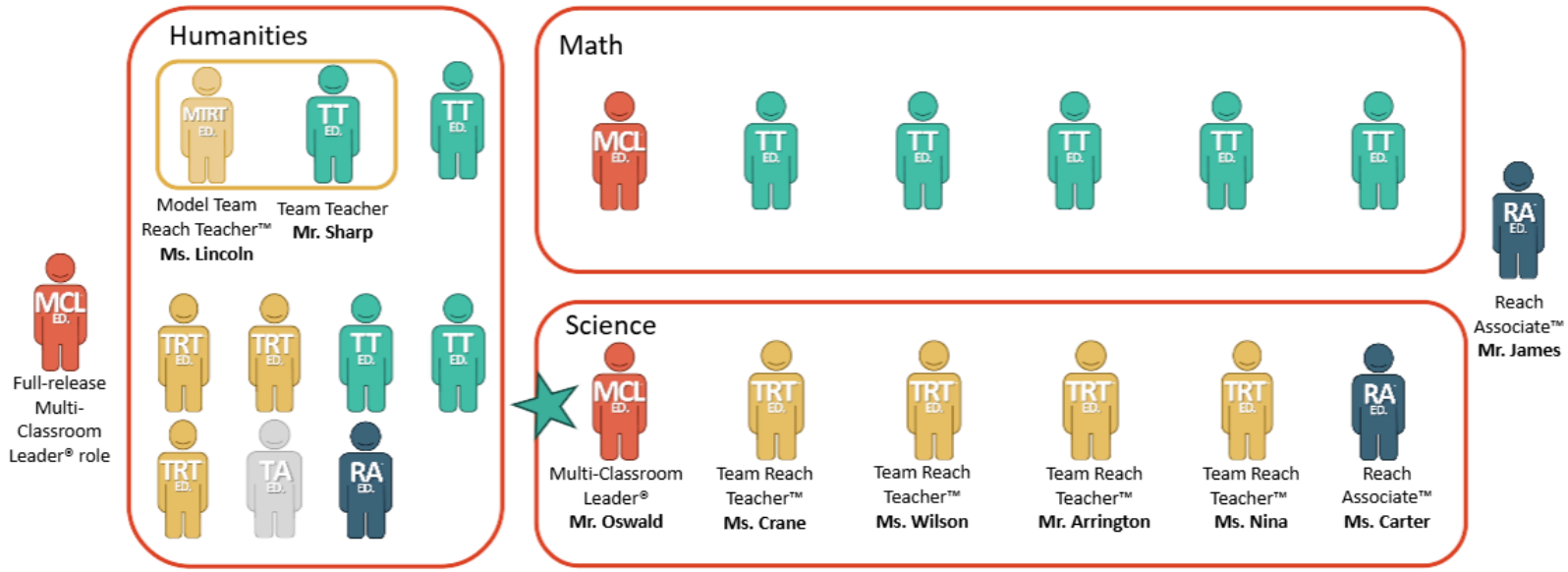
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Secondary "A Day in the Life" Vignettes

Golden Gate Middle School Grades 6-8



Roles to Explore:

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

Roles Definitions:

- **Multi-Classroom Leader®** educators have a record of high-growth student learning and lead a small, collaborative teaching team. They coach teachers, lead team meetings and data analysis, ensure strong small-group instruction, help team adopt high-quality instructional materials, collaborate with dedicated paraprofessionals, and serve as instructional leaders.
- **Team Reach Teacher™ (TRT™) educators** extend their reach to more students and/or take on an adult leadership responsibility.
- **Model Team Reach Teacher™ (MTRT™) educators** extend reach to more students and coach a teacher, resident, or apprentice.
- **Reach Associate™ paraprofessionals** provide release time for MCL™ and MTRT™ roles or support an MCL™ team with a focus on small-group tutoring.

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

In our example team, Mr. Oswald is a partial-release MCL™ educator leading a team of 4 TRT™ educators and 1 RA™ paraprofessional. He gets release time from an RA™ 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 RA™ James. For 15 minutes, they debrief the previous day's lessons and check for any final questions about today's learning blocks.

During first period, Mr. Oswald leads a seventh-grade life science lesson on cell structure and function, modeling how to guide students through analyzing diagrams and comparing organelles. About halfway through the period, he steps out while RA™ James takes over to monitor independent practice 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 tightening lab-material transitions, his current coaching focus. He takes notes and enters his observations into their coaching agenda for tomorrow's debrief.

At the second-period bell, Mr. Oswald goes directly to TRT™ Crane's classroom to model the same life science lesson. Last week, they identified questioning strategies as her next action step, so today he models cold-call and turn-and-talk routines while she takes notes. Tomorrow, they will debrief the modeling and role-play the strategy together. Back in Mr. Oswald's classroom, RA™ James begins the period by reviewing homework and launching the warm-up before heading out to support another MCL™ educator. When MCL™ Oswald returns, he transitions back into the physical science lesson for the remainder of the period.

In sixth-grade science during third and fourth periods, MCL™ Oswald has flex time built into his schedule. He uses this time strategically based on current data. Today he leaves at the end of fourth period to co-teach with a teacher during their small-group instruction block on energy transfer. While he is out, RA™ James leads small groups based on the lesson Mr. Oswald modeled earlier in the day.

MCL™ Oswald has lunch and personal planning during fifth period, where he prepares his debrief notes and walkthrough plan for tomorrow. During sixth period, he leads the weekly science team meeting. They review next week's standards and assessments, examine sample lab tasks, and design daily exit tickets. He also supports teachers in adjusting their small-group plans to ensure student groupings align with the data gathered from this week's exit tickets.

During seventh period, MCL™ Oswald and RA™ James run a rotation of three 20-minute small groups for sixth-grade science. RA™ James's groups work on remediation and reinforcing prerequisite concepts, while MCL™ Oswald works with students who mastered the standard and leads an extension activity on modeling energy flow in ecosystems. By the end of the period, all students have received at least 20 minutes of adult-led small-group instruction.

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

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A Day in the Life of Educators in *Team Reach*™ Roles: Ms. Crane (*TRT*™ educator) and Ms. Lincoln (*MTRT*™ educator)

Ms. Crane is a sixth- and seventh-grade science teacher in the Team Reach Teacher™ role. Her classroom looks a little different than you might expect: her roster includes about 20% more students than average; she has reorganized the room to support lab stations and collaborative work; and there are often two other adults in the room who are integral to instruction—the science team's shared RA™ paraprofessional and the MCL™ educator.

Ms. Crane's students begin first period with a warm-up and a quick homework review. During this time, she pulls a small group to her back table for targeted support, addressing misconceptions from yesterday's exit-ticket data on cell structure. She then launches her whole-group lesson on cell theory.

During second period, MCL™ Oswald enters the classroom to model for Ms. Crane. In yesterday's planning meeting, they reviewed last week's observations and identified her next action step: strengthening questioning strategies to increase engagement. Today, MCL™ Oswald models cold-call routines and turn-and-talks while Ms. Crane observes and takes notes. Tomorrow, they will debrief the modeling and practice the strategy during their coaching meeting.

Ms. Crane's third and fourth periods are sixth-grade science, where students participate in small-group learning, supported by Ms. Carter, the RA™ paraprofessional who supports the science team. Students rotate through stations—two led by adults and four focused on independent or collaborative work. Even with additional students in her class, each group has just five students, keeping instructional group sizes low. By the end of the period, all students have received at least 20 minutes of adult-led small-group instruction.

After lunch, Ms. Crane joins the life-science team meeting while students attend specials. The team reviews next week's standards and assessments, examines sample lab tasks, and drafts daily exit tickets. They also adjust their small-group plans based on current data. Being in the TRT™ role means Ms. Crane receives strong support for both her classroom and her professional growth.

Down the hall in humanities, Ms. Lincoln has a similar role, but because she is in the Model Team Reach Teacher™ role, she not only teaches more students and collaborates closely with her team, but also coaches one of the teachers on the humanities team.

When Ms. Lincoln steps out to conduct an observation, the RA™ paraprofessional, Mr. James, monitors students as they complete their exit tickets and then transitions them into small-group rotations. She is observing Mr. Sharp, the teacher she coaches on her humanities team. While Mr. James leads remediation groups, Ms. Lincoln completes her observation and captures notes in her coaching agenda. She and Mr. Sharp will meet tomorrow during their common planning time for a quick debrief and practice of the action step they identified.

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 coaching conversation.

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A Day in the Life of a Paraprofessional in the *RA*™ Role: *RA*™ James

In his RA™ role, Mr. James provides release time for educators with leadership responsibilities in sixth through eighth grades. Note: there is another RA™ paraprofessional on the fourth-grade team whose role is keeping instructional group sizes manageable for a whole team, but this role focuses just on release time for teacher-leaders.

RA™ James starts his Tuesday by meeting with science MCL™ Mr. Oswald. For 15 minutes, MCL™ Oswald gives feedback, and Mr. James asks final questions about the day's lessons and small-group plans.

During first period, Mt. James observes and supports MCL™ Oswald, who is leading a seventh-grade life science lesson on cell structure and function. About halfway through the period, MCL™ Oswald steps out to observe a beginning teacher, and Mr. James takes over—monitoring independent practice, pulling a small group to reinforce organelle comparisons, and supporting students who are completing additional skills practice or digital simulations.

During second period, MCL™ Oswald leaves to model questioning strategies for Ms. Crane. Mr. James guides students through opening routines and launch of the warm-up. After launching the second-period warm-up in MCL™ Oswald's room, Mr. James leaves to support release time for the science MCL™ educator on another team for the remainder of second period and all of third period. His responsibilities are similar: reviewing homework, launching the do-now, monitoring independent practice, and pulling small groups for targeted support. He also attends the science team meeting on a different day of the week—students are in electives then—so he can stay aligned to upcoming content and labs without reducing his instructional time with students.

In fourth period, Mr. 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. Afterward, he takes his lunch break and completes administrative tasks.

Later, Mr. James attends the first 25 minutes of the life-science team meeting to get high-level updates on next week's standards, assessments, and lab tasks. He then heads to MTRT™ Lincoln's classroom to provide coverage while she steps out for an observation. Mr. James monitors students as they finish their exit tickets and transitions them into small-group rotations, leading remediation groups while students rotate through independent and collaborative stations.

During seventh period, MCL™ Oswald and Mr. James run a rotation of three 20-minute small groups for sixth-grade science. Mr. James's groups focus on reinforcing prerequisite concepts, while MCL™ Oswald works with students who mastered the standard and leads an extension activity on modeling energy flow in ecosystems. All lessons Mr. James teaches were provided by MCL™ Oswald, and they reviewed them together the previous week.

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

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