OPPORTUNITY CULTURE® An Initiative of Public Impact®

Opportunity Culture® Learning Manual

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Section 0: *Opportunity Culture® (OC®)* Design Overview

Mission and Core Beliefs at *Public Impact® (PI™)*

At Public Impact®, our mission is to **dramatically** improve learning outcomes for all students, especially students whose needs have not yet been well met. Our focus is formulating and helping educators implement bold solutions for kids. We are not interested in maintaining the status quo for students who we know have not been given the opportunities they deserve. We are also not interested in slow, incremental changes that will take too long to have an **effect on the futures of students who need change now.**

In addition to our mission, our work is guided by the following core beliefs:

- **All students** have the potential to learn and achieve at high levels, with consistent access to excellent teaching, personal support, and teachers who can motivate and connect with them.
- **All teachers** deserve opportunities to excel, so they can help more students excel, through increased on-the-job guidance and support.
- **All voices** committed to finding ways to meet these goals should be championed.

Designing and Implementing *OC®* Models

Schools that design Opportunity Culture® models commit to reaching all students with excellent teaching, consistently, and reaching all educators with outstanding, well-paid career opportunities, including on-the-job development and well-paid career advancement that keeps great educators working directly with students.

Schools implementing Opportunity Culture® models transform roles, pay, budget usage, and schedules to make the best use of time and talent for high-growth student learning—while increasing teacher collaboration, teamwork, and small-group teaching and tutoring.

We support schools and districts through a range of design and implementation services, and offer an online platform–the OC® portal–where leaders can develop design decisions aligned to their needs, receive professional learning with certificates for CEU credits, assert for Opportunity Culture® certification, and see a range of data sources to monitor implementation.

Opportunity Culture® Results

Opportunity Culture® models produce large results and benefits for many people in the school ecosystem. In addition, more than 90 percent of OC® schools are Title I.

Schools that design and implement OC® models with fidelity see:

- **Significant increases in student learning growth.**
    - **Extra half-year of learning:** Studies covering 2013–2016 and 2020–2024 showed that students taught by teachers on Opportunity Culture® teams gained nearly an extra half-year of learning growth in math and reading, on average. Students in the same schools but not taught by these teams learned almost an extra month more, too, according to the second study.
    - **2–3X the rate of schoolwide high-growth learning:** In 2024–25, among hundreds of Title I schools, 45% of Title I schools meeting Level 1 certification standards (see below) for Opportunity Culture® teams made high growth, compared with just 21% of U.S. Title I schools without OC® teams. 62% with these

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teams produced high-growth learning schoolwide when they met Opportunity Culture® design standards for *all* of their students. Increasing fidelity increased rates of high-growth learning even more.

- **Increase in teacher satisfaction and retention, particularly among the most effective teachers producing the highest learning growth.** 97–99% of educators in the Multi-Classroom Leader® role *consistently* report wanting these roles to continue in their schools, according to data from a decade of annual, anonymous surveys. MCL™ educators were more than twice as likely as other teachers to recommend teaching, and educators in all OC® roles were almost twice as likely to do so.

Opportunity Culture® Certification & Validation

Based on more than a dozen years of research and data, certification standards guide design and implementation decisions. They highlight the practices correlated with higher-growth student learning and stronger educator satisfaction in schools using Opportunity Culture® designs.

Receiving Certified Opportunity Culture School® status shows that schools are designing and implementing in alignment with data about what works for students and teachers.

We support schools and districts in meeting the key design principles outlined in the OC® certification standards to help schools and districts prioritize and refine their design and implementation.

Validation provides an added layer of assurance to the community, sharing Public Impact® consultants' confirmation of school design and implementation factors and certification levels. In design, schools may be validated when working with the PI™ team during the Intensive Co-Design™ or Focused Co-Design™ processes. During implementation, validation occurs through feedback rounds, which include additional analysis of strengths, opportunities to improve, and recommended actions.

There are four possible certification levels, as shown below. Detailed standards for each level of OC® certification are available in this document.

Provisional Certification

Design plan **meets OC™ standards but has not yet been implemented or implementation does not yet meet levels 1-3**; allows for a redesign year after lapses in certification.

Certification Level 1

Design and implementation meet **basic** OC™ standards associated with student learning results and educator satisfaction.

Certification Level 2

Design and implementation meet **higher** OC™ standards associated with student learning results and educator satisfaction.

Certification Level 3

Design and implementation meet **highest** OC™ standards associated with student learning results and educator satisfaction.

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Section 1: *Opportunity Culture®* Roles and How They Create a Team

Opportunity Culture® Commitment & Principles

All OC® schools across the nation, and soon those in your district or school, share a common commitment that brings each of us to this work—a shared understanding that the Opportunity Culture® initiative is not a program, but a commitment to serve both students and teachers.

All OC® schools implement new roles that meet each of these five principles:

1. **Extend the reach** of excellent teachers and their teams to more students.
2. **Pay teachers more for extending their reach**. Not just a little bit more, but a substantial amount that corresponds to the increase in responsibilities and would attract and retain high-quality teachers in roles that don't take them out of the classroom.
3. **Fund pay within regular budgets**. Unlike other teacher-leader roles, Opportunity Culture® roles do not depend on temporary grants for pay supplements, which ultimately run out and must depend on political will to fund them.
4. **Provide protected in-school time** and clarity about how to use it for planning, collaboration, and development. Much of Opportunity Culture® design—and yearly, ongoing refinement—involves finding adequate time for teacher-leaders to meet with their teams, collaborate as a team of instructional leaders, and work with more students.
5. **Match authority and accountability** to each person's responsibilities. This principle significantly distinguishes Opportunity Culture® roles, which have some similarities to other teacher-leader roles, from positions like instructional coaches and facilitators. For MCL™ educators, this means having an adult leadership component of their evaluation as well as a teamwide student growth component. In return, these teacher-leaders have perceived and actual authority to lead their team.

With each of these principles in place, every student can have a great teacher every year, and nearly all students can leap ahead like never before—and enjoy learning more, too.

Watch a brief **video** describing Opportunity Culture® models!

Opportunity Culture® Roles

Each educator in an OC® role has an essential part to play on their team. Here are brief descriptions of each role's core responsibilities. You can find **example job descriptions** in the Tools room of the OC® portal.

Role	Description
Multi-Classroom Leader® (MCL™) role	Leads a ***small*** team of teachers while continuing to provide student instruction. Is accountable for the entire team's results; extends reach to the entire team's student population

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	Can be **partial-release**, meaning they maintain a classroom of record, or **full-release**, meaning they are not tied to a specific class but still provide instruction in various ways to their teaching team's students
Model Team Reach Teacher™ (MTRT™) role*	Teaches significantly more students than standard (such as taking on students from an unfilled classroom vacancy, providing release time for one or more MCL™ educators to observe and coach team teachers, or shifting class size across a team), *and* coaches teacher, resident, or apprentice
Team Reach Teacher™ (TRT™) role	Teaches significantly more students than standard (such as taking on students from an unfilled classroom vacancy or shifting class size across a team); and/or provides release time for one or more MCL™ educators to observe and coach team teachers; and/or guides and directs a Reach Associate™ paraprofessional, teacher assistant, or regular student teacher; and/or provides other adult leadership (such as running PLC logistics or committees), within the confines of required planning and instructional time (must have been rated at least effective in most recent year for this and previous responsibility)
Team Teacher	Teaches on an MCL™ team without extending reach directly to more students
Multi-Team Reach Associate™ (Multi-Team RA™) role	Supports multiple partial-release MCL™ educators by pushing into their classrooms so MCL™ educators can observe and work with team teachers and students (may support MTRT™ educators and residents similarly); includes tutoring
Team Reach Associate™ (Team RA™) role	Supports one MCL™ team to keep instructional group sizes low by tutoring small groups via push-in, pull-out, or lab rotation methods
Teacher Resident	Supports the MCL™ team with instructional duties in the RA™ role while completing coursework with EPP partner

*Previously called Master Team Reach Teacher™ role

Want to explore more OC® Voices on video? See our full video library! Note: These videos contain trademarked terms, such as Public Impact®, Opportunity Culture®, Multi-Classroom Leader®, and others. See Terms of Use on OpportunityCulture.org for more

Team Model Examples

Multi-Classroom Leadership™ with Team Reach™ model

The **standard model** in Opportunity Culture® design helps ensure that:

- Schools can sustainably reach all core subjects with MCL™ teams
- Teachers on MCL™ teams get paid more for extending their reach to more students
- All students have access to increased in-school, small-group tutoring from their team-level paraprofessional

How It Works: In this model, all teachers on the MCL™ team reach more students because a teacher vacancy remains unfilled. This model is **budget-neutral,** as the funding for that vacancy is repurposed to pay supplements for the MCL™

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educator, the team teachers now reaching more students in the TRT™ role, and the paraprofessional who supports the team.

Who's Included: To optimize reach, we recommend including *all* teachers on a Team Reach™ team. Early research suggests that *all* teachers benefit from this opportunity because all teachers on an MCL™ team perform higher than they would have otherwise—and it promotes a stronger team dynamic to have everyone included! Including team paraprofessional roles is essential to the success of this model. They provide critical support to all teachers extending their reach and play a pivotal role in delivering consistent, small-group tutoring within the team.

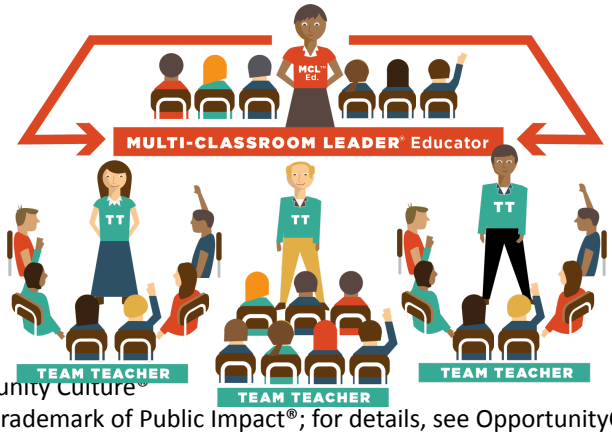


Standalone Multi-Classroom Leadership™ model

When it's not possible to use the standard model, the other option is the **Standalone Multi-Classroom Leadership™ model.** This model should be used when a school lacks a tradeable classroom teacher vacancy in a particular grade level, but can trade in a specialist position or use Title I funds (or a combination) to sustainably create a MCL™ team. However, this means team teachers will not get paid more, and students will have less access to embedded small-group tutoring.

How It Works: The MCL™ educator leads teachers on a small team. For this model to be financially sustainable, we recommend that MCL™ educators serve in a partial-release role and receive release-time support from a Multi-Team Reach Associate paraprofessional.

Temporary Use: Even districts and schools using MCL™ + Team Reach™ models may need to use the Standalone Multi-Classroom Leadership™ model temporarily in some grades or subjects, while waiting for classroom teacher vacancies to become available to allow Team Reach. In other schools, vacancies are so substantial that the MCL™ + Team Reach™ model can scale up very quickly, and a faster rollout of tutoring-focused paraprofessional roles is possible.



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Commonalities in both models:

- Although MCL™ with Team Reach™ is the preferred model, both models are significantly more effective than traditional classroom models, because both models use the MCL™ educator role to lead instructional planning, delivery, and improvement— increasing student learning by an extra half-year annually, on average.

In design, schools create a **full-implementation plan** that includes MCL™ roles, Team Reach™ roles, and a tutoring culture so that they have thought about what implementation can be true long-term in their schools to most dramatically affect student learning. However, they also design a **transition plan** that works for their school next year, which might include one or both of these models. There are some exceptions to this (such as very small schools or schools with state policy or collective bargaining barriers), but in general, we work with schools to ensure that their plans redesign roles for the most dramatic student learning growth possible.

To see OC® models in action, register on **OpportunityCulture.org** for access to a virtual site visit—videos and materials.

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Section 2: Funding *Opportunity Culture®* Teams

An *Opportunity Culture®* Career Ladder

Opportunity Culture® career ladders allow teachers to progress by achieving student learning growth, reaching more students, and leading colleagues to help everyone excel collaboratively. The roles included in these career ladders create a pipeline for educators to progressively grow their skills while reaching more students and earning significantly more.

Opportunity Culture® Career Ladder		
Role	**Brief Description**	**Example Stipend Level**
Multi-Classroom Leader® III role	Leads 6-8 teachers including MTRT™ educator (if applicable), with up to 1 resident counting as 1 teacher	30% of average salary
Multi-Classroom Leader® II role	Leads 4-5 teachers including MTRT™ educator (if applicable), with up to 1 resident counting as 1 teacher	20% of average salary
Multi-Classroom Leader® I role	Leads 2-3 teachers including MTRT™ educator (if applicable), with up to 1 resident counting as 1 teacher	18% of average salary
Master Team Reach Teacher™ II role	Helps MCL™ educator lead large team (6-8 teachers, including MTRT™ educator); extends reach to more students	Elem: TRT™ Total + 3% Secondary: TRT™ Total + 3%
Master Team Reach Teacher™ I role	Helps MCL™ educator lead small team (up to 5 teachers, including MTRT™ educator); extends reach to more students	Elem: TRT™ Total + 1% Secondary: TRT™ Total +1%
Team Reach Teacher™ role	Extends reach directly to more students on an MCL™ team	Elem: 3 - 5% Secondary: 1.75 - 3% per section
Team Teacher	Teaches on MCL™ team without extending reach	no difference in salary
Multi-Team Reach Associate™ role	Supports multiple MCL™ educators by pushing into classrooms to provide release time (may support MTRT™ educators and residents similarly); should include tutoring	6.7% of average TA Pay
Team Reach Associate™ role	Supports one MCL™ team to keep instructional group sizes low by tutoring small groups via push-in, pull-out, or lab rotation methods	6.7% of average TA Pay
Teaching Assistant	Supports MCL™ team with instructional and non-instructional duties, including tutoring small groups	no difference in salary
Teacher Resident	Supports MCL™ team with instructional duties while completing coursework with EPP partner	Equivalent to total RA™ pay

As you can see, each level of this career ladder is significantly different from the next, and the pay differences from one level to the next are substantial, with the exception of residents to RA™ paraprofessionals—residents earn the same compensation because they play a similar role, allowing them to avoid unpaid student teaching.

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We support districts in developing sustainable stipend levels to support schools to fund these models.

Sustainably Funding *Opportunity Culture*® Teams

Two of the five Opportunity Culture® principles revolve around sustainably funding OC® teams, while simultaneously providing a meaningful stipend amount for each role for extending their reach to more students. This illustration shows these two principles work together:

Principle #2: Pay teachers more for extending their reach.

✓ **Career Path**

OC™ roles are on an advancement continuum that includes two or more roles, and roles include more than one level

✓ **Pay Matches Reach**

Pay supplements increase for roles that reach more students, and pay increases between levels are significant

✓ **Pay Competitiveness**

Top supplements are 30% or more of district average teacher pay.

Principle #3: Fund pay within regular budgets

✓ **School-Level Sustainability**

Supplements are funded within each school's recurring budget.

✓ **Pay-School Match**

Supplements allow the following:

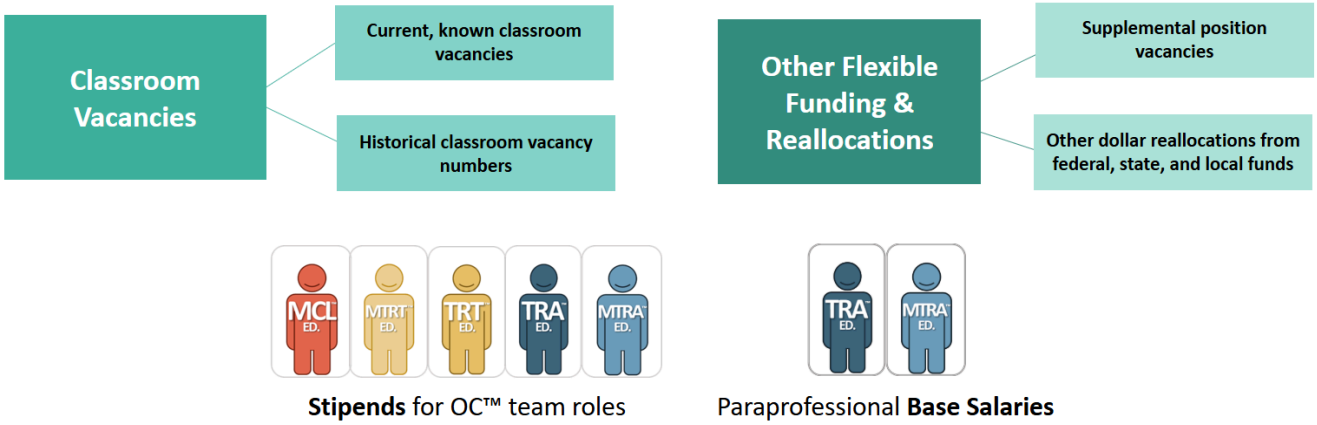
- Implementation for 100% reach in each school
- Sustainability in schools of all funding levels in a district
- Higher supplements in hard-to-staff and high-need schools

✓ **Pay Configuration**

Pay supplements are fixed dollars, not percentages of base pay.

Funding Sources: To meet these guidelines that align with the Opportunity Culture® principles, schools reallocate two sources of funding to pay for OC® role stipends and (in some cases) base salaries: classroom vacancies and other allocations, including non-classroom positions and other funding sources such as Title I.

Schools fund OC™ educator stipends and base salaries sustainably by repurposing two main sources of funding:



Stipends for OC™ team roles

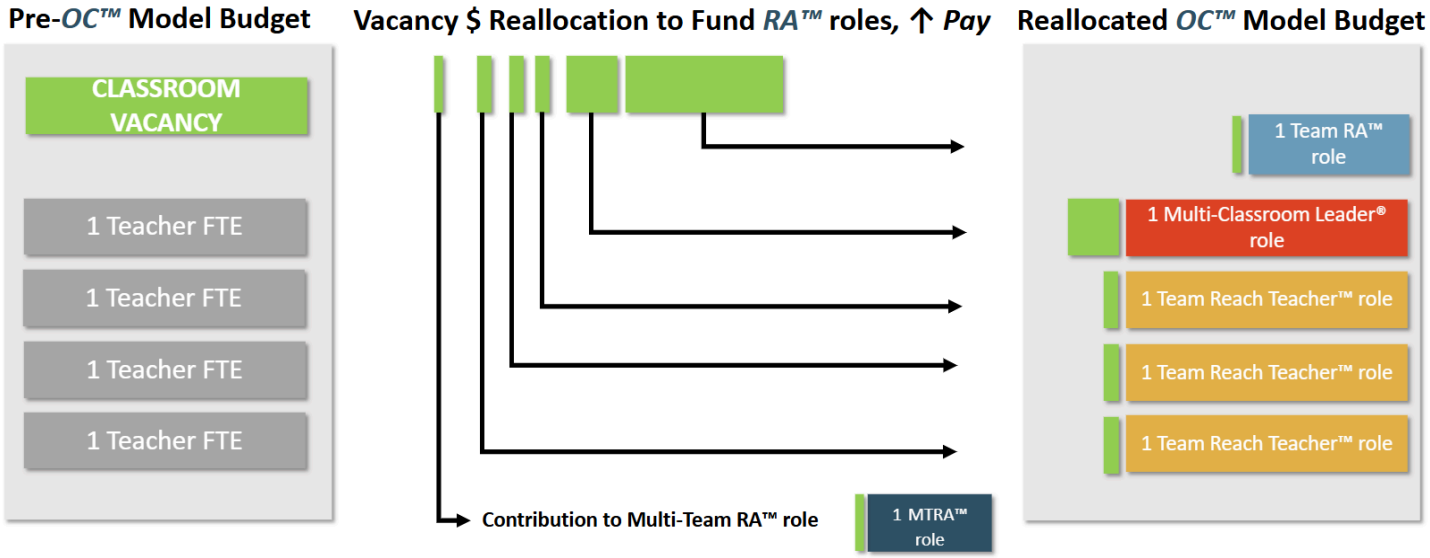
Paraprofessional **Base Salaries**

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Why Use Classroom Vacancy Trades?: From years of work in the field, we believe that the most sustainable and consistent funding model to achieve schoolwide reach and dramatically improve student and teacher outcomes is to use classroom vacancy trades, as it ensures the sustainability of each MCL™ team, provides more opportunities for small-group teaching and tutoring, and could lead to fewer low-growth learning years.

The graphic below shows how a school might use different available sources to create an Opportunity Culture® team:



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Section 3: *OC®* Role Accountability

Leadership Evaluation

Why create a different evaluation system for MCL™ and MTRT™ educators?

Most teacher evaluations are based on the one-teacher, one-classroom model, and often do not account for leadership within and outside the classroom. In Opportunity Culture® models, where MCL™ educators guide and support students and teachers in multiple classrooms, districts need an evaluation system that accounts for all elements of the MCL™ role. **MTRT™** educators, like MCL™ roles, are also engaging in both leadership and teaching, which the evaluation system should account for.

A well-designed evaluation system for MCL™ and MTRT™ educators can achieve two goals:

1. Providing team leaders with feedback so they can improve
2. Providing guidance for principal decisions about retaining team leaders in their roles and giving them responsibility for bigger teams, within limits, over time. Administrators should also be providing informal, 1:1 feedback throughout the school year to team leaders in alignment with the formal leadership evaluation.

Though we do not recommend a separate evaluation for RA™ paraprofessionals, we do recommend including their roles in both student growth accountability and role renewal processes.

MCL ™ Leadership Evaluation Rubric

To determine how well MCL™ educators are performing the leadership aspects of their role, we recommend developing an MCL™ leadership rubric that can be used as an addendum to their standard teacher evaluation. While specific competencies and language vary based on state and local contexts, the evaluation tool should:

1. **Focus on developing MCL™ educators' competencies and skills**. We recommend using a rubric based on materials published by Public Impact® that clearly define MCL™ job responsibilities and competencies. This rubric can guide both the school leader's evaluation of the MCL™ educator and a review by team teachers and peer MCL™ educators of the MCL™ educator's leadership. This approach gives the teacher-leader "360 degrees" of perspective on their leadership, helping them improve.

2. **Align with existing rubrics as much as possible**. Where feasible, the competencies, language, and structure of the MCL™ rubric should align with existing teacher (or teacher-leader) rubrics for consistency and ease of use.

3. **Include outcomes and associated outputs for the team's teachers and students**. As all educators know, a good rubric is specific about what constitutes each rating level for a given competency! To accurately gauge the team leader's performance, districts must articulate the expected teacher and student outcomes that prove an MCL™ educator is performing at a certain level. For example, an MCL™ rubric might include percentages of team teachers performing at or above "proficient" to determine the MCL™ educator's effectiveness at improving the instructional practices of team members.

4. **Assess team leader's normal workflow**. MCL™ educators should not have to create anything new to submit alongside this rubric; it should ask for existing artifacts of practice.

You can find **example rubrics** in the Tools room of the OC® portal.

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OC® Role Accountability for Student Growth

Incorporating student growth data into a system of accountability for all OC® roles adds value to the overall evaluation system. During check-ins, team leaders and principals should have conversations focused on student growth data. These one-on-one data conversations also provide an opportunity to reflect on an MCL™ educator's leadership practice and tie their guidance and support of the team to actual student growth. Accountability conversations related to student learning should both support and adjust the teacher-leader's practice, to ensure that student and teacher needs are being met.

A district needs these key components to evaluate student learning growth:

1. **A method for measuring the learning growth in students**. It's ideal to use a preexisting system that is already well-developed and understood—such as EVAAS, i-Ready, or MAP. You may, however, need to add methods to fill gaps in existing systems due to a lack of testing (such as during the pandemic) or when you implement this in non-tested areas such as K–2 or high school.
2. **A clear process by which to match students to the leader who is accountable for their results**. This should be simple, but it's an important step for calculating results. This is especially important when matching the students of teachers that the MCL™ and/or MTRT™ educators coach.
3. **A defined standard for "high growth."** What is expected? What is the minimum to continue in the role?

Another way of thinking about student data in team leader evaluations is to look at how the data changes for each team teacher. For example, instead of requiring a certain rating or number, you could provide more detail behind the score by tracking team teachers' prior year's EVAAS score, their current year's EVAAS score, and the number of sections of students taught. In this way, districts can see how each team teacher is scoring and how their data improves over time.

You can find **example accountability data systems** in the Tools room of the OC® portal.

Role Renewal Process

First and foremost, evaluations should inform each team member's development, as consistent feedback is critical to supporting educators' growth.

We recommend developing a formal role renewal process for MCL™, MTRT™, and RA™ educators.

***OC®* Role Renewal:** One option is to make qualitative leadership evaluations an addendum to the formal teacher evaluation process. This allows principals to assess OC® educators' performance in their expanded roles and provide feedback that is documented but does not affect their standing as classroom teachers. In some districts, formal evaluations may be shaped by state laws or union contracts, making changes difficult in the short term; in these cases, Public Impact® can offer context-specific recommendations. In addition, OC® educators typically undergo a formal role renewal process every two to three years to determine continued placement in their roles. This process may include structured 1:1 conversations or a systematized re-application, with decisions made by the district, supervisor, or both. Renewal is based on multiple weighted components, including leadership performance, student learning growth, additional indicators of teacher and student development, and a principal or supervisor recommendation.ng growth, additional indicators of teacher and student development, and a principal or supervisor recommendation.

Developing A Role Renewal Process: The district team needs to determine:

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1. How frequently role renewal processes will occur.
2. What criteria to use to determine whether educators should stay in their role.
3. How student growth data will inform the role renewal process.
4. What additional data will be used to inform the role renewal process.
5. How they will be "scored."
6. How all stakeholders will use the results to inform ongoing improvement and future job opportunities.

You can find planning **guides for evaluation, role renewal and formal accountability** in the Tools room of the OC® portal.

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Section 4: *OC®* Teams Working Towards Instructional Excellence

What is a scalable, sustainable tutoring culture, and how can schools build it? Opportunity Culture® schools can create a tutoring culture when MCL™ educators guide their teams to maximize the impact of small-group teaching and tutoring for all students, using all available adults. Some of our core recommendations are listed below.

Minimum Time Targets

- All students should meet minimum time targets **across 4 core subjects** (ELA, math, social studies, science) of adult-led small-group instructional minutes over the **course of a week**
- Time targets vary depending on **student data and proficiency level**, and the **school's OC certification™ status**
- Students further behind have a higher weekly time target (students in the **bottom fourth of the class for a given unit or topic**)

Group Sizes

- **Small groups** of 3–5, occasionally up to 7 (as supported by data)
- The goal is to replace as much whole-group instruction as possible. Other smaller-group variations that can be used as an **alternative to whole-group teaching** are:
  - Midsize groups of 8-10
  - Half-class groups

**Note- midsize and half-class groups do not count toward students' weekly time targets as time counts prioritize data-proven small-group sizes*

Duration & Frequency

- Small-group instruction for all students should take place for at least **60% of the weeks** of the school year
- The length of small-group sessions will **vary depending on content and student data** as student groups are flexible and sessions should be **data-driven**
- Include enough tutoring time so all students meet minimum requirements, but remember, **more groups = more learning**!

To learn more about our recommendations on how to build a tutoring culture in schools, watch our **on-demand module** that provides an overview of our SIMPLE-TC™ framework, in the Learn room of the OC® portal. You can also find a variety of resources and **tools to implement the SIMPLE-TC™ framework** in the Tools room of the OC® portal.

As instructional leaders, MCL™ educators should also guide the team in using a high-standards curriculum.

Districts should use EdReports curriculum ratings to select and implement high-quality instructional materials and methods (HQIMM). MCL™ educators are uniquely positioned to support their team in using, adapting, and internalizing high-standards materials and instructional methodologies outlined in HQIMM curricula.

You can also find a **learning module on HQIMM** in the Learn room of the OC® portal starting in fall of 2025.

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SIMPLE-TC™ Course Scope & Sequence

Unit 1—Welcome to the SIMPLE-TC™ Series on Building a Tutoring Culture!

Module 1—Who We Are

Module 2—What is a Tutoring Culture?

Module 3—Course Overview

S

Unit 2—Start with Multi-Classroom Leader® Educators Guiding

Module 4—Discover the Team Leader's Role in Building and Leading a Tutoring Culture

Module 5—Engage with Scheduling Tools to Build a Tutoring Culture

Module 6—Build a Schedule for Your Team's Tutoring Culture

I

Unit 3—Intentionally Plan and Internalize Lessons & Assignments

Module 7—Discover How to Intentionally Plan Units and Internalize Lessons

Module 8—Engage in Intentional Unit Planning

Module 9—Engage in Intentional Lesson Internalization

Module 10—Build Capacity to Intentionally Plan Units

Module 11—Build Capacity to Intentionally Internalize Lessons

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Unit 4—Monitor and Adjust

Module 12—Discover How to Monitor Student Learning and Adjust Lesson Content & Student Groups

Module 13—Engage with the Monitoring and Adjusting Framework

Module 14—Build Capacity to Monitor and Adjust

P L

Unit 5—Prioritize "Small For All" & Lengthen Time in Small Groups

Module 15—Discover How to Prioritize and Lengthen Time Spent in Small Groups for All Students

Module 16—Engage with Tools to Prioritize and Lengthen Small-Group Instruction Time

Module 17—Build Capacity to Prioritize "Small For All" and Lengthen Time in Small Groups

E

Unit 6—Engage Students

Module 18—Discover How to Create Engaging Learning Environments for Students

Module 19—Engage with Students Interpersonally in Small Groups

Module 20—Build an Action Plan for Student Engagement

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Section 5: Strong *Opportunity Culture®* Schedules

In alignment with the fourth Opportunity Culture® principle, it is critical that each OC® role has protected time built into their schedule to engage in all aspects of the role. Schedules for OC® teachers will vary, but in general, there are some core components that must be built into each OC® teacher's day and week.

Common Planning Time

First, your **schedules should create common planning time** for teams of teachers to collaborate during the day. MCL™ educators, with the right combinations of their team members, should have time in their weekly schedules to meet to analyze student data and plan. We recommend that all planning is scheduled in segments of at least 45 minutes.

Protected Time for *MCL™* Educators & Clear Release-Time Strategy

Next, **schedules should ensure that MCL™ educators have protected time** to work with their team members and students and to be developed in their adult leadership role. For full-release MCL™ educators, this will mean just building a set, protected block of time into their schedules for getting into classrooms and working with teachers and students. Partial-release MCL™ educators need release time from their classrooms to observe their team teachers and to provide support and feedback.

Partial-Release Role	Full-Release Role
• **Has a class of record** for part of the day • Requires paraprofessionals for **release time**—who focus on tutoring small groups • Is the **more financially sustainable** choice to achieve schoolwide reach of OC™ teams • **Needs careful scheduling** to ensure release and planning time per their team size • **Is accountable** for results of all team's students	• **Does not have a class of record** but **continues to teach students part of time** in team's classrooms/small groups • **Less financially sustainable choice** to achieve schoolwide reach • **Has schedule that provides more flexibility,** often making larger teams more feasible • **Is accountable** for results of all team's students

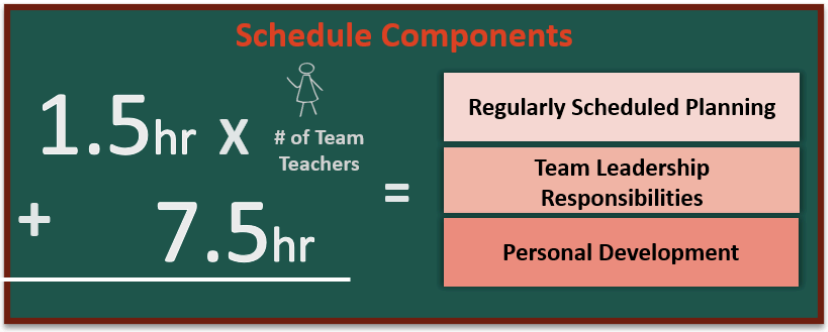
Schools using only partial-release were **80% more likely to make schoolwide high growth** than schools with full-release only or a combination of the two (2023–24 data).

Schools should have a clear strategy for how MCL™ educators, and in some cases MTRT™ educators and residents, will receive their release time from a multi-team RA™ paraprofessional or similar role, who will provide tutoring to students during that time, or a plan for another creative scheduling strategy. When possible, we recommend that the RA™ paraprofessionals are included in common planning time.

Guidance around how much protected time an MCL™ educator should have in their schedules is illustrated below.

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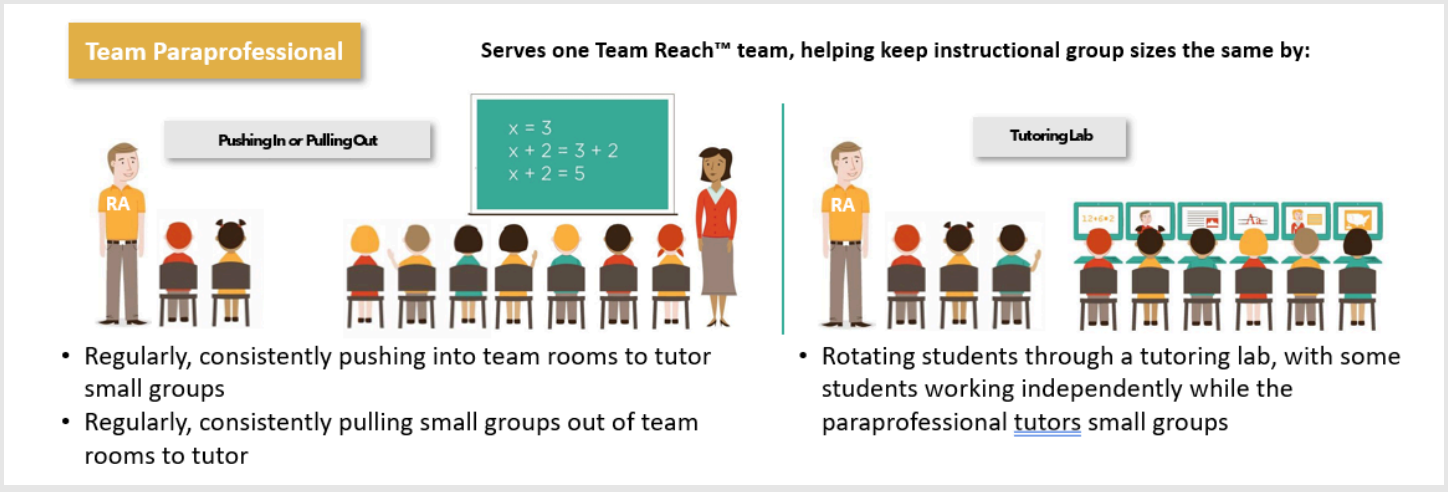
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Protected Time for *Team Reach Teacher*™ Educators & Clear *Team Reach*™ Strategy

All Opportunity Culture® educators who are extending their reach to more students should have schedules that include protected time to work directly with more students, to engage in planning, and to receive coaching from their MCL™ educator. For MTRT™ educators, there should also be protected time for their adult leadership responsibility. Schedules should have clear strategies for how these educators' instructional group sizes will remain low—usually through support from a team RA™ paraprofessional who will provide tutoring through push-ins, pull-outs, or in a learning lab rotation. If your school does not yet have Team Reach Teacher™ roles, it is important to keep this goal in mind for future years as you expand to an OC® model that reaches all educators and all students.

Guidance for this is illustrated in the image below.



Explore the resources below and look for the elements we identified as best practices as you do so!

Located in the Tools room in the OC® portal • **OC® team daily schedule example** • **Example MCL™ educator schedules** • **Example Team Reach™ team schedules** • **Example RA™ educator schedules**	Vignette: • **Elementary Day in the Life of an OC® team** • **Secondary Day in the Life of an OC® team** • Video: **Partial-Release MCL Role**

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Section 6: *Opportunity Culture®* Role Selection

Early, active recruitment and strong communications are essential to reach great candidates—both within a district and from elsewhere—and encourage them to apply for these new roles.

Review the **recruitment action planner for districts** available in the Tools Room of the OC® portal to see recommended action steps for proactive recruitment.

Opportunity Culture® Role Selection Process

A high-quality selection process is crucial to finding the right people for the OC® positions. Most Opportunity Culture® sites have the same key components in a two-stage process: They begin with a district-level application and pool, then shift into school-specific selection activities.

District-Level Selection

Across all Opportunity Culture® sites, districts use a central district talent pool, a foundational element of the OC® model. By offering a rolling application process and expanding the overall pool of candidates, districts can attract a broader, more diverse range of talent throughout the year. This approach not only increases access to high-quality candidates but also supports a more rigorous, transparent, and objective selection process. Principals can't simply tap someone for a position; the person must first meet an objective standard as defined by the district. This can also support principals who have multiple internal candidates vying for the positions; with an external district process, they aren't solely responsible for which educators in their building get an advanced role.

District-Level Selection Steps	
Step	**Description**
District talent pool opens	Candidates submit an initial application packet that includes: ● Resumé ● Essay responses to predetermined questions (aligned to core competencies) ● Prior evidence of student growth: teachers will share their student-level results; specific data will be based on the grade(s) and subject(s) they have taught most recently ● Teacher evaluation data from the last few years
Conduct initial screening	The district team reviews applications for proper licensure or certification, a minimum bar for teacher evaluation scores, a minimum number of years of experience, and a minimum bar for student data results. They will also evaluate essay responses against a rubric to remove candidates with any red-flag responses. If a candidate meets these requirements, they are moved into the next stage of the application process.
Advanced screen with BEI interview technique	A behavioral event interview (BEI) is a specialized interview technique focused on past events to uncover key patterns of behavior or thinking that can predict future success. An interview team will score responses on a predetermined rubric for each predetermined competency.
District pool opens to principals	The district team will then open the applicant pool, along with all data gathered thus far (including BEI scores), to principals for the next phase of the selection process.

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School-Level Selection

Once a candidate has cleared the district's bar for qualifications, schools have the opportunity to select the right people for their open OC® positions, seeking the strongest fit for their grade and subject needs.

School-Level Selection Steps	
Step	**Description**
Principals review district pool	Principals will review the candidate pool and invite the top candidates for their specific OC® role(s) to participate in a school-level interview.
Interviews	Principals and an interview team will conduct an interview with each candidate.
Skills-based interview activities	Candidates will participate in skills-based activities (such as coaching role-play, sample lesson, data analysis conversation) as determined by the school, based on the specific role's requirements.
Reference check	The school selection team calls references for top contenders.
Hiring recommendation sent to HR	Once the principal has found a good fit, they submit hiring paperwork to the HR department!

To review more details about our recommendations for a strong selection process, you can review **selection materials** in the Tools room of the OC® portal.

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