

MULTI-CLASSROOM LEADERSHIP + TEAM REACH

ELEMENTARY SCHOOL SCHEDULE EXAMPLE

BY PUBLIC IMPACT

This is a very basic example showing how a team composed of a **multi-classroom leader (MCL)**, selected for prior high-growth student learning and leadership competencies, and **two team reach teachers** reaches the equivalent of four elementary classroom’s worth of students.

Teachers and the MCL may **specialize** by subject, or they may **team teach** in other ways, dividing units and instructional roles (e.g., whole-group, small-group, and individual teaching) to make the best use of each person’s strengths, as determined by the MCL. In either case, teams may use age-appropriate digital instruction and assessments for part of the day, either within the classrooms or in a digital lab; most schools combine limited digital time with student projects and offline skills practice.

The three teachers cover all four classes with the help of a paraprofessional reach associate, who oversees students working on skills practice, project work, and/or digital instruction, and who may teach small groups with prior direction from the MCL and teachers. Or, students may attend a second “specials” class during this time.

This example uses the leanest staffing structure, in which the MCL teaches a full load. This shows the minimum team and individual planning time possible in an Opportunity Culture school. Typically, MCLs have more staff support and release time, allowing more frequent modeling, co-teaching, and teacher observation. Schedules vary with MCL teaching loads.

Schedule Example

In the example here, teachers use partial subject specialization: Two paired team reach teachers (teachers A and B) divide responsibility for teaching English language arts and social studies (LA/SS). They divide responsibilities in different ways throughout the year. Sometimes, one focuses on reading and the other on writing and incorporating social studies. At other times, one teacher focuses on teaching the whole class key literacy concepts, while the other rotates small groups through intensive interventions as other students work independently. Each pair of teachers in the school divides the classes and the work to use each teacher’s strengths with instructional methods, content, and specific students to help all students served by the team excel in growth and thinking skills.

The MCL teaches math and science (M/S) to all four classes. The reach associate teaches small groups as directed by the teaching team, while other students work independently under the reach associate’s supervision on skills practice, project work, and/or digital instruction.

- * The example assumes a 6.5-hour school day for students. Core academic periods (1, 2, 5, and 6) are 66 minutes. Periods 3 and 4 (specials and lunch/recess) are 55 minutes.
- * Total weekly time in the core subjects is the same as in traditional schools—22 hours: 11 with language arts/social studies (LA/SS) teacher, 5.5 with math/science (M/S) MCL, and 5.5 in time spent with the reach associate.
- * A teacher’s assistant may also take care of students during home-room and class transitions, and help supervise during lunch/recess. The reach associate may help with some of these duties.
- * Periods 3 and 4 are for individual and team planning and professional development for the teachers and MCL. The 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.
- * Students may attend a second “specials” class during this time.
- * Each class has 24 students.

On the following page, Figure 1 shows where students are through the day; Figure 2 shows how the teaching team’s schedules line up.



A Teacher’s Impact =
Student Outcomes x
Number of Students Reached

FIGURE 1. ELEMENTARY TEAM REACH EXAMPLE DAILY SCHEDULE OF STUDENTS' TIME IN CLASSES A–D*

	Class Period —Where are the Students?*					
Student Classes	1	2	3	4	5	6
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.

**Supervised by reach associate.

FIGURE 2. EXAMPLE SCHEDULES FOR ELEMENTARY TEAM REACH TEACHERS, MCL, AND REACH ASSOCIATE

	Class Period —Where are the Teachers?					
Teacher Schedule	1	2	3	4	5	6
Team Reach Teacher A	LA/SS Block Part 1 with Class A	LA/SS Block Part 2 with Class A	Teacher Planning	Teacher Planning	LA/SS Block Part 1 with Class C	LA/SS Block Part 2 with Class C
Team Reach Teacher B	LA/SS Block Part 1 with Class B	LA/SS Block Part 2 with Class B	Teacher Planning	Teacher Planning	LA/SS Block Part 1 with Class D	LA/SS Block Part 1 with Class D
MCL	Math/Science With Class C	Math/Science With Class D	Teacher Planning	Teacher Planning	Math/Science With Class A	Math/Science With Class B
Reach Associate	Class D	Class C	Lunch/Recess Monitoring	Lunch/Recess Monitoring	Class B	Class A

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