in school to provide a focused, safe learning environment for students.

Advantages:

Students have equal access to in-person learning and teacher and peer social-emotional connections.

Alternating weeks may dampen infection spread by taking advantage of COVID-19’s latent period—the days when infected people are not yet infecting others. By the time a student or staff member is infectious, they would have 10 days at home and know before returning if they were sick.²

Deep cleaning of classrooms would be needed only once weekly, rather than multiple days a week in option 2.

Some parents or guardians may find this schedule easier to coordinate with their own jobs than alternating days.

Disadvantages:

Some parents or guardians may struggle to make this schedule fit with their work schedules, unless community-based organizations are able to take students on out-of-school weeks.

Weekly change of locations, and some portion of routines, may be difficult for some students.

Some teachers may find it more difficult to recall which students are where each week, introducing more instability, though less so than alternating days.

MORE DETAILS ON ALL OPTIONS

Educator Roles: All educators continue to perform their roles, with MCL teams critical to providing guidance and support. Other school and district staff may be needed to supervise students for a limited time and within reason, such as when staff members are sick or unavailable.

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.

In all options:

- * As when all students are in the school building, MCLs and their teams use whole-group, small-group, and individual teaching to maximize students' learning growth. Small groups may include both in-person and at-home students, or teachers may lead groups of students based in part on where they are.
- * Teachers must take care to engage at-school and at-home students equally, through class discussion norms and, in some cases, through separate small groups, as needed for high-growth learning.

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 during multiple-locations learning or 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

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.

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 working remotely, and clarify these as needed; expect confusion to arise, and clarify when needed.
- * Support teaching team members personally during times of stress.

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. RAs supervise students when teachers are working from home, as well.
- * **Teacher residents**, who are learning to teach under the MCL's leadership while earning a degree or certification.

Staffing Needs Planning: Schools must carefully calculate the number of in-school teachers, reach associates, and other assistants needed to supervise all students at the school in socially distanced classrooms—especially when some teachers are at home full time. RAs will already have instructional supervision responsibilities in most schools, so they will need to stay with their assigned classes.

When teachers are working at home, schools can use these other strategies to supervise at-school students:

- * Deploy teaching assistants, when available, to monitor students and technology in person while the at-home teacher teaches.
- * Deploy other school staff similarly.
- * Use district staff, as well, especially for temporary needs.
- * When a grade does not have the RAs or assistants needed for supervision, use larger spaces, such as the media center or gymnasium, for combined classes, still totaling no more than regular classroom maximums in the larger rooms; maintain so-

cial distancing, possibly dividing class spaces with some physical barriers, like covered bookshelves. This allows assistants or reach associates to monitor more than one group safely.

- * If the number of adults is still insufficient to keep school open, seek community-based organizations willing to take small numbers of students for supervision while they learn remotely each day, by family choice.
- * As a last resort before closure, temporarily have MCLs who have no classes of their own teach a class.
- * If enough supervisory adults are still unavailable, then the school must revert to **all at-home learning**.

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 so members can be at home or at school.

- * 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.

Student Schedules: In all options, 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 close and all students must learn **from home**, a significant benefit. Supervised student time in afternoons at school may include physical education, time to complete schoolwork, and more arts time, for example.
- * In a **full-day** schedule, students follow a typical school schedule. If school must **close to all students**, schedules may remain similar, but with reduced whole-class time each period, or change to a half-day schedule.

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: Educators need technology that ensures that students at school and at home can hear, see, and engage with educa-

tors and peers well and equally. All students must have daily internet and laptop access, whether at school or home. Ideally, teachers have high-quality webcams, document cameras, projectors (used with whiteboards or a white wall), and lavalier microphones to ensure strong audiovisual clarity for students, regardless of location. Unless all-class projection of at-home teachers onto a classroom wall is possible, students learning at school from a teacher who is at home also need sound-reducing earphones so they can watch the teacher on their laptops.

Setup and management of audiovisual technology in each classroom is essential.

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 some 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.³

In the Event of School Closure: All teaching and learning is **from home**, and all students and teacher stay on the same schedules for instruction, or all convert to a half-day schedule.

APPENDIX A: ELEMENTARY SCHEDULE EXAMPLE

Multi-Classroom Leadership + Team Reach, Elementary: Schedule Example When Students and Teachers Are Both at School and 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 both at home and at school**. The schedules shown here may be used with any of the three hybrid model options, because all call for teachers to engage with students who are at home (or when the teacher is at home) by videoconference.

The goal is to provide students with face-to-face connection with each teacher and classmates—regardless of location; optimize use of other online learning; limit total screen time; and provide flexibility for when technology shortcomings and family disruptions affect students. Enough in-school staff must be available to supervise the reduced number of students who are at school; otherwise, all teaching and learning must become **home-based**.

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 supports students when working on skills practice, project work, and/or digital instruction. The RA may teach small groups in person, by videoconference, or both together 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 in person, or have extra time to complete assignments with help from the RA, online or in person, 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 in person, 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 all-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 or at school and submit it to teachers online (including photographing and uploading work done by hand); this allows teachers to keep track of work regardless of student and teacher locations.

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 for in-person students only or for all using web cams and videoconferencing.

**Supervised by reach associate.

Option A: Full-Day Schedule Example for Hybrid At-School, 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, whether at school or home.

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). A part of small-group time may be students trying new skills and then discussing immediately, allowing teachers to check for understanding rapidly.
- * Have some time in each period for independent and project work without a teacher.
- * Finish class work in the afternoon, if needed, including during teacher's office hours, when they may ask questions in person, log in remotely for a video chat, or use instant messaging.
- * Have time with a reach associate to ask questions and finish class work; they are in-person or "logged in" with the RA, even though the student may be finishing work by hand (math problems, writing, reading an assigned book, for example).
- * 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 for a different small group of the class period if a disruption occurs for those 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 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 in person, if both are at school, or 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, in addition to open office hours.
- * May include a reach associate who supervises students in person and remotely and helps them finish all work; or the RA may conduct personal outreach to some or all students daily when students are free, for tutoring and social-emotional support.

* May change the schedule during a period, if all students (and parents, if at home) are informed in advance and reminded; consistency reduces stress and focuses their 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 HYBRID AT-SCHOOL, 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 school, home or in a community-based organization must ensure participation at the right times. When students in school are not learning from a teacher, they work on assignments alone or in small groups, as teachers and MCLs direct. 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 complete work with help from Reach Associate as needed, at home or school.	
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 complete work with help from Reach Associate as needed, at home or school.		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 complete work with help from Reach Associate as needed, at home or school.	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 complete work with help from Reach Associate as needed, at home or school.		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 HYBRID AT-SCHOOL, 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 Group 1	25 min. Math/ Science Class C 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	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. Supervise Class D students completing work at school; help those at home, as needed.	25 min. Office Hours	7 min. Break	50 min. Supervise Class C students completing work at school; help those at home, as needed.	Lunch / Recess Monitoring	Lunch / Recess Monitoring	50 min. Supervise Class B students completing work at school; help those at home, as needed.	25 min. Office Hours	7 min. Break	50 min. Supervise Class A students completing work at school; help those at home, as needed.			

Option B: Half-Day Schedule Example For Hybrid At-School, 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 are shorter during the morning, with more team time added in the afternoons. This model may make at-home supervision by parents more feasible, allowing parents to fully concentrate on work or other matters in the afternoons. Students in all locations can have more rest, physical activity, and time to complete assignments or arts 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, but with a supervising adult at school, home, or in a community organization.
- * 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 in person, if at school, or by messaging or video call if remote, 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 HYBRID AT-SCHOOL, 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. 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.



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 or School	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 complete work with help from Reach Associate as needed, at home or school.	
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 or School	Special 1 (Art, Music, Etc.) Part may be online, part offline	28 min. Special 2; or complete work with help from Reach Associate as needed, at home or school.		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 complete work with help from Reach Associate as needed, at home or school.	Special 1 (Art, Music, Etc.) Part may be online, part offline	Student Snack and Break at Home or School	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 complete work with help from Reach Associate as needed, at home or school.		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 or School	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 HYBRID AT-SCHOOL, 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. Afternoons for students at school include a variety of activities, such as: lunch in the classroom, time to complete all schoolwork, physical fitness inside or outside, and arts, supervised by assistants, reach associates, reach associates, specials teachers, and other staff. Students not in school may “attend” portions, such as arts, by choice using 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. Supervise Class D students completing work at school; help those at home, as needed.		10 min. Student Help	28 min. Supervise Class C students completing work at school; help those at home, as needed.		Supervise students at school; out-reach to those at home as time permits	Supervise students at school; out-reach to those at home as time permits	28 min. Supervise Class B students completing work at school; help those at home, as needed.		10 min. Student Help	28 min. Supervise Class A students completing work at school; help those at home, as needed.		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 Both at School and at Home

The following page shows a very basic schedule example when some teachers and students work from home and some are at school. 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.

The schedules shown here may be used with any of the three hybrid model options, because all call for teachers to engage with students who are at home (or when the teacher is at home) by videoconference.

In MCL + Team Reach models at the secondary level, in select classes, students learn with a teacher on some days, and on other days they are supervised by a reach associate while they complete assigned work. When students are not engaging actively with the teachers, they work on projects, skills practice, and other work, both online and offline. The **reach associate** (RA) supports 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).

If schools shift to hybrid at-home, at-school learning, all courses may move to this rotation schedule to keep students at home—or students whose teachers are at home—from being online too much; students at school in person may be supervised by a teacher or reach associate when not being directly taught by a 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 show how a teacher could divide a period to serve smaller groups of students, regardless of their location.

When some students and staff are at home and others at school, enough in-school staff must be available to supervise the reduced number of students who are at school; otherwise, all teaching and learning must become **home-based**.

When students and teachers work from both school and home, the Multi-Classroom Leadership team plans and collaborates 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 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 together—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 in-person or by videoconference, depending on team members' locations, 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 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 at school or home, the team reach teacher (TRT) teaches *both* cohorts A and B, either on alternating days or on paired days—following with schoolwide schedule. While videoconferencing with students at home and teaching students 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 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 or school during that same period or, if using a half-day schedule, in the afternoon or evening (in

study hall if at school). 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 in person or 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 5 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, either at school under the supervision of a reach associate, or at home or 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 office hours, as well, during part of each period or during a portion of their free periods.

Each class may contain a mix of students who are attending school in person and those who attend from home. Classes of students who are in school may, in some circumstances, be too large to be in a single normal classroom with social distancing. The class must either be in a large room (such as a gym or media center)

or divided between two spaces (such as the classroom and a digital lab). In either case, they still receive live instruction from the teacher during the class period, in person or by videoconference. In the case where the class is divided, one half of class is physically supervised by the teacher, the other half by a reach associate, teacher assistant, or other staff member. Critically, teachers may divide class periods into smaller time chunks, so that they may teach smaller groups (see Figure 3-B).

If the teacher is at home, the teacher still teaches the class using videoconferencing. The students who are at school each use a laptop and noise-reducing headphones to connect with the teacher; other students join from home. 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. As noted above, physically supervising all students when the teacher is at home presents special challenges, which schools can address by using the strategies noted above.

FIGURE 3-A. ALTERNATING DAYS SCHEDULE, FULL-DAY EXAMPLE FOR TEAM REACH TEACHER EXTENDING REACH IN THREE CLASS PERIODS

	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 school, supervised by a reach associate, or 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 may attend in person at school or from home or a community-based organization. Students not at school 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. If the teacher is at home, and/or if small groups contain a mix of in-person and at-home students, the teacher conducts small groups using videoconferencing.

FIGURE 4. STUDENT’S FULL-DAY WEEKLY ALTERNATING SCHEDULE EXAMPLE

This shows a schedule example for a student who alternates days learning with the teacher and learning with a reach associate. Teachers may be at school or 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 (see Figure 3-B for an example of a period divided into three segments). Shaded boxes show when the student is learning live, in person or by videoconference, with a teacher and classmates. Every day, students are interacting live, though not always 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	Independent Math Work at Home or with Reach Associate	History with Teacher	Lunch	Independent Career and Tech Work at Home or with Reach Associate	Science with Teacher	Independent Arts Work at Home or with Reach Associate
Tues./Thurs. & alternating Fridays	Independent English Work at Home or with Reach Associate	Math with Teacher	Independent History Work at Home or with Reach Associate	Lunch	Career and Technical Course with Teacher	Independent Science Work at Home or with Reach Associate	Arts with Teacher

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

This shows a schedule example for a student who alternates days learning with the teacher and independently, at school supervised by a reach associate, or at home or a community-based organization, with a half-day schedule every day. Teachers may be at school or 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 live, in person or 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 Hours
	1	2	3	4	5	6	
Mon./Wed. & alternating Fridays	English with Teacher	Independent Math Work at Home or with Reach Associate	History with Teacher	Independent Career and Tech Work at Home or with Reach Associate	Science with Teacher	Independent Arts Work at Home or with Reach Associate	Students complete work or connect with teachers during office hours
Tues./Thurs. & alternating Fridays	Independent English Work at Home or with Reach Associate	Math with Teacher	Independent History Work at Home or with Reach Associate	Career and Technical Course with Teacher	Independent Science Work at Home or with Reach Associate	Arts Work at Home	Students complete work or connect with teachers during 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
<p>Teacher Teaches Small Group 1 via videoconference: Small-group discussion, math proof, etc.</p>	<p>Teacher Teaches Small Group 2 via videoconference: Small-group discussion, math proof, etc</p>	<p>Provided by teacher during office hours in the afternoon, or by appointment</p>

Students may attend in person at school or from home or a community-based organization. Students not at school 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. If the teacher is at home, and/or if small groups contain a mix of in-person and at-home students, the teacher conducts small groups using videoconferencing.

End Notes

1. See this article for more about this schedule and one perspective on the reasoning behind alternating weeks, for schools and the labor force. <https://www.nytimes.com/2020/05/11/opinion/coronavirus-reopen.html?referringSource=articleShare>
2. Alon, U., Milo, R., & Yashiv, E. (2020, May 13). 10-4: How to Reopen the Economy by Exploiting the Coronavirus’s Weak Spot. *The New York Times*. Retrieved from <https://www.nytimes.com/2020/05/11/opinion/coronavirus-reopen.html?referringSource=articleShare>
3. 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/sbiybj6481/f/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>

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