OVERVIEW: MULTI-CLASSROOM LEADER TEAMS WITH ALL-TEAM REACH

Why Use This Model: Multi-Classroom Leadership with All-Team Reach is the recommended model, to achieve the highest-growth student learning, education equity, and educator satisfaction, and to address teacher shortages and vacancies. It increases time for small-group tutoring—maximizing student learning—and reduces the need for long-term substitutes. Everyone earns more for reaching more students, while keeping student load increases manageable.

How It Works:

In this model, an excellent teacher in the Multi-Classroom Leader (MCL) role leads a team of 2–8 teachers, all of whom extend their reach directly to more students as “team reach teachers” and receive pay supplements.

There are two Team Reach roles: team reach teachers, or TRTs, who extend reach to more students, and master team reach teachers, or MTRTs, who extend reach and take on an additional adult leadership responsibility for the team.

The team is supported by a team reach associate (RA), or by a paid, yearlong teacher resident serving as a reach associate, who focuses on small-group tutoring, under MCL guidance. The paraprofessional support of a reach associate allows the team reach teachers to teach more students while keeping instructional group sizes manageable, especially through the small-group tutoring RAs provide. Pre-existing teaching assistant positions remain.

All adults increase the time spent on small-group instruction and tutoring and decrease whole-group and on-your-own learning time for students.

These roles are made possible through the repurposing of teaching vacancies. This model can help schools avoid having large numbers of new teachers in a given year and avoid filling teacher roles with long-term or rotating substitutes.

By not filling a teacher vacancy, the team now has a classroom space that could be used for a learning/tutoring lab, in which an RA dedicated to serving that team may rotate through small groups. Or that RA may push into classrooms to tutor or pull out small groups in each class or across the team, to keep instructional group sizes manageable.

Other Details:

MCL roles in this model may be “partial-release,” who have a class of record for a portion of the day, or “full-release,” who have no class of record and thus can lead larger teams in elementary schools (secondary school schedules make all team sizes possible for both partial- and full-release MCLs). Larger teams of either type may include a master team reach teacher, who assists the MCL with team leadership and teaches more students. Reaching all students across each school is more likely and financially sustainable with partial-release MCLs.

A multi-team reach associate may also be involved, providing MCL release time for coaching and supporting team teachers. To sustainably reach the whole school with MCL teams, multi-team RAs provide release time to multiple MCLs during the week.

As noted above, RA positions—those serving a single or several MCL teams—may be occupied by a paid teacher resident, and an RA position may be split into two residency positions, with each receiving half of the RA salary.

Having all teachers extend their reach on an MCL team provides a solution for schools faced with teacher shortages and vacancies. Schools may encounter challenges with taking this schoolwide when, for example, vacancies are not evenly distributed throughout a school or enrollment fluctuates within a grade. In such cases, elementary principals may move teachers to new grades to reach the entire school as vacancies emerge. Secondary principals may be more hesitant to shift teachers among subject teams, since research shows that secondary teachers develop their skills teaching specific subject matter on the job, over time. (However, an MCL’s guidance could allow willing secondary teachers to shift to related subjects.) Schools aiming to implement this model schoolwide may also use the Standalone MCL model—in which teams do not yet have team reach teachers—in some grades or subjects while waiting for classroom vacancies to occur. In a school with average turnover, this model can be implemented schoolwide over three years. Faster implementation is possible in many schools with high teacher turnover.