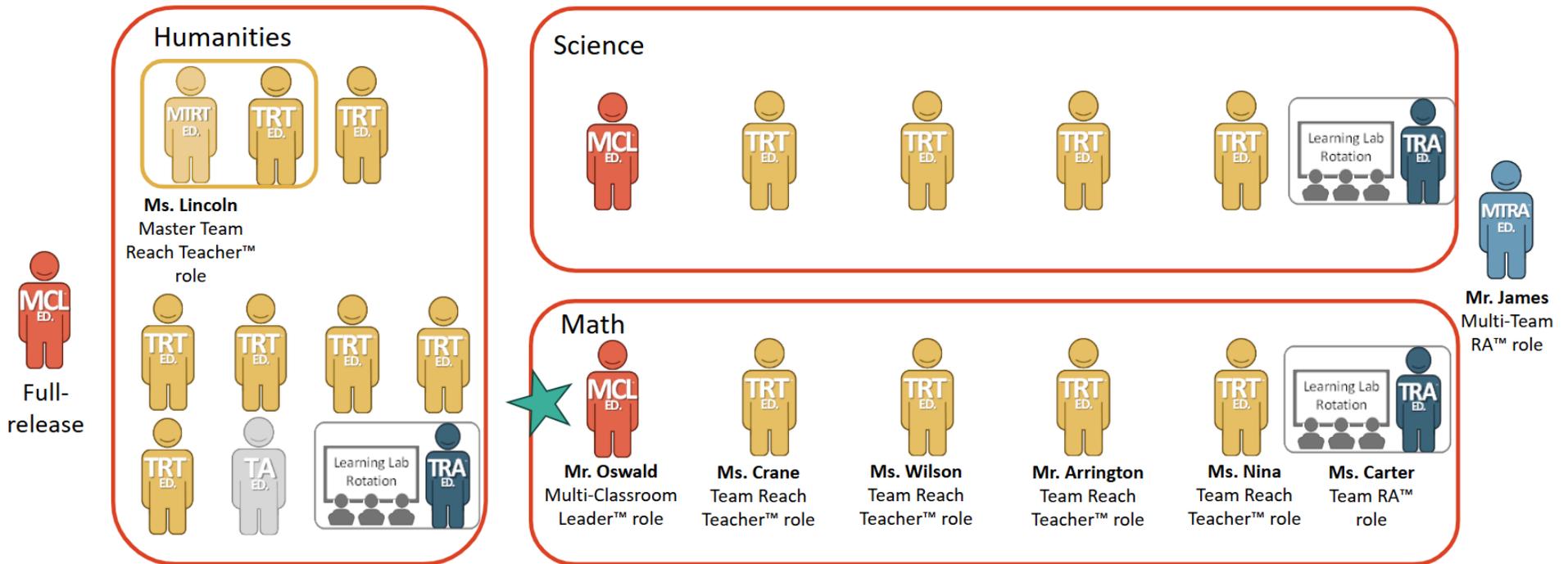


Secondary “A Day in the Life” Vignettes

Golden Gate Middle School Grades 6-8



Roles to Explore:

- [Multi-Classroom Leader® role](#) (Mr. Oswald, partial-release)
- [Team Reach Teacher™ role](#) (Ms. Crane)
- [Multi-Team Reach Associate™ role](#) (Mr. James)

A Day in the Life of an Educator in the *Multi-Classroom Leader*® Role: MCL™ Oswald

MCL™ educators have a record of high-growth student learning and lead a small, collaborative teaching team, extending their reach to more students for substantially more pay. They coach teachers, lead team meetings and data analysis, ensure strong small-group instruction, collaborate with dedicated paraprofessionals, and serve as instructional leaders.

In our example team, Mr. Oswald is a partial-release MCL™ educator leading a team of 4 TRT™ educators and 1 Team RA™ paraprofessional. He gets release time from a Multi-Team Reach Associate™ (MTRA™) paraprofessional, Mr. James, who is an aspiring educator. He has opportunities for both small-group instruction and whole-group classroom management. If the school did not have Mr. James, it could have found other creative scheduling ways to provide MCL™ Oswald with release time.

MCL™ Oswald starts his Tuesday by meeting with Mr. James. For 15 minutes, they debrief the previous day and check for any final questions about today's learning blocks.

During first period, Mr. Oswald leads a pre-algebra lesson on ratios, modeling different solution methods and guiding students through practice problems. About halfway through the period, he steps out, while MTRA™ James takes over to monitor independent work and pull small groups for targeted support. MCL™ Oswald uses this release time to observe how a beginning teacher on the team implements previously given feedback on strong transitions, his coaching area of focus. MCL™ Oswald takes notes and enters his observations into a coaching agenda for their next debrief meeting.

At the second period bell, Mr. Oswald goes directly to TRT™ Crane's classroom to model the pre-algebra lesson on ratios. Last week, they met for a debrief meeting, and identified student engagement as an action step for her to work on. MCL™ Oswald models embedding turn-and-talks into the lesson while the teacher observes and takes notes. Tomorrow during planning, they will debrief the modeling of the strategy and role-play during their coaching meeting. Back in Mr. Oswald's classroom, MTRA™ James has started the class period with students by reviewing their homework, having them complete a do-now activity, and pulling small groups based on the homework results. When MCL™ Oswald returns, he is ready to take over the geometry lesson for the remainder of the period.

In sixth-grade math during third and fourth periods, MCL™ Oswald has flex time built into his schedule, where he is strategic about the content he supports his teachers in, based on current data. Today he leaves at the end of fourth period to co-teach with a geometry teacher during their small-group instruction. While he is out, MTRA™ James leads small groups based on the lesson that MCL™ Oswald modeled earlier in the day.

MCL™ Oswald has lunch and personal planning during fifth period, where he prepares his debrief and walkthrough for tomorrow. During sixth period, he leads the weekly math team meeting. They look at next week's standards and assessments and design daily exit tickets. He also supports them in adjusting their small-group plans to ensure that their student groupings are aligned with the data gathered from exit tickets this week.

During seventh period, MCL™ Oswald and MTRA™ James run a rotation of three 20-minute small groups for sixth-grade math. MTRA™ James's groups work on remediation skills and reviewing prerequisite skills, while MCL™ Oswald reviews with students who mastered the standard, then leads an extension activity for students demonstrating readiness for advanced skills. When the period ends, all students have received adult-led small-group instruction for at least 20 minutes.

At the end of the day, MTRA™ James supervises bus duty, giving MCL™ Oswald time to finalize his coaching notes, prepare items for the next day, and write down topics he and Mr. James should discuss in their next meeting.

A Day in the Life of an Educator in the *Team Reach Teacher*™ and *Master Team Reach Teacher*™ Roles

***TRT*™ Crane (Math) and *MTRT*™ Lincoln (Humanities)**

All educators in the Team Reach Teacher™ (TRT™) role are on an MCL™ team and earn more for extending their reach to more students, receiving excellent on-the-job training from the team leader. Those in the Master Team Reach Teacher™ (MTRT™) role (limited to one role per MCL™ team) earn even more for their adult leadership responsibilities.

Ms. Crane is a sixth- and seventh-grade math teacher in the Team Reach Teacher™ role. Her classroom looks a little different than you might expect: Her class roster has 20% more students than average (5 more students); she has reworked her classroom to have collaborative work spaces for students; and there are often two other adults in the room who are an integral part of instruction, the math team's shared Team Reach Associate™ paraprofessional and the MCL™ educator.

TRT™ Crane's students begin the first period with a do-now activity and homework review. During this time, she pulls a small group of students to her back table for individualized instruction, specifically addressing misconceptions from yesterday's exit ticket data. She then begins her whole-group lesson for geometry, focusing on congruent triangles.

During second period, MCL™ Oswald comes into the classroom to model for Ms. Crane. They spent yesterday's planning time debriefing their observations from last week. Based on the notes and feedback, MCL™ Oswald said that 19 of the 30 students were restless and disengaged during the lesson. Together, they identified the action step: engaging all students. Today, MCL™ Oswald is modeling how to incorporate turn-and-talks, for whole-class checks for understanding and increased participation. Tomorrow, they will debrief the modeling of the strategy and role-play during their coaching meeting.

TRT™ Crane's third and fourth periods are sixth-grade math, where her class participates in small-group learning. The Team Reach Associate™ (TRA™) paraprofessional, Ms. Carter, who supports all of the teachers on the math team, comes into the classroom. Students move into their stations, two of which are led by the adults; the remaining four stations focus on independent or group work. TRA™ Carter has done a similar small-group lesson this morning in another classroom. Even though there are additional students in TRT™ Crane's class, each group has just five students, keeping instructional group sizes small. When the period ends, all students have received adult-led small-group instruction for at least 20 minutes.

After her lunch period, TRT™ Crane goes to the geometry team meeting, which includes the advanced paraprofessionals, while students are at specials. As a group, they look at standards for next week, along with the assessment, and begin to design exit tickets for each day. They also adjust their small groups according to the current data. Being in the TRT™ role means Ms. Crane gets a great amount of support with her classroom and personal development.

Down the hall in humanities, Ms. Lincoln holds the advanced Master Team Reach Teacher™ (MTRT™) role on another MCL™ team. Like TRT™ Crane, MTRT™ Lincoln teaches more students and collaborates with her team, but she also coaches one of the teachers on the humanities team.

When MTRT™ Lincoln steps out for an observation, the paraprofessional in the Multi-Team Reach Associate™ role, Mr. James, monitors students as they finish their exit tickets, and then moves them into small-group rotation. While he supports students in small groups, MTRT™ Lincoln completes her observation of the teacher she coaches and captures notes in her coaching agenda. She and the teacher will meet tomorrow during their common planning time for a quick debrief and practice of the action step they have determined.

After taking her students to dismissal, MTRT™ Lincoln ends her day by reviewing exit ticket data, reflecting on the observation, and preparing for tomorrow's debrief conversation.

A Day in the Life of an Paraprofessional in the *Multi-Team Reach Associate*™ Role

***MTRA*™ James**

The Reach Associate™ role is for advanced paraprofessionals who support an MCL™ team, with a focus on small-group tutoring and with heavy guidance from a teacher-leader. When these paraprofessionals hold the multi-team role, they support release time for the Multi-Classroom Leader® and Master Team Reach Teacher™ roles.

In his Multi-Team Reach Associate™ (MTRA™) role, Mr. James provides release time for educators with leadership responsibilities in sixth through eighth grades. He starts his Tuesday by meeting with math Multi-Classroom Leader® Mr. Oswald. For 15 minutes, MCL™ Oswald gives MTRA™ James feedback from last week, and Mr. James asks some final questions about today's math lessons.

During the first period, MTRA™ James observes and supports MCL™ Oswald, who leads a pre-algebra lesson on ratios, modeling different solution methods and guiding students. About halfway through the period, MCL™ Oswald steps out for an observation, while MTRA™ James takes over to monitor independent work and pull small groups for targeted support. Other students who finished their work independently complete additional skills practice or practice fluency on computers.

In second period, MCL™ Oswald goes directly to a teacher's classroom to model while MTRA™ James starts by reviewing students' homework. While students complete a do-now activity, he pulls small groups based on the homework results. When MCL™ Oswald returns to the classroom, he takes over the geometry lesson for the remainder of the period.

MTRA™ James then leaves to spend the rest of second and third period supporting release time for the science MCL™ educator. There, he has many of the same responsibilities, including reviewing homework, starting students with the do-now, monitoring independent practice, and pulling small groups. He also attends the science team meeting on a different day of the week to stay updated on their content and lessons; students are in electives then, so he can join the meeting without reducing his time on student instruction.

In fourth period, MTRA™ James returns to MCL™ Oswald's room to lead a small group based on the lesson he observed the team leader model earlier in the day. Then MTRA™ James takes his lunch break and completes administrative tasks.

MTRA™ James attends the first 25 minutes of the geometry team meeting to get high-level updates about the lessons for next week, but then leaves to push into MTRT™ Lincoln's classroom while she steps out for an observation. MTRA™ James monitors students as they finish their exit tickets, and then moves them into small-group rotation.

During seventh period, MCL™ Oswald and MTRA™ James run a rotation of three 20-minute small groups for sixth-grade math. MTRA™ James's groups work on remediation skills and reviewing prerequisite skills, while MCL™ Oswald reviews with students who mastered the standard, then leads an extension activity for

students demonstrating readiness for advanced skills. All the lessons Mr. James teaches were provided by MCL™ Oswald, and they reviewed them together the previous week.

At the end of the day, MTRA™ James takes students to dismissal, returns to MCL™ Oswald's classroom for a quick check-in, and closes his day.

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