

MULTI-CLASSROOM LEADERSHIP + TEAM REACH

SECONDARY SCHOOL SCHEDULE EXAMPLE

BY PUBLIC IMPACT

The following page shows a very basic example of how one **team reach teacher** who works on a **multi-classroom leader's** team reaches more students directly by rotating students through project time, skill practice, and digital instruction or assessments supervised by a paraprofessional **reach associate** in a learning lab. The second figure on page 2 shows an example schedule for a student who has two team reach teachers using this rotation.

In this middle or high school, teachers used to spend half of their class periods on whole-group instruction and half working with rotating small groups of students while others worked independently on projects and skill practice in the classroom. 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—while another teacher taught student cohort B in similar blocks each day.

- * After introducing multi-classroom leadership and team reach in periods 1, 2, and 3, the team reach teacher (TRT) teaches *both* cohorts A and B, on alternating days. While with the students, the TRT delivers motivating lectures covering key concepts, works to develop students' analytical, creative, and conceptual skills, and connects personally with students in the class. This class time may also include individual and team work, projects, and short-but-complex assignments.
- * The cohort not with the TRT on a given day has project time, skills practice, and digital instruction or assessments supervised by a paraprofessional reach associate in a learning lab during that same period. Reach associates, overseen by the multi-classroom leader (MCL), may also work with individual students or small groups. Tutors, both volunteer and paid, may also help individual students and small groups while they are in the learning lab, as directed by the MCL. As shown in Figure 2, students use some of the learning lab time for personalized pacing according to their mastery of the content.
- * In periods 4, 5, and 6, the TRT teaches *only* cohort A students and *only* on alternating days. By freeing periods 4, 5, and 6 on alternating days, the TRT gains 7.5 extra in-school hours each week (3 free periods every other day). On the days when those students are in the learning lab, the TRT has time for planning alone and with the multi-classroom leader's team, other team collaboration time, coaching from the MCL, and student follow-up.

- * The students in cohort B during periods 4, 5, and 6 can be taught by another teacher who also extends reach by 50 percent, or these classes may have smaller enrollments or continue to be taught without rotating through the learning lab.
- * The TRT teaches 50 percent more students overall. 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, learning lab time, and homework for high growth by all students, regardless of starting points.
- * Higher pay for the MCL and the TRT (as well as another teacher extending reach, if applicable) is funded by the 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).



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

FIGURE 1. EXAMPLE WEEKLY SCHEDULE WHEN TEAM REACH TEACHER EXTENDS REACH IN THREE CLASS PERIODS

In this example in Figure 1, the team reach teacher teaches nine classes of students instead of six, reaching 50 percent more students overall without increasing class sizes. Students spend every other day in a learning lab—working on projects and skills practice (offline or digital). The teacher “extends reach” in only three class periods, keeping the other three class slots weekly for individual planning, team planning and development with the MCL, monitoring student progress, grading, and improving instructional plans.

DAYS OF THE WEEK	Class Periods with Student Cohort A or B*					
	1	2	3	4	5	6
Team Reach Teacher (TRT)						
Mon./Wed. and alternating Fridays	Class 1-A	Class 2-A	Class 3-A	Class 4-A	Class 5-A	Class 6-A
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	TRT planning time, alone or with MCL and team
Reach Associate monitoring learning lab						
Mon./Wed. and alternating Fridays	Class 1-B	Class 2-B	Class 3-B	(Students from other classes)	(Students from other classes)	(Students from other classes)
Tues./Thurs. and alternating Fridays	Class 1-A	Class 2-A	Class 3-A	Class 4-A	Class 5-A	Class 6-A

*This schedule does not include lunch or homeroom time, which are inserted at the beginning of day and middle, according to the school’s overall schedule.

FIGURE 2. EXAMPLE STUDENT’S WEEKLY SCHEDULE, 1/2 TIME IN LEARNING LAB IN SELECT SUBJECTS—MATH AND SCIENCE

This shows that a student with two team reach teachers would still spend no more than one hour daily in a learning lab, working on projects or skills practice per the teacher’s direction. The school reduces the number of unqualified teachers in these subjects, or reaches students it could not otherwise reach with a subject or course. Even if students were taking all four core subjects from team reach teachers, each student would have no more than two hours daily in the learning lab. Learning lab time is a critical part of the instruction, and MCLs for each grade or subject team direct how this time is used by students, in collaboration with team reach teachers.

A Student Taking Two Reach-Extended Classes	Class Period*					
	1	2	3	4	5	6
Mon./Wed. and alternating Fridays	English with Teacher	Math with Team Reach Teacher	History with Teacher	Health/PE with Teacher	Science in Learning Lab	Fine/Performing Arts with Teacher
Tues./Thurs. and alternating Fridays	English with Teacher	Math in Learning Lab	History with Teacher	Health/PE with Teacher	Science with a Team Reach Teacher	Fine/Performing Arts with Teacher

*This schedule does not include lunch or homeroom time, which are inserted at the beginning of day and middle, according to the school’s overall schedule.

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