



OPPORTUNITY CULTURE MODEL

Public Impact

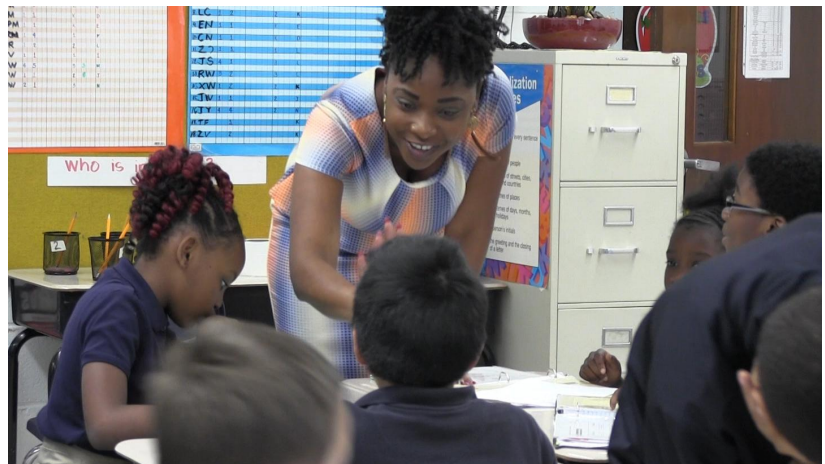
The Opportunity Culture staffing model organizes teachers into teams led by excellent teachers and supports pay increases within the current school budget in order to extend the reach of great instruction to more students.

OVERVIEW

Public Impact’s Opportunity Culture initiative aims to provide more students with consistently excellent teaching by extending the reach of high-quality teachers. The model takes existing school staff and redistributes roles and responsibilities to leverage talent in ways that boost student learning and educator satisfaction. Multi-classroom leaders are excellent teachers who lead a team of about six teachers. With additional support and more specialized staff, teachers collaborate on instructional planning, share best practices around rigorous and personalized learning, participate in just-right professional development sessions, and engage in more small-group tutoring than in typical schools. In some variants, teachers on these teams also extend their reach and earn more. This model ensures that teachers have access to more effective learning strategies and students receive consistently high-quality instruction.

Public Impact partners with K-12 schools and districts to support the restructuring of school design and operations to make this model work. Currently implemented across more than 10 states and 50 districts nationwide, Opportunity Culture has shown to provide approximately one-half year of extra learning in reading and math. [▶ Opportunity Culture Overview](#)

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What Makes This Model Innovative?



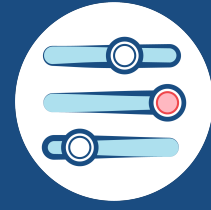
Connection & Community

A positive, collaborative adult culture is at the heart of Opportunity Culture's model. Teachers join teams to co-plan, colead, and codesign with excellent master teachers—in this model, everyone works toward excellence.



Rigorous Learning

Opportunity Culture's mission is to improve student learning *through* high-quality teaching. This can only be achieved when students are appropriately challenged by their curriculum, receive more personalized content, and have happy and well-trained instructors.



Customization

Opportunity Culture's principles support customization to fit schools' unique needs. School-based design teams make context-specific decisions around schedules, budgets, and instructional priorities that leverage the expertise of its existing or new teaching staff.

DESIGN

Goals

The Opportunity Culture initiative aims to reach 75% of students and elevate learning to at least the 75th percentile of achievement while ensuring all educators are satisfied or highly satisfied with their roles and responsibilities. [📄 Opportunity Culture Goals and Principles](#)

Academic Achievement & Growth

Students improve their achievement in core subjects by engaging in teaching and learning that is rigorous and culturally relevant.

Social-Emotional Attention & Growth

Students' social-emotional needs are more readily supported through individualized attention from specialized staff members.

Highly Satisfied Educators

Teachers and staff are adequately compensated, have access to career growth opportunities, and receive more relevant professional development—all of which contribute to higher levels of satisfaction.

Experience

Opportunity Culture has designed a suite of staffing configurations and development opportunities for schools, and at its core is the Multi-Classroom Leader. Additional elements, including Team Reach, Paid Residencies, and Multi-School Leadership, are optional and schools can offer them as needed in order to address specific staffing needs. While a comprehensive implementation of Opportunity Culture includes *all elements*, schools first prioritize the center of Opportunity Culture's design.

Complete Opportunity Culture Elements



Multi-Classroom Leadership

The Multi-Classroom Leader (MCL) is at the core of Opportunity Culture's staffing design. MCLs are teacher leaders who lead small teams averaging five to six teachers and closely guide and coach all members of a collaborative grade or subject team while also teaching for part of the day.

MCLs are teachers with a track record of high-growth student learning who are paid more for their leadership and instructional coaching. Some of their key roles and responsibilities include:

- Leading professional development and instructional coaching for their team.
- Coleading lesson planning, data analysis, and instructional changes.
- Modeling teaching techniques and often co-teaching with more novice teachers.
- Establishing each team member's roles and goals at least annually, as well as organizing teaching roles to fit each teacher's strengths, content knowledge, and professional development goals.

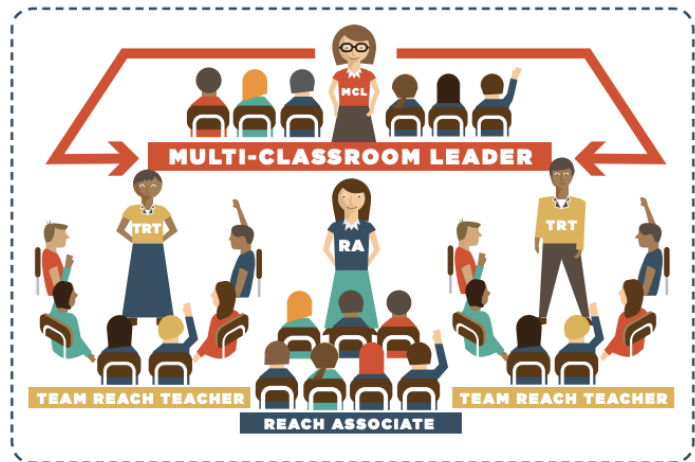
[Multi-Classroom Leadership for Pre-K-12](#) [Opportunity Culture in Early Childhood Education](#)

An MCL may also be remotely located and virtually lead a team whose members are co-located or spread among several schools. [Remotely-Located MCL](#)

Multi-Classroom Leadership + Team Reach

Opportunity Culture offers MCL + Team Reach when schools want to reach more students with the available teachers they have and increase teacher collaboration, pay, and career advancement opportunities. [Better Together: Combining Multi-Classroom Leadership with Team Reach](#)

MCL + Team Reach allows team teachers to reach more students than typical by rotating students through learning modalities or groupings during a class period. The Team Reach structure leverages additional, specialized staffing positions such as paraprofessionals, teacher residents, reach associates, and master team reach teachers, who support by running small-group rotations and further personalizing instruction.



Team reach teachers (TRTs) can take on different roles and leverage various learning modalities to better reach more students. Key responsibilities and roles include:

- Planning and delivering instruction for small-group tutoring and whole-group instruction.
- Planning how to leverage additional staff such as advanced paraprofessionals known as reach associates, who can supervise projects and skills practice, offline or digitally, and may tutor individuals or small groups.
- Strategically dividing classes into manageable sizes to deliver learning modalities that best suit their students' needs.
- Schedules require time for individual planning, team planning and development with the MCL, monitoring student progress, grading, and improving instructional plans.

[Multi-Classroom Leadership + Team Reach in Elementary School](#) [Multi-Classroom Leadership + Team Reach in Secondary School](#)

Paid Residencies

Opportunity Culture models allow schools to offer paid, yearlong teacher and principal residencies within regular school budgets in collaboration with nearby colleges, universities, and other accredited program providers. [Teacher Residencies in an Opportunity Culture](#)

Residencies ensure that prospective teachers learn elements of instructional excellence while on the job, attract an outstanding and more diverse pipeline of teacher candidates, and provide the district's students with strong learning experiences from new teachers.

- Residents pay the usual provider tuition and fees, which are offset by their district-paid salaries

- Residents participate in experiences aligned for rapid and purposeful development.
- Coursework is focused on academic knowledge of key topics, such as student development, pedagogy, and subject content.
- Residents receive on-the-job support on instruction from a multi-classroom leader.

[Paid Teacher and Principal Residencies Summary](#) [Teacher Residency Job Description](#)

Multi-School Leadership

Multi-school leaders (MSLs) are excellent principals with a record of high-growth student learning who lead a small group of two to eight related or closely located schools for more pay, funded within the budgets of their schools. Offering MSLs in a district helps build a strong pipeline of excellent instructional leaders, as well as provides advancement opportunities for excellent principals and supports their retention. Across schools, MSLs extend their excellent leadership to more teachers while support principals and teachers continuously improve their leadership and instruction. [Multi-School Leadership Summary](#) [Multi-School Leadership Description](#)

The key responsibilities of a multi-school leader include:

- Leading a small, collaborative group of two to eight related or closely located schools.
- Guiding each school's top instructional leader in key elements of instructional and administrative leadership.
- Continuing to lead one school in the group directly.
- Leading data review sessions for each school.
- Supporting in creating plans to identify the best instructional, behavioral, and operational approaches to achieve student success.
- Observing and giving feedback, coaching, and leading performance data analysis and problem-solving throughout the multi-school team.
- Being accountable for the student outcomes at each of their team schools, their leaders, and teachers.

Multi-School Leadership combines with MCLs to create a career advancement path with multiple levels, all focused on instructional excellence and frequent guidance and support for teachers and principals. [Multi-School Leadership Slide Deck](#) [Multi-School Leadership Critical Design Decisions](#)



Supporting Structures

Below you will find both required and suggested supports that will help make the most of this model in your learning environment.

Instruction requires a curriculum that is aligned to rigorous standards and prioritizes subject matter content and skills, leverages interim assessments, and offers opportunity for personalization.



CURRICULUM, INSTRUCTION & ASSESSMENT

Though Opportunity Culture teachers can implement learning modalities and instructional strategies differently across schools and contexts, the model relies on content-rich and culturally relevant lessons that are aligned to rigorous learning objectives. [Recommended High-Quality Curriculum](#)

Teachers are encouraged to strategically leverage technology-enabled learning platforms and engage in small-group tutoring to support all students. MCLs help teachers use differentiated lesson plans that provide frequent opportunities for teachers to reteach or provide accelerated learning paths for their students. [Instructional Excellence Summery](#) Students set personal learning goals and track their own progress through frequent diagnostic assessments and informal assessments such as checks for understanding and exit tickets. [Executing Rigor and Personalization](#)

Teachers must leverage positive student engagement practices—these build trust with students and families and aim to cultivate an environment where learning and respect are paramount.



SCHOOL COMMUNITY & CULTURE

Making strong connections in the classroom is essential to supporting students in their social-emotional growth and creating a welcoming classroom. MCLs and supporting positions leverage a variety of positive student engagement techniques to best support every student. [Key Elements of Instructional Excellence for Multi-Classroom Leaders: Connect](#)

Examples of these practices include leading informal morning meetings where students share highs and lows, get to know each other, and receive support from their teachers. Teachers also leverage interest surveys where students get to share what they would like the teacher to know about them at the beginning of the year. A common approach is a “fresh start each day” mentality where no one carries over unproductive feelings from the day before, and instead students are received with a warm welcome every day.

To achieve this, teachers must maintain open lines of communication with parents, build trust by following through on actions, no matter how small, and celebrate achievements with the entire learning community.

Schools must clearly distribute roles and responsibilities across staff in order to more effectively collaborate, extend best practices across classrooms, and ensure that every teacher feels supported.

Each school creates a design team of teachers and leaders that make decisions about what roles, staffing, and scheduling will suit its school's needs. This team designs teacher teams, the master schedules, pay supplements, and a communications plan to share with relevant stakeholders. [Opportunity Culture's Recruitment Toolkit](#) [Teacher and Staff Selection Toolkit](#)



Scheduled, weekly common planning meetings and individual coaching and feedback time focus on the specific needs of each team of teachers. Led by MCLs, teachers are supported in lesson planning, instructional techniques, data review, leading small groups, and much more.

**ADULT ROLES, HIRING,
& LEARNING**

Team Reach is often supported by additional and more specialized staff, such as paraprofessionals known as reach associates or teaching assistants. Reach associates are a key part of MCL teams who play a variety of roles, but the core is providing instructional support through tutoring small groups, supporting students on skills practice and other assignments, and providing release time for MCLs. Teams may also include yearlong, paid teacher residents, embedded in existing reach associate roles. [Reach Associate Job Description](#)

For schools who leverage supplemental staff, Opportunity Culture can help design paid residency programs to attract an outstanding, diverse pipeline of teacher candidates and ensure prospective teachers are learning instructional strategies in order to provide students with excellent teaching. [Teacher Residencies in an Opportunity Culture](#)

A school's master schedule must shift to accommodate each staff members' key role and responsibilities.

Opportunity Culture supports school-based design teams to develop schedules that are just right for them. Though tailored to the needs of each school, schedules with Opportunity Culture have a few required features. They include consistent common planning meetings that are built into the school day, offer ample time for MCLs to work independently and with their school leaders, and carefully take into consideration when Team Reach teachers can extend their instruction to more students.



- MCLs have specific schedules where they both lead and teach for part of the day. MCLs must meet with principals, meet with their

SCHEDULE & USE OF TIME

team of teachers, spend time in their team teachers' classrooms, and still have time to plan and execute their lessons. [Sample MCL Schedule](#) [Multi-School Leader Schedule Specifications](#)

- Team Reach teachers' schedules must provide adequate time for reaching more students through whole-group and small-group instruction, individual and collaborative planning time, and weekly coaching and feedback sessions with the MCL. [Multi-Classroom Leadership + Team Reach Elementary Schedule Example](#) [Multi-Classroom Leadership + Team Reach Secondary Schedule Example](#)

Explore additional scheduling resources made by Opportunity Culture when they pivoted to at-home learning. [Multi-Classroom Leadership + Team Reach Schedule Example for At-Home Learning](#)



TECHNOLOGY & INFRASTRUCTURE

Schools should provide support on using technology or new digital platforms when connecting teams across schools and/or districts.

Opportunity Culture's online portal digitally connects participating team members to one another and offers one place to safely house student data, resources, and information. This platform supports providing feedback, uploading recordings for observations, eases collection of data for synthesis and analysis, and provides teachers with resources and other relevant information.



BUDGET & OPERATIONS

Schools must rework their existing budgets to account for new team and teacher-leadership salaries.

Opportunity Culture works with schools and their design teams to allocate existing funds *differently* to support new teaching or principal roles for the long term, instead of relying solely on supplementary funds or onetime incentives.

That may mean, for example, using the funds from an unfilled vacant classroom teaching position on a team to pay for a reach associate (who earns a teacher assistant salary plus a stipend), the MCL's stipend, and stipends for the remaining team teachers. Depending on the budget, Opportunity Culture schools frequently pay multi-classroom leaders about 20% more than the average teacher, often more. In districts, multi-school leaders remain as a principal of a school to receive base pay and participating schools each transform one assistant principal role into a lower-paid operations manager to supplement the pay for the MSL position.

IMPLEMENTATION

Supports Offered

[Opportunity Culture](#) offers the following resources and supports to help you implement their approach.

Professional Learning Programming for Educators

Cost Associated



Opportunity Culture offers a professional learning program for participating educators. Sessions prepare educators to leverage research-based practices and deliver rigorous content to students through their new roles. Sessions are grounded in adult learning principles and participants engage in group reflections, collaboration, and problem-solving to learn from one another.

- Opportunity Culture offers three years of programming to participating educators.
- Sessions are differentiated based on roles and can be virtual or in person, and are offered at different times during the year to accommodate many schedules.
- Sessions have built-in time to collaborate and share expertise and resources with educators from across the country.

Registration for Opportunity Culture's national professional learning program is limited to individuals in Opportunity Culture roles. [Pricing Information](#)

[Learn More](#)

Comprehensive Implementation Support for Districts, Cohorts, CMOs

Cost Associated



Opportunity Culture offers support for districts in the implementation of this new staffing structure across multiple schools. Services range from the highly facilitated Intensive Co-Design process to the more streamlined and lower cost Focused Co-Design, with a set of technology-enabled Self-Driven offerings coming in fall 2023. These services include but are not limited to:

- Design of career path and compensation structures
 - Design of team structure and schedules for each school
 - Support in reallocating funding so that models are sustainable
 - Site visits and feedback
 - Analysis of outcomes and results
 - Professional development and training for teachers and relevant staff
 - Recruitment and selection supports
 - Virtual planning and communications support
-

[Express Interest](#)

Reach

800+

Schools

5,400+

Teachers

150,000+

Students

11

States

Impact

Schools implementing Opportunity Culture's model show positive learning outcomes in reading and math for students as well as increased collaborative experiences and retention rates for teachers. Explore Opportunity Culture's impact data in more detail: [Backes and Hansen, 2018](#) and [Wiseman, Gottlieb & Kirksey, 2021](#).

Students with teachers who participate in MCL teams tend to experience extra learning instruction in reading and in math.

- Students in schools implementing MCL teacher teams **received an extra 0.2 to 0.8 years of learning in reading** (Backes and Hansen, 2018; Wiseman, Gottlieb & Kirksey, 2021).
- Students in schools implementing MCL teacher teams **received an extra 0.3 to 0.7 years of learning in math** (Backes and Hansen, 2018; Wiseman, Gottlieb & Kirksey, 2021).

Teachers who participated in MCL teams tend to improve their student learning in math and reading.

- Teachers who joined Opportunity Culture multi-classroom leaders' teams **moved from producing 50th percentile student learning growth to 77th percentile** student learning growth across two years (Backes and Hansen, 2018; Wiseman, Gottlieb & Kirksey, 2021).
- After joining the teams, teachers produced learning **gains equivalent to those of teachers in the 75th to 85th percentiles in math** (Backes and Hansen, 2018).
- After joining the teams, teachers in seven schools with statistically significant results produced learning **gains equivalent to those of teachers in the from the 66th to 72nd percentiles in reading** (Backes and Hansen, 2018).

Contact

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RESOURCES



[What Could You Do in an Opportunity Culture?](#)

This video showcases educator perspectives on the impact of implementing Opportunity Culture in their contexts.

OPPORTUNITY CULTURE

An Initiative of Public Impact

UNDERSTANDING THE OPPORTUNITY CULTURE PRINCIPLES

BY PUBLIC IMPACT

Schools and districts implementing Opportunity Culture can use this two-page guide as a quick reference to interpret the five Opportunity Culture Principles. The principles help schools ensure that roles extending the reach of excellent teachers and principals to far more students, and to their colleagues, are sustainable and effective. See more detailed help, based on the highest performing Opportunity Culture schools, at opportunityculture.org/for-system-leaders. The principles for teachers and for principals are very similar; guidance for each type follows.

OPPORTUNITY CULTURE PRINCIPLES: For Teachers Extending Their Reach Teams of teachers and school leaders must choose and tailor models to: 1. Reach more students with excellent teachers and their teams 2. Pay teachers more for extending their reach 3. Pay and pay within regular budgets 4. Provide protected on-school time and clarity about how to use it for planning, collaboration, and development 5. Match authority and accountability to each person's responsibilities	OPPORTUNITY CULTURE PRINCIPLES: For Principals Extending Their Reach as Multi-School Leaders Teams of principal and district/network leaders must choose and tailor models to: 1. Reach more schools with excellent principals and their teams 2. Pay principals 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—within and across the schools each leader leads 5. Match authority and accountability to each person's responsibilities
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[Opportunity Culture Goals and Principles](#)

This document details Opportunity Culture's guiding principles and goals.

OPPORTUNITY CULTURE

An Initiative of Public Impact

MULTI-CLASSROOM LEADERSHIP SCHOOL MODEL

BY PUBLIC IMPACT

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, both 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 standards of excellence. MCLs establish each team member's roles and goals at least annually, determine how students spend time, and organize teaching roles to fit each teacher's strengths, content knowledge, and professional development goals. Each team uses the MCL's methods and tools. The MCL's duties include these:

- Co-plan, co-teach, model excellent instruction, coach, and give feedback;
- Teach part of the time, in own class or otherwise (such as leading small groups);
- Lead the team to analyze student learning data and change instruction for high-growth learning by every student;
- Collaborate with the team, using the team's ideas and innovations that the MCL agrees may improve learning;
- Take accountability for learning and development of all students taught by the team members;
- Lead teacher development;
- Help choose and evaluate team members, discussing low performance if necessary (in cooperation with the principal); and
- Participate on a schoolwide instructional team of leaders with other MCLs, the principal, and others.

[Multi-Classroom Leadership for Pre-K-12](#)

This document describes Opportunity Culture's MCL model in detail.

OPPORTUNITY CULTURE

An Initiative of Public Impact

EXCELLENT TEACHING FOR EVERY YOUNG CHILD: OPPORTUNITY CULTURE IN EARLY CHILDHOOD EDUCATION

A VISION BRIEF

BY PUBLIC IMPACT

OVERVIEW
What if for more children ages 0-5 who are in early childhood education and care settings had consistent access to excellent teaching? This brief summarizes a vision for making this possible through new staffing models emerging in ECE. These staffing models, using Opportunity Culture's Multi-Classroom Leadership, would also provide early childhood teachers and caregivers with on-the-job development and sustainably funded career paths.

In Opportunity Culture K-12 schools, teachers with a record of achieving high-growth student learning, called multi-classroom leaders ("MCLs"), lead small, collaborative teaching teams for more pay, within schools' regular budgets. In addition, on some Multi-Classroom Leadership teams, "team reach teachers" teach more students than usual, though not all at one time; support from paraprofessionals allows them to use small-group and one-on-one instruction.

IN THIS BRIEF:

- The Problem
- Opportunity Culture in K-12
- A Vision: Reach All Children with Excellent Early Childhood Teaching Via Opportunity Culture Models
- Potential Benefits and Next Steps

[Opportunity Culture in Early Childhood Education](#)

This document details Opportunity Culture's case for change and potential for great impact.

Remotely Located Multi-Classroom Leadership

In schools that have limited teaching positions and struggle to offer advanced courses, Remotely Located Multi-Classroom Leadership can provide teachers with the support and career opportunities that in-person Multi-Classroom Leadership provides. Remotely located multi-classroom leaders lead a team of educators who are located in multiple schools and districts while providing some direct instruction to the team's students. Remotely Located Multi-Classroom Leadership can be offered to districts by a provider within a state or region, or a district can supply the position and arrange to share it with other districts.



[Remotely Located MCL](#)

This Opportunity Culture website provides some details on a pilot plan to conduct MCL training remotely.

OPPORTUNITY CULTURE

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Better Together: Combining Multi-Classroom Leadership with Team Reach



[Better Together: Combining Multi-Classroom Leadership with Team Reach](#)

This presentation describes how MCL and TRT can be leveraged together to maximize impact on student learning.

MULTI-CLASSROOM LEADERSHIP + TEAM REACH
ELEMENTARY SCHOOL MODEL
BY PUBLIC IMPACT

Multi-Classroom Leadership is the cornerstone of an Opportunity Culture. At the elementary level, teachers with a record of high-growth student learning and leadership competencies, known as multi-classroom leaders or MCLs, both 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 standards of excellence. MCLs establish each team member's roles and goals at least annually, determine how students spend time, and organize teaching roles to fit each teacher's strengths, content knowledge, and professional development goals. Their duties include teaching and collaborating on planning, co-teaching, modeling excellent instruction, leading review of student data, coaching, and giving feedback, while also serving on the schoolwide leadership team. An MCL may also be remotely located, leading a team whose members are co-located or spread among several schools, using webcams and similar technology. Schools combine Multi-Classroom Leadership with Team Reach when they want to reach more students with available teachers and/or increase teacher planning time, pay, and career advancement opportunities.

- **Team reach teachers** directly teach more students than usual, but typically without raising instructional group sizes and with increased small-group instruction.
- **Students rotate among teachers and paraprofessional "reach associates"** or teacher residents, who may tutor individuals and small groups and supervise skills practice, project work, and limited, age-appropriate digital instruction. Reach associates also may help with administrative tasks for the team.
- **Teachers use their face-to-face teaching time for higher-order learning and personalized follow-up**, often using small-group instruction. Teachers may specialize in subject matter.
- **Teachers with prior, consistently high growth may take advanced roles as master team reach teachers**, to assist a multi-classroom leader with a larger team and/or to reach significantly more students than other teachers.

Multi-Classroom Leadership + Team Reach in Elementary School

This document describes how MCL and TRT work together in elementary schools.

MULTI-CLASSROOM LEADERSHIP + TEAM REACH
SECONDARY SCHOOL MODEL
BY PUBLIC IMPACT

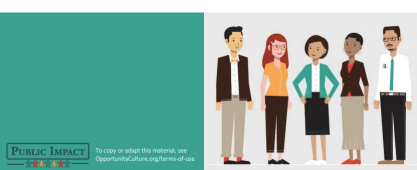
Multi-Classroom Leadership is the cornerstone of an Opportunity Culture. At the secondary level, teachers with a record of high-growth student learning and leadership competencies, known as multi-classroom leaders or MCLs, both teach part of the time and lead small, collaborative teams of two to eight teachers, paraprofessionals, and teacher residents in the same subject and grade. In some cases, the same grade to meet each MCL's standards of excellence. MCLs establish each team member's roles and goals at least annually, determine how students spend time, and organize teaching roles to fit each teacher's strengths, content knowledge, and professional development goals. Their duties include teaching and collaborating on planning, co-teaching, modeling excellent instruction, leading review of student data, coaching, and giving feedback, while also serving on the schoolwide leadership team. An MCL may also be remotely located, leading a team whose members are co-located or spread among several schools, using webcams and similar technology. Schools combine Multi-Classroom Leadership with Team Reach when they want to reach more students with available teachers and/or increase teacher planning time, pay, and career advancement opportunities.

- **Team reach teachers** directly teach more students than usual, but typically without raising instructional group sizes and with increased small-group instruction.
- **During a class period—typically on alternating days** but sometimes in two halves of a class on a block schedule—students rotate between teachers and paraprofessional "reach associates" or teacher residents, who may tutor individuals and small groups and supervise skills practice, project work, and limited, age-appropriate digital instruction. Reach associates also may help with administrative tasks for the team.
- **Teachers use their face-to-face teaching time for higher-order learning and personalized follow-up**, often using small-group instruction.
- **Teachers with prior, consistently high growth may take advanced roles as master team reach teachers**, to assist a multi-classroom leader with a larger team and/or to reach significantly more students than other teachers.

Multi-Classroom Leadership + Team Reach in Secondary School

This document describes how MCL and TRT work together in secondary schools.

Teacher Residencies in an Opportunity Culture: Introduction



Teacher Residencies in an Opportunity Culture

This presentation describes the teacher residency program that Opportunity Culture offers in some locations.

OPPORTUNITY CULTURE TEACHING RESIDENCIES
SUMMARY
BY PUBLIC IMPACT

Opportunity Culture teaching residencies are full-time, full-year, well-paid positions offered in collaboration with participating colleges, universities, and other accredited programs ("providers"). Residents pay the usual provider tuition and fees, offset by their district-paid salary and benefits, or the district pay providers directly. See <https://opportunityculture.org/> for more information on teaching residencies for more.

The cornerstone of these residencies is leadership by multi-classroom leaders (MCLs)—accountable teacher leaders who have a track record of high-growth student learning. Strong guidance and coaching from MCLs lets educator preparation programs swap some course credit for resident learning with credit for the job learning.

Residents who already have a bachelor's degree are typically **Teacher Residents**, in a role like novice teachers. Residents working toward a bachelor's degree are typically **Resident Assistants**, in a role as instructional assistants. Both gain more experience than typical student teachers. Residency roles available depend on open positions in each school; some may be intentionally reserved for residents. Pay or tuition payment by the district matches available roles. **All residents in the district's Opportunity Culture schools receive heavy guidance from their MCLs**, the cooperating teacher or record MCLs, who lead small teams averaging five to six teachers, closely guide and coach all members of a collaborative grade-level subject team, while teaching part of the time. Residents and other early-career teachers are more heavily supervised than most others.

In 2018, researchers from the Brookings Institution and American Institutes for Research found that teachers who joined the team of an MCL with prior high growth as a teacher **three produced learning gains equivalent to those of teachers in the top quartile in math and nearly that in reading**. The team teachers were, on average, in the 50th percentile in the student learning gains they produced before joining an MCL's team.

Paid Teacher and Principal Residencies Summary

This document details the residency program and possible opportunity for both teacher and principal positions.

Resident Job Description
SCHOOL MODEL: MULTI-CLASSROOM LEADERSHIP
Position: Teacher Resident

Summary
The teacher resident is part of a small teaching team (typically 3-6, and up to 8, teachers and residents) led by a multi-classroom leader. A multi-classroom leader, or MCL, is an excellent teacher with prior high-growth student learning who leads, organizes, and develops a team of teachers and staff to serve multiple classrooms of students with excellence. Teacher residents are in their final year of a cooperating educator preparation provider, typically working toward certification or a master's degree; they work full time for a full school year in various roles as determined by the MCL, while learning how to teach. Total instructional time exceeds that of typical student teachers.

Typical responsibilities include learning while:

- Delivering instruction: large-group, small-group, individual, and digital instruction, using the MCL's lesson plans.
- Monitoring and improving instruction with assessments, grading, data analysis, and rubrics to identify next teaching steps.
- Adapting and improving high standards, differentiation ready lesson plans that moderate strong student learning after learning to deliver such lessons prepared by the MCL and/or more experienced team members.

Teacher residents also perform administrative tasks, but instruction is the primary focus. Residents use the MCL's instructional methods and tools, while developing instructional expertise, and may contribute ideas for ongoing improvement. Residents collaborate with the team in all activities to ensure high-growth learning for every student. Residents are accountable to the MCL for contributions to student learning outcomes, with specific goals and measures dependent on the role each resident plays.

Responsibilities (while learning from MCL and collaborating with team; may vary)

Planning and Preparation

- Ensure a high-standards, differentiation-ready curriculum
- Plan backward to align all lessons, activities, and assessments with high-expectation standards & curriculum
- Implement and suggest improvements to instruction that develops higher-order thinking skills and is personalized, reflecting the levels and interests of individual students
- Implement and suggest improvements to assessments that accurately assess student progress

Classroom Environment

Professional Responsibilities

- Solicit and equitably receive feedback from MCL and team members to improve professional skills
- Maintain regular communication with families, as assigned, work collaboratively with them to design learning both at home and at school, and to encourage a home life conducive to learning success
- Meet with team and MCL to ensure alignment of instructional vision and delivery in all classrooms and to troubleshoot students' persistent learning challenges
- Perform all professional duties allocated by MCL

Teacher Residency Job Description

This document describes the roles and responsibilities of a teacher who participates in the residency program with Opportunity Culture.

MULTI-SCHOOL LEADERSHIP
AN OPPORTUNITY CULTURE MODEL: SUMMARY
BY PUBLIC IMPACT

Opportunity Culture multi-school leaders (MSLs) are excellent principals with a record of high-growth student learning who lead a small group of two to eight related or closely located schools for more pay, funded within the budgets of their schools.

Multi-school leaders lead a team of their school's principals. In some cases, the team also includes an instructional assistant principal or principal resident who leads a school with heavier, more direct instructional leadership by the MSL. The team reviews data for each school and for the schools overall to identify the best instructional, behavioral, and operational approaches to achieve student success. MSLs guide each school's top instructional leader in key elements of instructional and administrative leadership, observe and give feedback, coach, and lead problem-solving data analysis and problem-solving throughout the multi-school team. MSLs are accountable for student learning, teacher satisfaction, and other outcomes in all schools led.

Each school has at least one **schoolwide instructional leader**: principal, assistant principal (AP), or principal resident. The multi-school leader typically continues to directly lead at least one school—in some cases two—acting as its senior instructional leader with the help of an instructional AP or principal resident. MSLs rotate working in person in the schools they lead, connecting personally with teachers, staff, and families.

The cornerstone of multi-school leadership is instructional leadership within each school by multi-classroom leaders (MCLs). MCLs are accountable teacher leaders with a track record of high-growth student learning, who lead small grade and subject teams. MCLs provide substantial guidance and support to their teams, while still teaching part of the time. MCLs work a team to help principals lead instruction, behavior policies, and other critical activities affecting learning in each school. Research indicates that multi-classroom leadership helps teams of teachers produce substantially higher student learning growth than in typical schools.

Pay & Career Path
Multi-school leaders earn assignments above principal pay, typically to 40 percent, depending on spans and budgets. All pay supplements are funded within the total budgets of the schools in the group.

Multi-School Leadership Summary

This document is an overview of Opportunity Culture's Multi-School Leadership program.

MULTI-SCHOOL LEADERSHIP
AN OPPORTUNITY CULTURE MODEL
BY PUBLIC IMPACT

Opportunity Culture multi-school leaders (MSLs) are excellent principals with a record of high-growth student learning who lead a small group of two to eight related or closely located schools for more pay, funded within the budgets of their schools.

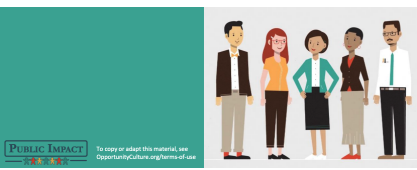
Multi-school leaders lead a team of their schools' principals. In some cases, the team also includes an instructional assistant principal or principal resident who leads a school with heavier, more direct instructional leadership by the MSL. The leadership team reviews data for each school and for the group of schools overall to determine the best instructional, behavioral, and operational approaches to achieve student success. The MSL provides substantial guidance and support to each school's top instructional leader. The MSL's small group of schools may be called a multi-school team, zone, cluster, pod, group, or another name the district chooses.

Each school has at least one **schoolwide instructional leader**: principal, instructional assistant principal, or principal resident (see below for details). Large schools may have two or more of these instructional leaders: a principal, one or more instructional assistant principals, and, in some cases, a principal resident. The multi-school leader typically continues to directly lead at least one school—in some cases two—acting as its senior instructional leader, with the help of an instructional assistant principal or principal resident.

Multi-School Leadership Description

This document is a detailed description of how Opportunity Culture's

Multi-School Leadership: Introduction



Multi-School Leadership Slide Deck

This presentation is a

MULTI-SCHOOL LEADERSHIP: CRITICAL DESIGN DECISIONS

Districts adopting multi-school leader positions will have several design decisions, most of which parallel decisions for multi-classroom leadership. Exact design and implementation steps and timing will vary by district. These are the essential issues to address during design.

Critical Design Decisions		Response	
Reach and School Selection	Do you intend to reach all schools in your district with excellent principals?	Yes	No
	• Reaching all schools on a pre-planned schedule is recommended.	<input type="checkbox"/>	<input type="checkbox"/>
	• Making a map to show how Multi-School Leadership will expand is recommended.	<input type="checkbox"/>	<input type="checkbox"/>
What schools will use Multi-School Leadership?			
	• Having multi-classroom leaders (MCLs) schoolwide in all four core subjects, at least, is recommended before adding multi-school leadership.		
	• Schools in proximity (or otherwise related) to one (or more) already led by a top principal willing to become an MSL is recommended.		
	• Schools with especially challenged student populations and high teacher and principal turnover are also recommended.		
What parameters will you put on the number of schools led by new, and experienced, multi-school leaders?			
	• An average of 4-5 schools led per MSL is recommended, to reach all schools in the district with the most consistently excellent schoolwide leaders.		
	• 2-4 schools is recommended for new MSLs.		
	• 5-8 schools is recommended only for experienced, successful MSLs.		
Reach and Timing		Response	

Multi-School Leadership Critical Design Decisions

Multi-School Leadership program can work across various learning environment types.

synthesized overview of the MSL program.

This document describes key design decisions required of districts seeking to implement the MSL program.

OPPORTUNITY CULTURE
An Initiative of Public Impact
Opportunity Culture Connect Series

**RECOMMENDED HIGH-QUALITY CURRICULA:
DETAILED SUMMARY FOR CURRICULUM & INSTRUCTION PROFESSIONALS**

In Opportunity Culture schools, providing high-quality, standards-aligned, differentiation-ready curricula with fully aligned lesson plans saves multi-classroom leaders and teachers planning time. This frees time for teachers to innovate to engage students, practice lesson delivery, review student data, and adapt instruction to meet the needs of all students. High-quality curricula also deepen teachers' content knowledge, which leads to increased gains in student learning.

Our recommended curricula are all closely aligned to college- and career-ready standards, either Common Core State Standards (CCSS) or similar high standards that develop students' thinking skills, regardless of where they begin. Recommendations are summarized in the table below. For an easy-to-communicate version with this first page only, see [Recommended High-Quality Curricula: Leadership Summary](#).

Recommended Curriculum ¹	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Free? ²
ELA															
Core Knowledge Lang. Arts (Amplify)															Yes, limited
EL Education															Yes
American Reading Company Core															No
Marsh Framework ³															Yes
Math															
Bridges in Mathematics															No
Zoom															No

Recommended High-Quality Curriculum

This document shows Opportunity Culture's suggested curriculum options for schools to consider while implementing the MCL program.

MCL Before the school year	DELIVER INSTRUCTION		IMPROVE INSTRUCTION	
	Connect Lead Classroom Execute Rigor & Personalization	Monitor Learning Adjust Instruction Share	Rate Rigor, Quality, & Consistency by planning ahead	Monitor student learning data during year
<ul style="list-style-type: none"> Rate rigor, quality, & consistency by planning ahead Articulate the vision for teachers, students, & families Choose high annual standards & growth goals Choose and/or develop high-standards curricula aligned with goals across grades and subjects Develop engaging lesson plans that align with curriculum and include frequent checks for understanding Personalization/differentiation, re-teaching, & acceleration Systematize schoolwide procedures & routines 	<ul style="list-style-type: none"> Connect with students & families to cultivate a culture of learning Impart a collective vision that all students can succeed Build positive, genuine individual relationships Proactively, positively engage with students and families Respect diversity across all levels of identity Communicate student learning information regularly Initiate positive, constructive, & helpful dialogue Motivate everyone to do their best Foster trust & joy, be trustworthy & joyful Candidate assessment! 	<ul style="list-style-type: none"> Use aligned assessments Align with lesson, unit, & annual goals Calculate data on both mastery & growth Track with an effective & efficient system Follow assessment calendar, adjust if needed Standardize & automate score components Collect & compare multiple data points Conduct one-on-one for teacher data Assess student growth daily Use interim assessments (unit, quarter) Observe student activity Confer with students & families informally Generate reports for formal student feedback Use surveys for formal student feedback Analyze data for individual, needs, trends, and outliers in each class & across school 	<ul style="list-style-type: none"> Rate rigor, quality, & consistency by planning ahead Select or develop interim assessments aligned to high standards & growth goals Establish an assessment calendar Determine data systems to share progress w/teachers, students, & families Schedule time to analyze data & adjust teaching Plan for students to set & track goals 	

Instructional Excellence Summary

This document is an overview of Opportunity Culture's vision for instructional excellence.

OPPORTUNITY CULTURE
An Initiative of Public Impact
Key Elements of Instructional Excellence for Multi-Classroom Leaders:
Execute Rigor and Personalization
Execute rigorous lessons aligned with the curriculum, personalizing and differentiating instruction for highly engaging, high-growth learning.

"The stakes were getting higher, but the kids were accomplishing them. They saw the payoff and they were engaged, they were invested. I really couldn't be happier." —Multi-Classroom Leader Hadley Moore

Rigor combined with personalization in instruction creates a positive and challenging learning experience. Great teachers focus on encouraging a growth mindset in their students, to see rigorous coursework as a path—not an obstacle—to success.

Executing rigorous, personalized lessons for mastery and growth includes these actions:

- Ensure that all students have ambitious learning goals
 - Set challenging, measurable goals, overall and with each student
 - Encourage students to work hard toward goals
- Plan and teach lessons aligned with curriculum and student needs
 - Assess students before lessons with diagnostics
 - Set sequential learning targets to and well beyond standards
 - Continue developing and editing engaging lesson plans that align both with curriculum/standards and what students know
- Ensure that all students have ambitious learning goals
 - Set challenging, measurable goals, overall and with each student
 - Encourage students to work hard toward goals

Great teachers say they must hold high expectations for all students and communicate the expectations and support students will receive to reach their ambitious learning goals.

"It's important that the students know where they are and where they need to be." Multi-Classroom Leader MCL Candace Butler says, "If not, it's just another number on a paper, and they don't understand what high growth is or what proficiency is or why they need to make this particular score. Having that conversation with the student is key."

Executing Rigor and Personalization

This document goes deeper into the rigor and personalization aspects of Opportunity Culture's vision for instructional excellence.

OPPORTUNITY CULTURE
An Initiative of Public Impact
Key Elements of Instructional Excellence for Multi-Classroom Leaders:
Connect

Establish strong relationships with students & families to cultivate a culture of learning & respect.

"Students notice when you notice them." —Multi-Classroom Leader Eileen Roymon

Finding ways to connect with all students forms the foundation for instructional success. Extending those connections to families ensures that students feel supported wherever learning happens.

Connecting with students and families to cultivate a culture of learning includes the following:

- Impart a collective vision that all students can succeed
- Build positive, genuine individual relationships
- Communicate student learning information regularly
- Motivate everyone to do their best
- Impart a collective vision that all students can succeed

How do you put into practice the concept of imparting a vision of students' success? Great teachers emphasize:

- the power of communicating a belief in every student's learning ability,
- and demonstrating high expectations for students.

expectations, the kids just come alive. ... They don't feel like they are being pandered or condescended to, and they feel like people are investing in them." —MCL Hadley Moore

These great teachers emphasize the need to focus on growth to help students stay motivated and energized. "Kids can be very dejected when they realize that 'I didn't get that 3, that 4, that 5' on the end-of-grade tests. But when we're able to show them that they are growing, that really sparks a lot of interest in our kids. ... The conversation that they have is just invaluable because you walk in the hallway, you see the kids going, 'Yeah, I got 15 points growth, what did you do?' And there's that positive culture that we're building where kids are learning to be accountable, and they're learning to really be invested in their learning and do their best." —MCL Erin Williams

Key Elements of Instructional Excellence for Multi-Classroom Leaders: Connect

This document goes deeper into the connection aspects of Opportunity Culture's vision for instructional excellence.

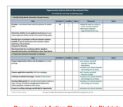
Opportunity Culture Overview | Join Opportunity Culture | Opportunity Culture in Action | Resources for Educators | Resources for District Leaders | Data Dashboard

Recruitment Toolkit

This toolkit consists of an action planner and its related tools. Click to download the [Recruitment Action Planner for Districts](#).

Opportunity Culture roles have attracted great teachers across the country, producing strong recruiting results for schools of all kinds. But having great roles is not enough. Early, active recruitment and strong communications are essential to reach great candidates—both within an Opportunity Culture site and from elsewhere—and encourage them to apply for Opportunity Culture roles. Some Opportunity Culture schools begin active recruitment the prior fall, rather than waiting until spring or summer.

Districts or CMOs that don't rely on passive strategies—waiting for candidates to find out about available positions and apply—will not get the recruitment results they want and need to spread excellence throughout schools.



Opportunity Culture's Recruitment Toolkit

This website provides information on Opportunity Culture's recruitment, outreach, and hiring strategies.

Opportunity Culture Overview | Join Opportunity Culture | Opportunity Culture in Action | Resources for Educators | Resources for District Leaders | Data Dashboard

Teacher and Staff Selection Toolkit

This toolkit consists of an action planner and its related tools. Click to open the [Selection Action Planner for Districts](#).

The planner and tools guide district, school, and charter management organization leaders in selecting teachers and staff members for Opportunity Culture roles, which require new behaviors and skills.

The planner walks users through each step of selecting candidates, explaining the considerations for each and providing links to relevant tools and resources.

If your district, school or network uses selection methods not included here that you find to be very effective, please let us know how.



Teacher and Staff Selection Toolkit

This website offers documents to support the selection and hiring process of new teachers within Opportunity Culture's vision for excellence.

OPPORTUNITY CULTURE

Resident Job Description
SCHOOL MODEL: MULTI-CLASSROOM LEADERSHIP
Position: Reach Associate Resident

Summary
 The reach associate resident supports a small teaching team (typically 3-6, and up to 8, teachers and residents) led by a multi-classroom leader. A multi-classroom leader, or MCL, is an excellent teacher with prior high growth student learning who leads, organizes, and develops a team of teachers and staff to serve multiple classrooms of students with excellence. A reach associate resident observes and learns on the job in preparation for a teaching career while earning a degree (typically a bachelor's), but in some cases a master's and/or certification as a cooperating educator preparation provider. For a full school year, full-time, the resident works closely with the MCL and the teaching team. Reach associate residents typically spend more time than teacher residents supervising noninstructional time over the course of the year, but their total instructional time matches or exceeds that of typical student teaching roles, and all work is performed under the direction of a high-growth teacher, the MCL. Residents play various roles as determined by the MCL, while learning how to teach. Typical responsibilities include learning while:

- Helping team deliver instruction: large-group, individual, and digital instruction, using the MCL's lesson plans.
- Helping team monitor and improve instruction with assessments, grading, data analysis, and rubrics to identify next steps.
- Adapting and improving high-standards, differentiation-ready lesson plans that motivate strong student learning, after learning to deliver such lessons prepared by the MCL and/or more experienced team members.
- Managing procedures, supervising students, and developing students' social-emotional skills during transitions, lunch, recess, assemblies, and other activities, and while team teachers plan or deliver instruction.
- Taking responsibility for some other noninstructional duties of the team.

- Responsibilities** (while working from MCL and collaborating with team; may vary)
- Classroom and School Environment—Teaching**
 - Identify and address individual student's social, emotional, and behavioral learning needs and barriers
 - Hold students accountable for ambitious, measurable, high expectations of behavior and engagement
 - Contribute to a culture of respect, enthusiasm, and support
 - Manage student behavior during transitions and less structured time (such as recess, lunch)
 - Monitor independent work time in classroom while teacher provides instruction
 - Professional Responsibilities**
 - Solicit and eagerly receive feedback from supervisor and team members to improve professional skills
 - Periodically meet with team and MCL to ensure alignment of instructional vision and delivery in all classrooms and to troubleshoot students' persistent learning challenges
 - Collaborate with teacher(s), tutor(s), and digital lab monitor(s)
 - Participate in professional development opportunities at school
 - Conduct some administrative duties on behalf of teachers
- Qualifications**
- Planning and Preparation—Progressively Doing More**

Reach Associate Job Description

This is a team reach teacher job description that details the roles and responsibilities of the position.

Sample MCL Schedule

Upper Elementary/Middle Team MCL - Weekly Schedule

	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Mon.	7 th /8 th Classroom Observations	Large Class: 3 rd AND 4 th Math and Science		Prep for Coaching Conversations	Coaching conversations with 7 th /8 th teachers
Tues.	Prep for PLCs	Large Class: 3 rd AND 4 th Math and Science		5 th /6 th Classroom Observations	Lead 7 th /8 th Team PLC
Wed.	Personal Lesson Planning	Prep for Coaching Conversations	Coaching conversations with 5 th /6 th teachers	Large Class: 3 rd AND 4 th Math and Science	
Thu.	Classroom Walkthrough for Evidence of Action Steps Discussed	Personal Lesson Planning	Lead 5 th /6 th Team PLC	Large Class: 3 rd AND 4 th Math and Science	
Fri.	Weekly Meeting with Principal	Large Class: 3 rd AND 4 th Math and Science		Team Data Analysis	

Sample MCL Schedule

This document offers a few schedule options to implement MCL into existing school hours.

OPPORTUNITY CULTURE

MULTI-SCHOOL LEADERSHIP: SCHEDULE SPECIFICATIONS

Multi-school leaders must schedule time for team collaboration, planning, coaching, and connection at each school. For more school-level detail, see Scheduling Checklist in the Principal Action Planner, found on the Principal Tools webpage.

- Instructions:**
- Set schedules in the summer; waiting until school starts can disrupt student schedules.
 - Schedule in the priority order below for ease of scheduling. Note any additional needs on page 2.
 - Principals should share their school-level schedules with the multi-school leader and team.
 - Check off each scheduling task in unshaded boxes as each task is done; do not schedule shaded boxes.

Task	How Often?	Multi-School Leader	School Level									
			School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8		
Multi-School Leader Schedule												
MCL meet with principals*	Every other week											
MCL visit schools, staff, students, etc.	Every other week											
MCL observe each principal	Every other week											
MCL coach principals 1:1	Every other week											
Classroom check-ins	Monthly											
Principal Schedule*												
Principal meet with MCL team	Weekly											
View data												
Debrief team												
Principal visit each	None											

Multi-School Leader Schedule Specifications

This checklist helps multi-school leaders decide on the types and frequency of meetings and other activities across their schools.

OPPORTUNITY CULTURE

MULTI-CLASSROOM LEADERSHIP + TEAM REACH
ELEMENTARY SCHOOL SCHEDULE EXAMPLE

BY POSITIVE 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, individual 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 classroom 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 least 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).
 - The example assumes a 5.5-hour school day for students. Core academic periods (1, 2, 3, and 4) are 45 minutes. Periods 5 and 6 (specials and lunch/recess) are 35 minutes.
 - Each weekly time in the core subjects is the same as in traditional

Multi-Classroom Leadership + Team Reach Elementary Schedule Example

This document details the scheduling specifications and suggestions required to implement Opportunity Culture into elementary schools.

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

In this example in Figure 1, the team reach teacher teaches one class of students instead of six, reaching 90 percent more students overall without increasing class size. 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)	Class 1-A	Class 2-A	Class 3-A	Class 4-A	Class 5-A	Class 6-A
Mon./Wed. 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
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	Class 1-B	Class 2-B	Class 3-B	(Students from other classes)	(Students from other classes)	(Students from other classes)
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-A	Class 2-A	Class 3-A	Class 4-A	Class 5-A	Class 6-A

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

Multi-Classroom Leadership + Team Reach Secondary Schedule Example

This document details the scheduling specifications and suggestions required to implement Opportunity Culture into secondary schools.

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

Student Classes	Period 1: 55 min.	Period 2: 45 min.	Period 3: 35 min.	Period 4: 35 min.	Period 5: 55 min.	Period 6: 55 min.
Class A	LA/SS Block Part 1 With Teacher A	LA/SS Block Part 2 With Teacher A	Special (Art, Music, etc.)	Lunch/Recess	Math/Science With MCL	Supervised Learning Time with Reach Associate/Teacher A*
Class B	LA/SS Block Part 1 With Teacher B	LA/SS Block Part 2 With Teacher B	Lunch/Recess	Special (Art, Music, etc.)	Supervised Learning Time with Reach Associate/Teacher B*	Math/Science With MCL
Class C	Math/Science With MCL	Supervised Learning Time with Reach Associate/Teacher A*	Special (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/Teacher B*	Math/Science With MCL	Lunch/Recess	Special (Art, Music, etc.)	LA/SS Block Part 1 With Teacher B	LA/SS Block Part 2 With Teacher B

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

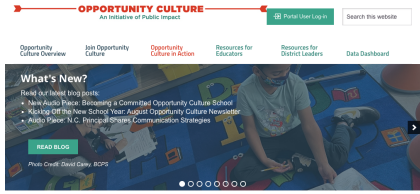
This schedule keeps the continuity of the in-school schedule for students, teachers, and the teaching team, ensuring face-to-face time for students with their classmates and teachers. Summary: This schedule spreads out face-to-face student-teacher interactive work over a full day, providing time for students to complete work during each block of learning time as a schedule was created to adjust to families for students and teachers.

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 reveals 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 monitor assignments in their own environments.

Multi-Classroom Leadership + Team Reach Schedule Example for At-Home Learning

This document details the scheduling specifications and suggestions required to implement Opportunity Culture into remote, at-home learning environments.



Extending the reach of excellent teachers and their teams to more students, for more pay, within budget. Teachers gain time to plan and collaborate, everyone gets more support, and students get high-standards, personalized instruction.

[Opportunity Culture Website](#)

This website houses all of the documents, contacts, and details on opportunities for Opportunity Culture.

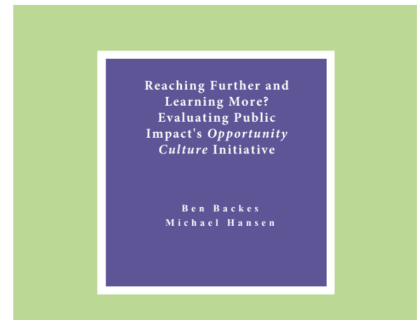
Summer Professional Learning

- Notes:**
- Sites sending fewer than 10 or more than 80 participants will pay a per participant cost; sites sending 11-80 participants will pay a flat cost for a range of participants.
 - The below pricing applies for both Summer 2022 and Summer 2023. For Summer 2022, only the 'standard rate' currently applies.

Planned number of participants	Standard rate when committing to tier by January 31, 2022	Early-bid rate for committing to tier by November 30, 2022
1-10	\$99/participant	\$89/participant
11-20	\$19,300	\$17,370
21-30	\$28,050	\$25,245
31-40	\$36,200	\$32,580
41-50	\$43,750	\$39,375
51-60	\$50,700	\$45,630
61-70	\$57,050	\$51,345
71-80	\$63,600	\$57,240
> 80	\$895/participant	\$795/participant

[Pricing Information](#)

This website offers details around the pricing of professional learning opportunities with Opportunity Culture.



[Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative](#)

This is the evaluation report by CALDER that details Opportunity Culture's positive impact on student learning and teacher instruction.



[Opportunity Culture Update and Program Evaluation](#)

This is the evaluation report by Texas Tech University that details Opportunity Culture's positive impact on student learning, specifically at Encino Independent School District.