

# Opportunity Culture: Positive Impacts for Educators and Students

February 14, 2023

@readingby3rd #GLReading #LearningTuesdays



CRUCIBLE  
OF PRACTICE

*Reflections on Lessons Learned*



# Presenters



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*Reflections on Lessons Learned*



# The Opportunity Culture Initiative



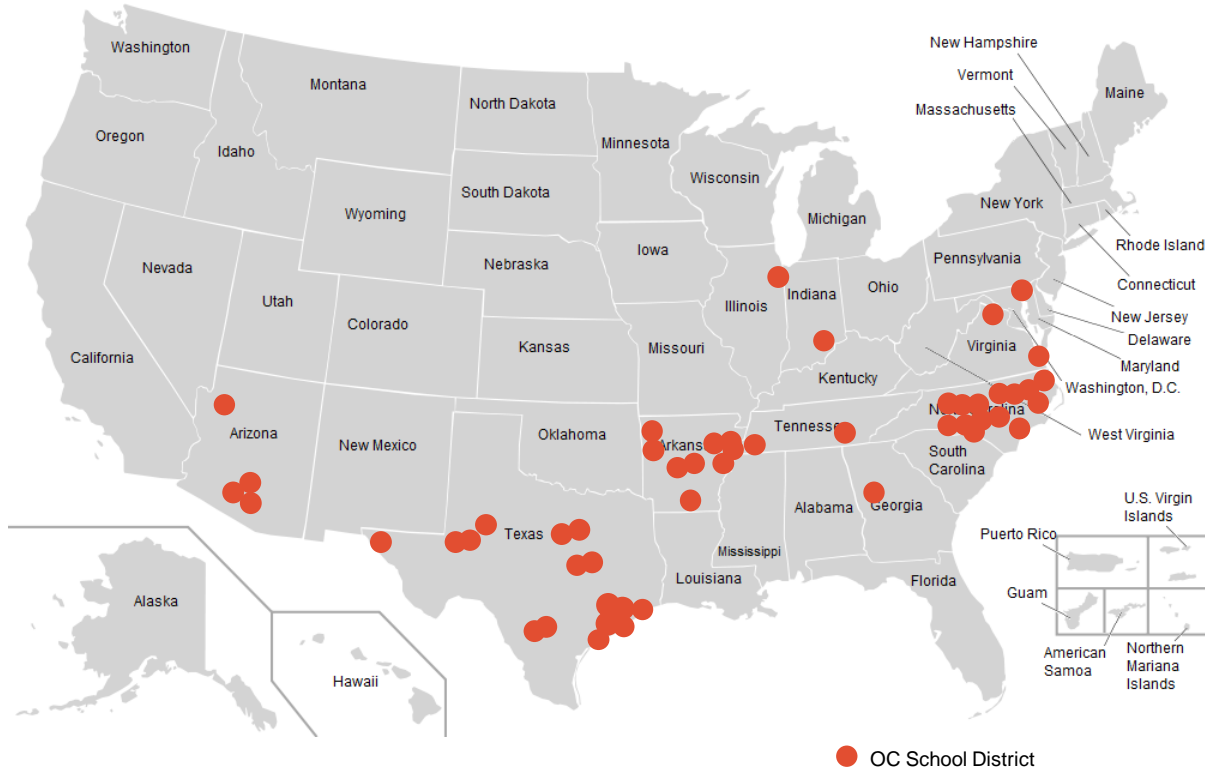
# Who We Are



Students at Ranson IB Middle School  
Charlotte-Mecklenburg Schools, NC

Public Impact's mission is to **dramatically** improve learning outcomes for all students, with a focus on low-income students, students of color, and other students **whose needs have historically not been well met.**

# A National Initiative



# The Opportunity Culture Vision

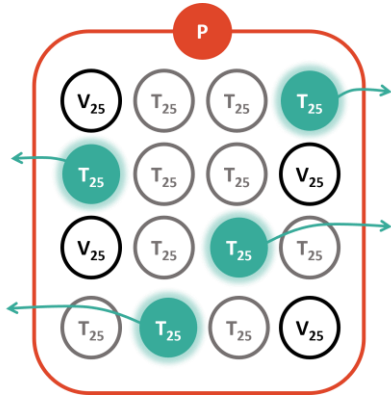
Every student has excellent teaching, consistently.



Every educator has excellent career opportunities, through paid on-the-job learning and advancement opportunities.

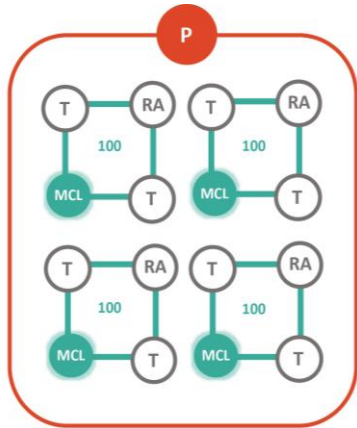


# Why do districts choose Opportunity Culture?



Key:

**P** = Principal  
**T** = Excellent Teacher  
T = Teacher  
**V** = Vacancy  
RA = Reach Associate  
Parapro or Teacher  
Resident



## Challenges Districts Face:

- Students don't have consistent access to gap-closing instruction.
- High-growth teachers reach no more students than other teachers.
- Teachers often work alone.
- Great teachers have little time to help peers excel.
- Students lose excellent teachers to jobs that pay more.
- Many new teachers sink when we need them to swim.
- High-dosage tutoring is not reaching enough students.
- HR directors and principals work relentlessly to fill vacancies.

## Solutions in Opportunity Culture Districts:

- Students learn more with consistent access to excellent teaching.
- Excellent teachers lead small teaching teams, for higher pay.
- Schools attract and retain top teaching talent.
- Team teachers collaborate and learn on the job, every day.
- Satisfaction increases as teams earn more for reaching more students.
- Teacher candidates receive a full year of paid clinical training.
- Paraprofessional roles are designed to support instruction.
- Principals drive changes in instruction.

***These solutions are achieved within existing budgets.***

# Opportunity Culture Principles

Teams of teachers and school leaders adopt roles to:

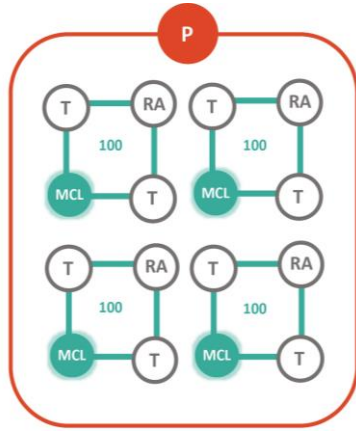


1. **Reach more students** with excellent teachers and their teams.
2. **Pay teachers more** for extending their reach.
3. Fund pay within **regular budgets**.
4. Provide protected in-school time and clarity about how to use it for **planning, collaboration, and development**.
5. Match **authority and accountability** to each person's responsibilities.

*Working within these principles, each school creates a school design that matches its context and needs.*



# Roles to Extend Excellent Teaching to All



## Multi-Classroom Leader

- Leads, co-plans, & analyzes data for teaching team
- Observes, gives feedback and coaches team teachers
- Co-teaches & models for team teachers
- Continues to teach some portion of the time



## Team Reach Teacher

Teaches more students directly

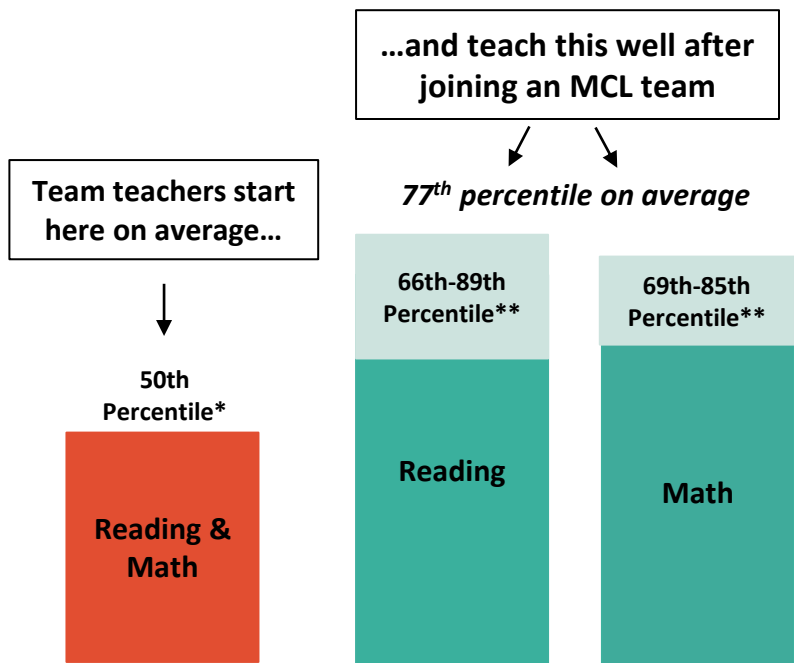


## Reach Associate or Resident

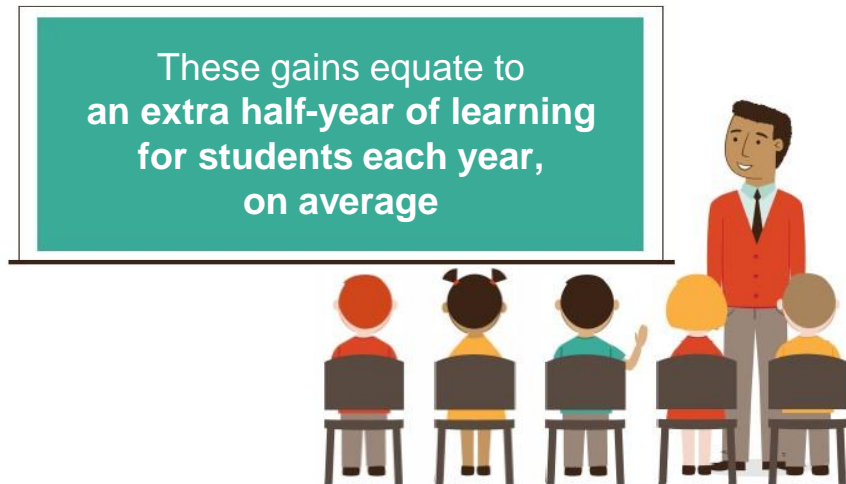
High level paraprofessional or teacher candidate who supports Team Reach Teachers and Multi-Classroom Leaders

# Strong Learning Gains for MCL Teams

Research shows significant additional student learning, comparable to having top-quartile teachers teamwide



\* Based on Backes & Hansen. \*\* Range of stat. sig. results across 2 studies (see right).



Using the method suggested by [Hanushek, E., et al., \(2012\)](#) for translating effects to years.

Research from two studies compared Opportunity Culture (OC) and non-OC classrooms::

- Backes, B., & Hansen, M. (2018). *Reaching Further and Learning More?* CALDER Center.
- Wiseman, A., Gottlieb, J., & Kirksey, J. (2021). *Program Evaluation of Public Impact's Opportunity Culture Model.* Texas Tech University.

# High Teacher Satisfaction in OC Schools

## Annual Opportunity Culture (OC) survey responses 2021

*% Agree or Strongly Agree*

MCLs

98%

94%

97%

All OC Staff

90%

96%

91%

I would like Opportunity Culture to **continue** in my school next year.

I agree that in OC teachers are held to **high professional standards** for delivering instruction.

I believe OC supports translate into **improvements in instructional practice** by teachers.

See full results at [OpportunityCulture.org/dashboard](https://OpportunityCulture.org/dashboard)

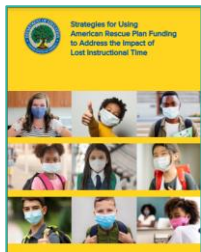
# Vehicle to Advance Ambitious Change

Systems and schools face big challenges they hope to meet with ambitious changes.

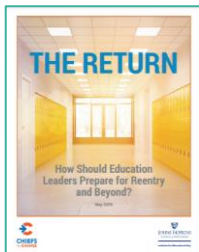
These changes must be implemented by teachers, who are working largely alone and under-supported, with a wide range of capacity.

***Opportunity Culture MCL-led teams offer a way to make it much more feasible to introduce and support change.***

**Numerous organizations have recommended Opportunity Culture** as a response to Covid “unfinished learning” and related challenges, including:



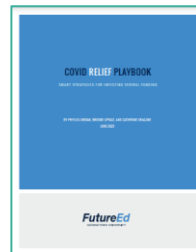
[U.S. Department of Education](#)



[Chiefs for Change](#)



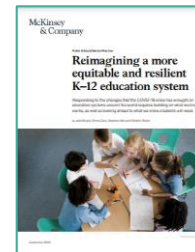
[Center for American Progress](#)



[FutureEd](#)



[Council of Chief State School Officers](#)



[McKinsey](#)

# Interested in Learning More?

**Explore our resources:**

[opportunityculture.org](https://opportunityculture.org)

**Discuss potential fit in your context:**

Stephanie Dean

[stephanie.dean@publicimpact.com](mailto:stephanie.dean@publicimpact.com)

# Advanced Teaching Roles in — Charlotte-Mecklenburg Schools

The Teacher Leader Pathway

# The History of Advanced Teaching Roles (ATR) in CMS

## 2013 Project LIFT

CMS introduces Advanced Teaching Roles to targeted, high-needs, schools

## 2015 Success by Design (SbD)

A secondary ATR program is introduced allowing non targeted schools to participate. SbD learns from Project LIFT's challenges

## 2017 NCDPI Grant

Success by Design is awarded a grant from NCDPI to expand ATR in CMS

## 2019 Teacher-Leader Pathway (TLP)

Project LIFT & Success by Design merge to form the Teacher-Leader Pathway

## 2023 District Fully Funds Program

CMS invests in ATR, fully funding TLP district staff and professional development

# Current Reach

## 2023-2024 Academic Year

Eligible Teachers

709

Participating Schools

112





The vision of the Teacher-Leader Pathway is to:

**Positively impact and increase school culture, teacher recruitment and retention, teacher effectiveness, and student achievement.**

# TLP Key Strategies

1

Ensure that every student has greater access to excellent teaching by integrating TLP in every school.

2

Pay excellent teachers more for reaching more children successfully.

3

Provide all schools a way to sustainably fund a Teacher Leader Pathway.

# Teacher Leader Pathway Roles

## EIT 1

- up to 20% larger class size
- Serve as a model classroom
- Lead a PLC
- Lead PD
- Serve on committees

## EIT 2

- up to 20% larger class size
- Serve as a model classroom
- Coach 1-2 teachers
- Lead a PLC
- Lead PD
- Serve on committees

## EIT 3

- At least 50% release time
- Up to 25% larger class size
- Serve as a model classroom
- Coach 2 teachers
- Lead a PLC
- Lead PD
- Serve on Committees

## MCL 1

- 100% release time
- Coach up to 6 teachers
- Lead content or grade level PLCs
- Manage team goals and data
- Support EITs

## MCL 2

- 100% release time
- Coach up to 10 teachers
- Lead content or grade level PLCs
- Manage team goals and data
- Support EITs

## Expanded Career Opportunities

- These are game-changing stipends for excellent teachers who want to continue to teach but are looking to lead.
- This career ladder also changes the way the profession looks to those considering teaching.

Coach, Teach, and Lead	Multi-Classroom Leader 2 (MCL2)	$B + \$13,750 - \$18,250$
	Multi-Classroom Leader 1 (MCL1)	$B + \$11,250 - \$16,000$
Teach and Reach	Expanded Impact Teacher 3 (EIT3)	$B + \$6,750 - \$9,000$
	Expanded Impact Teacher 2 (EIT2)	$B + \$4,500$
	Expanded Impact Teacher 1 (EIT1)	$B + \$2,250$
	Teacher	$B$ (base pay)





# Teacher Selection Criteria



## All Candidates

- Minimum 2 years experience
- 2 years summative evaluation ratings proficient or higher
- Growth data and/or micro-credential completion
- Leadership reflection



## EIT 3 & MCLs

- Minimum 2 years experience
- 2 years summative evaluation ratings proficient or higher
- Growth data and/or micro-credential completion
- Leadership reflection
- Virtual Interview
- Principal Recommendation (If required)

*Micro-credentials are administered through Bloomboard. There are currently 2 courses: "Facilitating Productive and Inclusive Discussions" and "Fostering Growth Mindsets During Instruction".*



# Lesson 2

## School Onboarding

# School Onboarding

1

**Complete interest form and verify with Learning Community Superintendent**

2

**Complete TLP Academy**

- Needs assessment
- Strategic scheduling & Budget
- Communication & Implementation

3

**Recruit teachers  
Post positions**





# TLP Academy

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TLP Academy recently moved from an in person, three day training to a predominantly asynchronous format. Three preparation modules are housed in Canvas with a five month completion window.

- Modules focus on key components of program implementation
- Schools may not hire TLP roles until Module 1 is completed
- On-site support following Module 1
- Schools may not hire TLP roles in the following school year if all three modules have not been completed by the due date

## Adopt new ways of working

**Schedule their teacher-leaders to impact a larger number of students through a variety of options.**

Principals can use a combination of Multi-classroom leaders, time-technology swaps, and various other ways of reaching the most students in a way that best benefits their school.





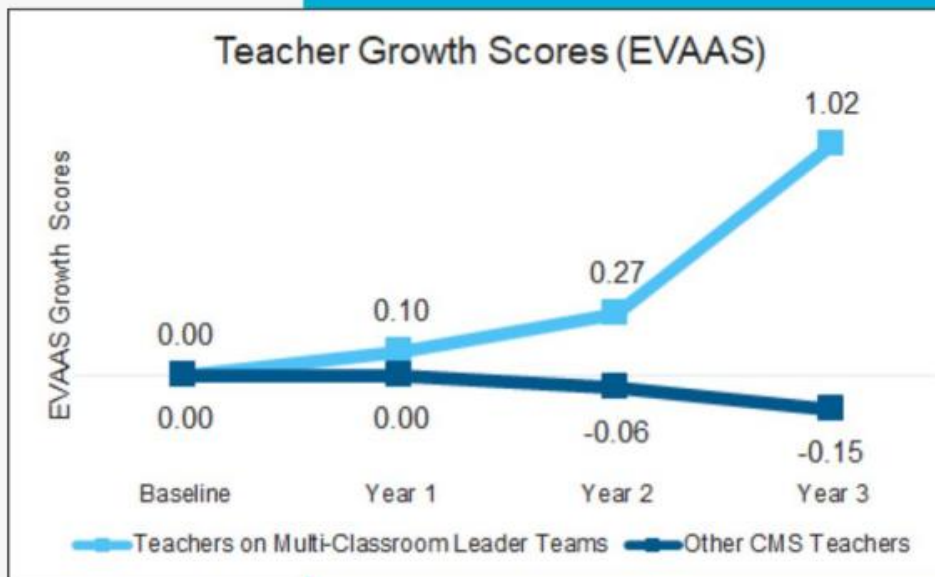
# Lesson 3

# Program Fidelity

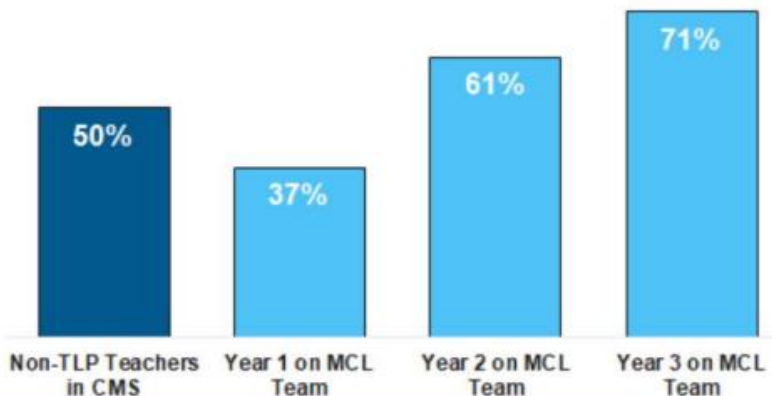
## Improvement in Student Outcomes

Team Teachers – those supported by an MCL – saw increases in EVAAS Growth Index equivalent to moving from the 49th to 69th percentile within CMS after three years of support.

CMS teachers not supported by an MCL saw slight decreases over time.



*% Teachers with Accomplished or Distinguished Standard IV Teacher Evaluation Ratings*



## Increases in Teacher Evaluation Ratings

By year three, Team Teachers, supported by an MCL, are almost 1.5 times more likely to receive a rating of Accomplished or Distinguished than teachers not on MCL teams.

## Measure our Progress

**Teachers on MCL teams produced gains equal to top-quartile teachers in math, nearly that in reading.**

### Scope of the Study

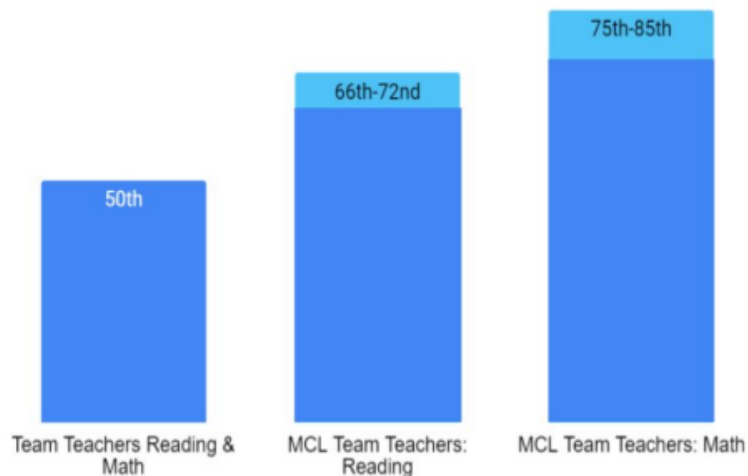
- 15,000 students
- 300 teachers
- 3 districts, 2-3 years
- 74% of schools Title I

Backes, B., & Hansen, M. (2018). Reaching Further and Learning More? CALDER Center: Washington, DC.

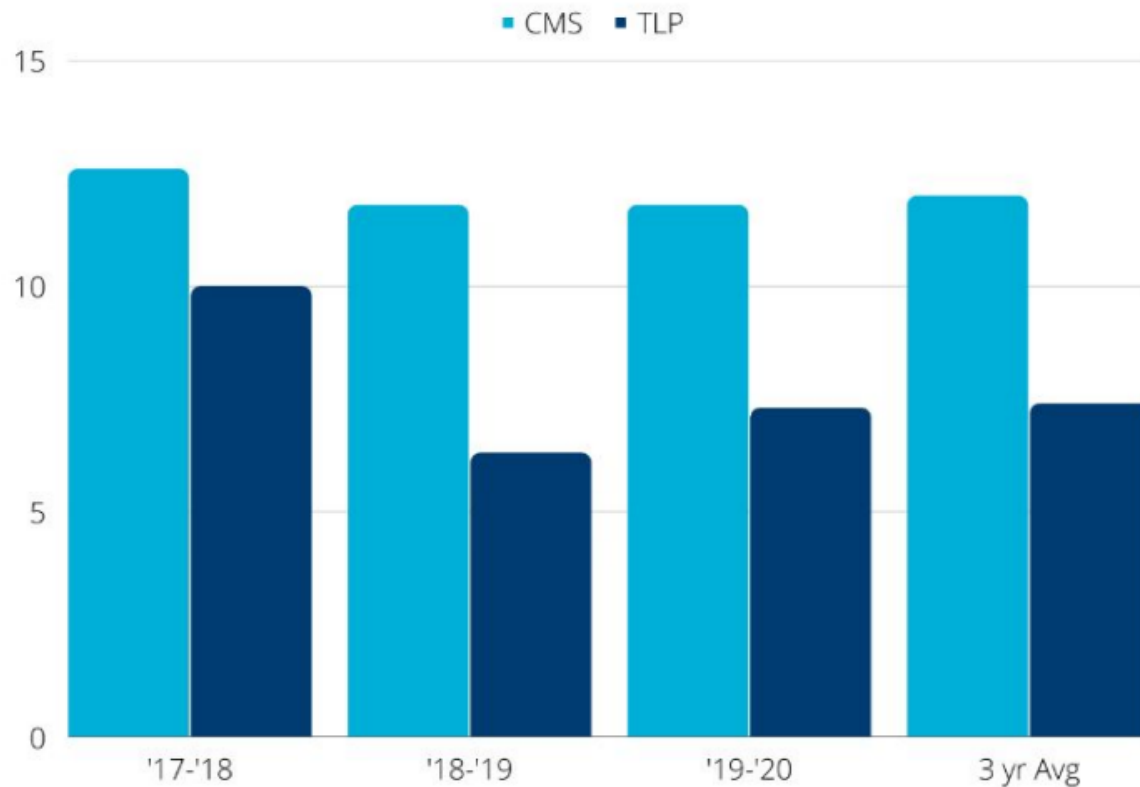
Reading range based on 6 of 7 models with statistically significant gains.

For more information, see Public Impact's Opportunity Culture website

Percentiles of Learning Gains Produced by Teachers



# TLP Attrition Rates Vs. District







# Lesson 4

# Adaptability



## **Manage our Performance**

**1**    **Covid-19 Pandemic**

**2**    **Teacher Shortages**

**3**    **Support for high needs schools**

## Moving Forward

What are the next steps for the Department of Teacher Leadership?

### Effectively scale the Teacher Leader Pathway to all schools in CMS.

The Teacher Leader Pathway is flexible enough to meet the needs of all schools. Collaboration with other CMS departments could expand the reach of teacher leader roles into a wider range of content areas, as well as Beginning Teacher Support.

### Continue to provide targeted professional development to build the skills of our school and teacher leaders.

Continual training and development are necessary for our Teacher Leaders to have maximum impact as they take on increased leadership in their schools.

A large audience is seated at tables in a conference room, facing a presentation screen. The room is filled with people, many of whom are looking towards the front. The presentation screen displays a slide with the title "Strengths Succession" and some bullet points. The overall scene is overlaid with a blue tint.

**Thank you!**



**WINCHESTER, VA**

**CAMPAIGN FOR  
GRADE-LEVEL  
READING**

# Overview

WINCHESTER, VA

CAMPAIGN FOR  
GRADE-LEVEL  
READING

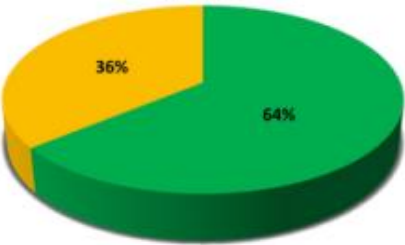
- The Campaign is a **collaborative effort** by foundations, nonprofit partners, business leaders, government agencies, and communities across the city of Winchester to ensure that more children in low-income families succeed in school and graduate prepared for college, a career, and active citizenship.
- The Campaign focuses on the critical predictor of school success and high school graduation – **grade-level reading by the end of third grade** – by addressing the complex set of factors that shape our students and their families.
- J2W Foundation is bringing the Campaign to Winchester and is helping to fund its launch and sustainment.
- Literacy Volunteers Winchester Area is acting as the backbone agency and overseeing the Campaign’s daily management.



# Baseline Data (SY 21-22)

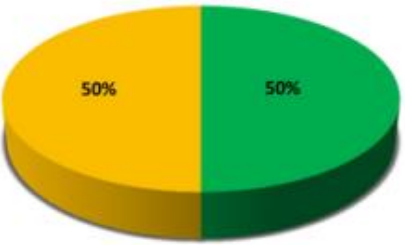


Kindergarten Readiness (PALS-K)  
SY 2021-2022



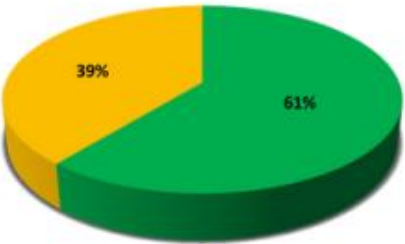
% Meeting Benchmarks % Not Meeting Benchmarks

3<sup>rd</sup> Grade Reading Standards of Learning (SOL)  
Assessment  
SY 2021-2022



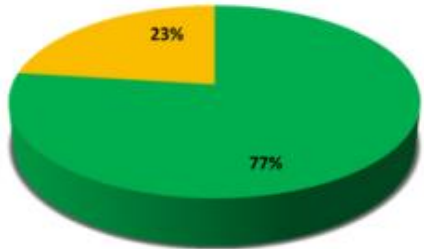
% Meeting Benchmarks % Not Meeting Benchmarks

3<sup>rd</sup> Grade Reading Maze Assessment  
SY 2021-2022



% Meeting Benchmarks % Not Meeting Benchmarks

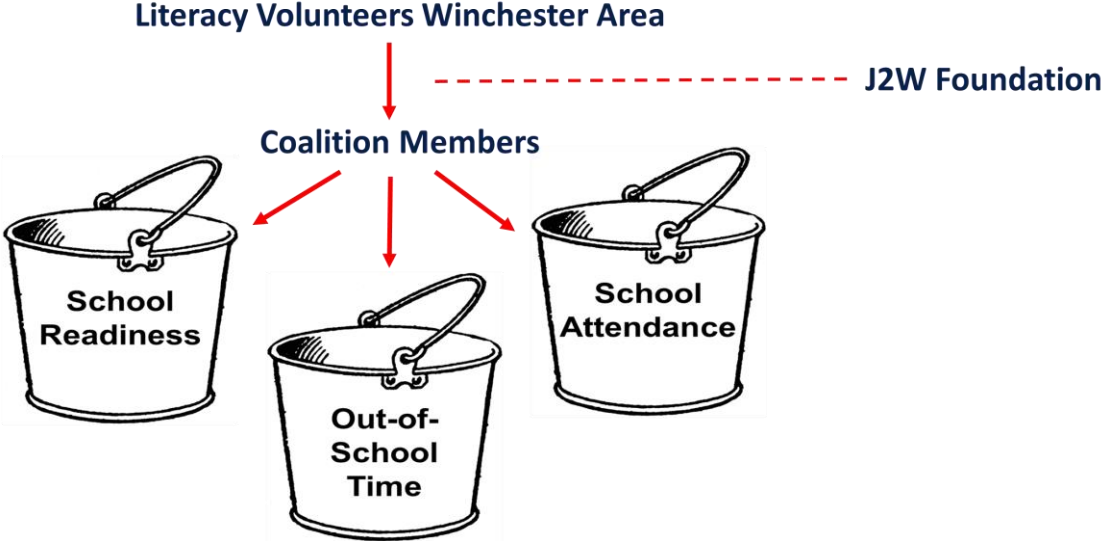
Chronic Absenteeism, Aggregated Elementary Schools  
SY 2021-2022



% Missing Less Than 18 Days % Missing 18+ Days



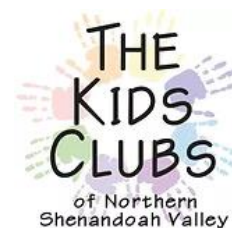
<b>Increase</b>	Kindergarten Readiness to 80% or higher
<b>Increase</b>	3rd Grade Reading Proficiency to 75% or higher
<b>Increase</b>	Out-of-School Time participation by 100%
<b>Decrease</b>	Chronic Absenteeism to 10% or less by 2025



# Current Partner Agencies



Dept of Social Services





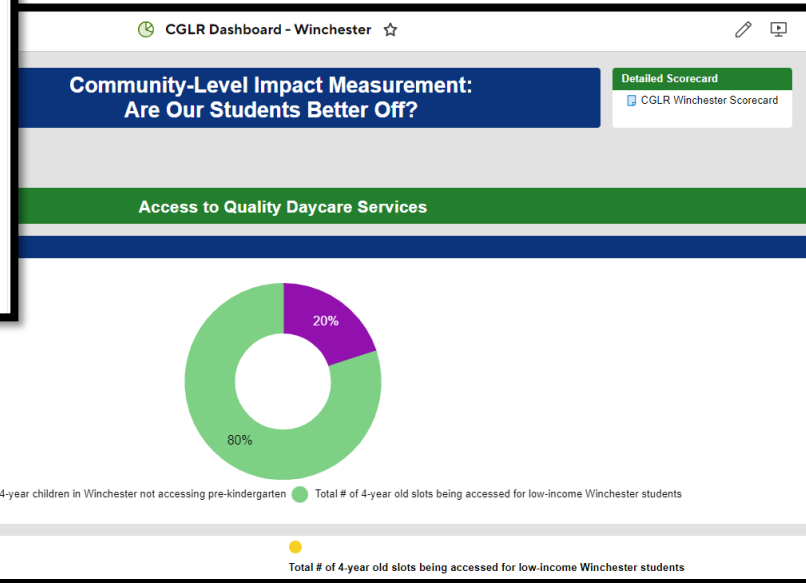
# Monitoring and Evaluation

omation Forms CGLR Scorecard - Winchester, VA

Grid View Filter

Goal	Responsible Organizations	Baseline	Target 2022	Target 2023	Target 2024	Target 2025	Target 2026	Target 2032
<b>Summary</b>								
<b>Strategy</b>		Facilitate Campaign for Grade Level Reading Collective Impact Model in Targeted Communities						
<b>Objective</b>		Advocate and facilitate community involvement in education by putting a stake in the ground on the importance of early childhood literacy as a means to break the generational cycle of poverty						
<b>Objective 1: Improve School Readiness</b>								
<b>Strategy 1A: Improve Early Childhood Access and Quality</b>								
Total # of low-income 4-year children in Winchester not accessing pre-kindergarten		61	35	30	25	25	25	10
Total # of 4-year old slots being accessed for low-income Winchester students		149	175	180	185	185	190	210
WPS VPI		144						

WPS Head Start  
Childhaven  
Fremont Nursery  
Tee Spot  
Winchester Day Preschool  
Eukarya Smart Start LC  
Children of America



# DOMAINS FOR SELF-REFLECTION & ASSESSMENT

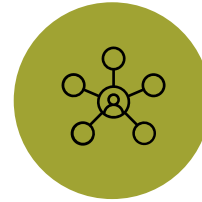
These are the core competencies that the coalition needs to have in order to make that happen:



**Planning**



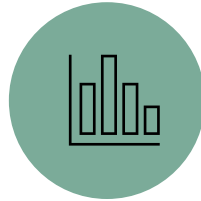
**Partnerships**



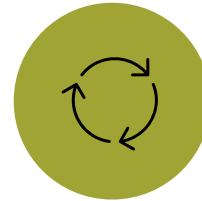
**Mobilization**



**Leadership**



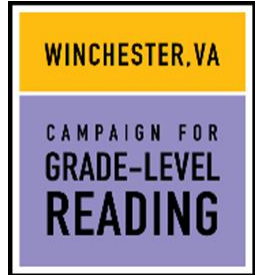
**Results**



**Sustainability**

# THE JOURNEY TO READING PROFICIENCY

How the Campaign for Grade-Level Reading Adds Value in Winchester

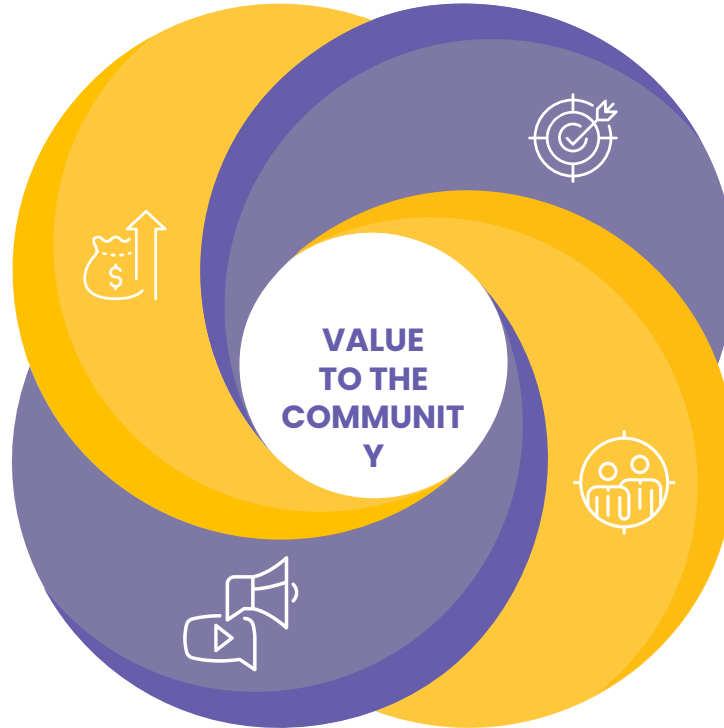


## EXPAND CAPACITY

- Clearer identification of needs
- More alignment with community training / PD
- Stronger public-private funding partnerships

## AMPLIFY THE MESSAGE

- Shared branding assets
- Stronger call to action
- More people mobilized



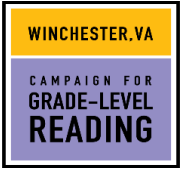
## ALIGN ON TARGETS

- Stronger data-driven approach
- More consistent reporting to community
- Increased likelihood of greater impact

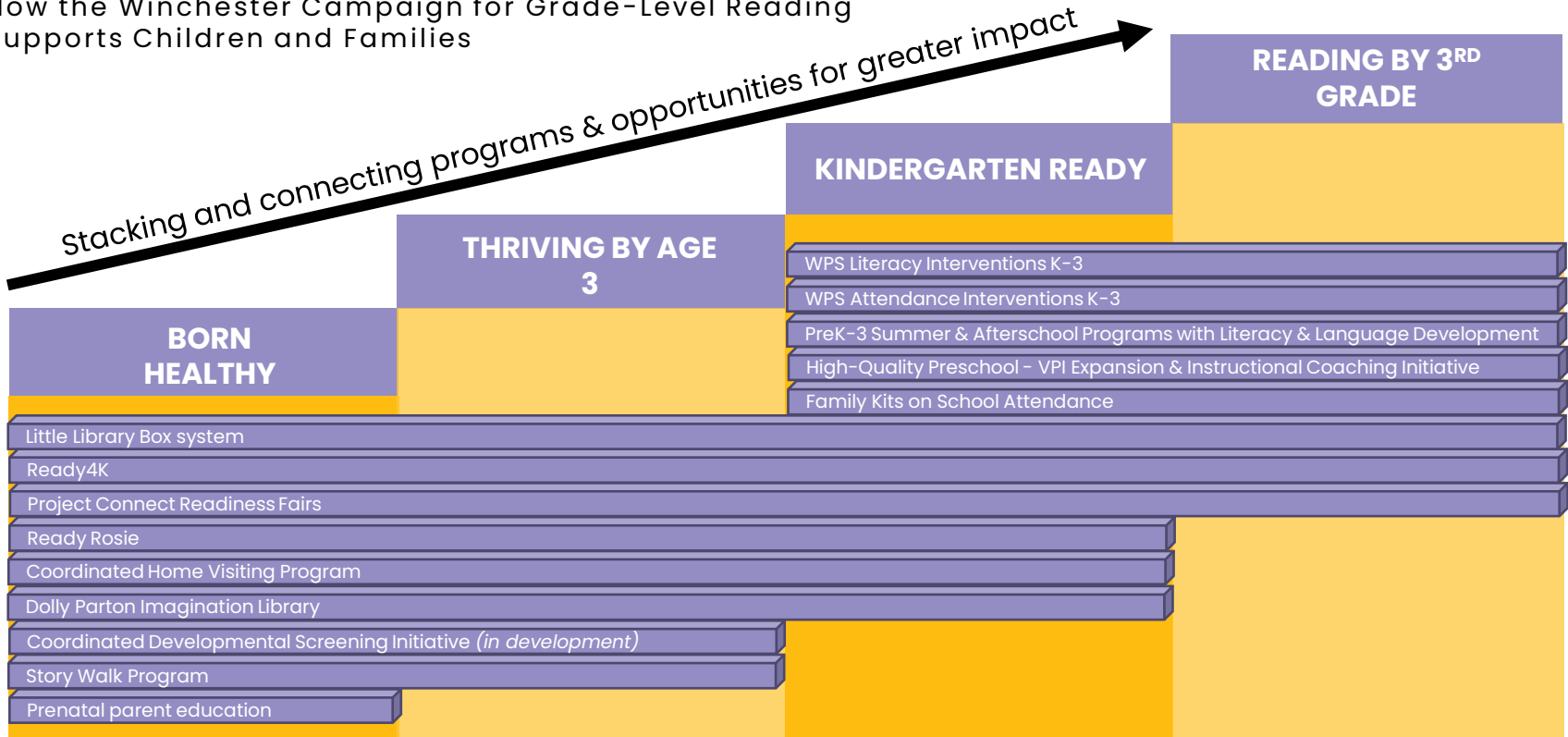
## COORDINATE ACTIVITY

- More engaged partners
- Better bridging between programs
- Stronger community mobilization

# THE JOURNEY TO READING PROFICIENCY



How the Winchester Campaign for Grade-Level Reading Supports Children and Families



# CALLING

All Winchester Parents!



## SIGN UP FOR THESE FREE PROGRAMS TODAY!



### READY4K

Provides age-appropriate, weekly text messages (SMS) at no cost, in multiple languages. The easiest way to deliver 52 weeks of evidence-based whole child support directly into families' hands, from birth to 4th grade.



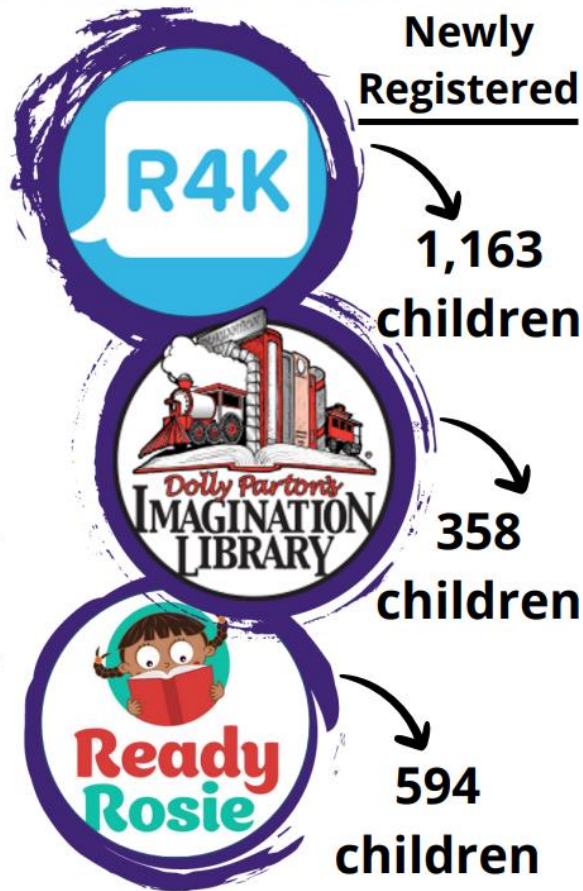
### DOLLY PARTON'S IMAGINATION LIBRARY

Provides age-appropriate, curated books into the hands of families with children birth to 5. With parenting tips, DPIL increases access to quality reading material and adds more books into the homes of our youngest learners.



### READY ROSIE

Provides age-appropriate, weekly emails at no cost, in multiple languages. Using videos and other resources, Ready Rosie builds capacity and confidence in families supporting the whole child from birth to 5 years old.





# COMMUNITY LITERACY INSTRUCTIONAL PROGRAM

EARLY CHILDHOOD EDUCATOR  
PROFESSIONAL DEVELOPMENT

A free, 2-part course open to community members who interact with young children learning how to read.

Session 1: Saturday, March 4, 2023

Session 2: Saturday, March 18, 2023

Time: 10:00 AM - 12:30 PM

Location: Handley Library, Benham  
Gallery Meeting Room

Scan to register:



**FREE**

**5 HOURS OF PD!**





# 2023 Opportunity Culture Winchester Public Schools

**Jake Boula**

Executive Director pk-12 Curriculum & Instruction



Winchester Public Schools

## EMPOWER<sup>2025</sup>



**LEARNER  
EMPOWERMENT**



**STAFF  
EMPOWERMENT**



**COMMUNITY & FAMILY  
EMPOWERMENT**



**ORGANIZATIONAL  
EMPOWERMENT**

# About Us



ORGANIZATIONAL  
EMPOWERMENT



White: 36.8%

Hispanic: 41.6%

Black/African American: 10.2%

Asian: 2.9%

Multiple: 8%

77%

**Qualify for  
Free/Reduced Lunch**

25%

**English Language  
Learners**





# Areas of Need



**Reading**

Economically  
Disadvantaged

**Reading**

Students with  
Disabilities

**Reading**

Black Students

**Math**

Algebra I

# Vision For Instruction



LEARNER  
EMPOWERMENT

## EMPOWER<sup>2025</sup>

- Empower 2025 - [Strategic Plan](#)
  - **Learner Empowerment**
    - LE Objective 1 - Maximize the Voice & Choice of Learners
    - LE Objective 2 - Prioritize Skills and Dispositions in Daily Learning Experiences
    - LE Objective 3 - Facilitate growth in Social & Emotional Wellness
    - LE Objective 4 - Acquire Essential Knowledge
- [Virginia Literacy Act](#)
- Equity lens in all that we do



# Vision for Staffing



**STAFF  
EMPOWERMENT**

Turnover 21-22	Turnover 20-21	Turnover 19-20	Turnover 18-19
<b>9.3%</b>	<b>13.4%</b>	<b>11.3%</b>	<b>10%</b>

- Increase the number of highly qualified candidates
- Increase retention of highly qualified teachers & leaders
- Increase the diversity of teachers & leaders

Years of Experience	Winchester	Frederick	Loudoun	Clarke	Warren	Shenandoah	Fauquier	Rapphanock	Hampshire (WV)	Berkely (WV)
0	\$ 45,500.00	\$ 42,500.00	\$ 53,730.00	\$ 44,000.00	\$ 45,900.00	\$ 44,500.00	\$ 44,800.00	\$ 45,000.00	\$ 36,815.00	\$ 39,628.00
5	\$ 48,005.00	\$ 46,595.00	\$ 59,730.00	\$ 47,867.00	\$ 48,963.00	\$ 46,879.00	\$ 48,225.00	\$ 48,922.00	\$ 39,997.00	\$ 42,924.00
15	\$ 55,458.00	\$ 53,420.00	\$ 74,730.00	\$ 53,921.00	\$ 55,713.00	\$ 52,662.00	\$ 55,967.00	\$ 54,005.00	\$ 45,873.00	\$ 49,345.00
20	\$ 59,930.00	\$ 57,515.00	\$ 79,730.00	\$ 58,672.00	\$ 59,430.00	\$ 55,815.00	\$ 60,441.00	\$ 56,343.00	\$ 48,811.00	\$ 53,069.00
25	\$ 62,911.00	\$ 60,245.00	\$ 84,730.00	\$ 62,220.00	\$ 63,395.00	\$ 59,157.00	\$ 66,675.00	\$ 60,697.00	\$ 51,749.00	\$ 56,732.00
Average	\$ 54,360.80	\$ 52,055.00	\$ 70,530.00	\$ 53,336.00	\$ 54,680.20	\$ 51,802.60	\$ 55,221.60	\$ 52,993.40	\$ 44,649.00	\$ 48,339.60



STAFF  
EMPOWERMENT

# The Plan & Grant Writing

“Winchester is implementing OC to retain and recruit the most effective **teachers** so that more **students** have access to the best **teachers** and more **teachers** have access to the best instructional **leaders**.”

# Opportunity Culture Models



STAFF  
EMPOWERMENT



**Standalone**  
Multi-Classroom Leadership



Multi-Classroom Leadership  
with **All-Team Reach**



Multi-Classroom Leadership  
with **Semi-Team Reach**

Career Ladder	Includes MCL and RA/TR roles	Includes MCL, TRT, MRT, and RA/TR roles	Includes MCL, TRT, MRT, and RA/TR roles
Team Reach	N/A when not trading a vacancy	When using a vacancy, students are distributed across all teachers on the team	When using a vacancy, students are distributed across some teachers on the team (whom we recommend meet a data bar of effective)
Funding Sources	Title I, Specialist Trades	Classroom Vacancies, Title I, Specialist Trades	Classroom Vacancies, Title I, Specialist Trades

# Opportunity Culture Models



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<b>Multi-Classroom Leader III (MCL III)</b>	Leads 7 - 8 teachers	\$18,000
<b>Multi-Classroom Leader II (MCL II)*</b>	Leads 4 - 6 teachers	\$15,000
<b>Multi-Classroom Leader I (MCL I)*</b>	Leads 2 - 3 teachers	\$12,000



# Creating a Vision



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- Developed a shared understanding of:
  - Division goals
  - School goals
  - Opportunity Culture models & plans of practice
  - Boundaries & limitations (Budget, personnel, etc...)



# Highlights of Design & Implementation

- Each school developed a design team outlining their expectations and model to use.
  - Design it around need & desire...**not** a specific “person”
    - Grade level, subject, teacher capacity, teacher shortage...
- Division leadership reviewed all plans for feasibility and sustainability
  - Working with class sizes in K-4, ELA classrooms
  - Additional funds if needed outside of the grant
  - Positions to “trade in”
  - Program of studies and continuity of course work (HS)
- Division leadership developed screening interviews for MCL positions
  - Criteria developed with OC
  - Timelines of applications, interviews, hiring, etc...
- School-based interviews of candidate
  - Guidance from division team on +/-, expected challenges, etc...





# Opportunity Culture Support



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Critical Competency	Definition
<b>Achievement (ACH)</b>	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
<b>Monitoring and Directiveness (M&amp;D)</b>	The drive and actions to set clear expectations and hold others accountable for performance.
<b>Planning Ahead (PLA)</b>	A bias toward planning in order to reach goals and avoid problems.
<b>Impact and Influence (I&amp;I)</b>	Acting with the purpose of influencing what other people think and do.
<b>Team Leadership (TL)</b>	Assuming authoritative leadership of a group for the benefit of the organization.
<b>Cultural Engagement (CE)</b>	Noticing, anticipating, and acting to meet people's practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics—including <b>race, gender, sexual orientation, religious, economic, and/or other backgrounds</b> —in order to create positive impact on individuals and groups.
<b>Initiative &amp; Persistence (I&amp;P)</b>	The drive and actions to do more than is expected or required in order to accomplish a challenging task.
<b>Belief in Learning Potential (BLP)</b>	A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
<b>Developing Others (DO)</b>	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
<b>Flexibility (FL)</b>	The ability to adapt one's approach to the requirements of a situation and to change tactics.



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# Implementation & Future Plan

22-23

15

MCL

Multi-Classroom Leaders

14

RA

Reach Associates

23-24

23

MCL

Multi-Classroom Leaders

20

RA

Reach Associates



- Ensuring a common message and understanding:
  - Administration, Staff, & Families;
  - Relationships in a new role;
  - First timers out of the classroom;
  - Best fit and placement of staff;
  - Roles and responsibilities;
  - New leaders and staff.



# Continuation & Improvement



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- Clarifying the role of the MCL
- Updating plans at each school
- Increased support for coaching adults
- Visiting other schools and divisions
- Support for PLC development
- Best fit (grade level, personalities, expectations)
- Ensuring class size requirements are met (VA specific)

# Successes



LEARNER  
EMPOWERMENT



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- Hands-on approach to individual coaching;
- MCL influence on quality instruction;
- PCL leadership and team ownership;
- Development of leaders;
- Quicker approach to identifying learning gaps.

# Smaller Group Discussions: Going Deeper

## Room 1



**Stephanie Dean**

Senior Vice President  
Opportunity Culture Policy and  
Outreach  
Public Impact



**Bishay Faris**

Manager  
CMS Teacher-Leader Pathway  
Charlotte-Mecklenburg School  
District, North Carolina



**Andy Gail**

Executive Director  
Literacy Volunteers  
Winchester Area

## Room 2



**Malai Amfahr**

Senior Program Officer  
Constituency Outreach and  
Engagement  
Campaign for Grade-Level Reading



**Jacob Boula**

Executive Director of PK-12  
Curriculum and Instruction  
Winchester Public Schools,  
Virginia



**Matthew Peterson**

Executive Director  
John & Janice Wyatt Foundation

# Upcoming GLR Learning Tuesdays Webinars:

## LEARNING LOSS RECOVERY CHALLENGE

Co-sponsored by New America

“Creating Environments and Conditions for Thriving Kindergarteners”

Tuesday, February 14, 3:00–4:30 p.m. ET/12:00–1:30 p.m. PT

## FUNDER TO FUNDER

“Remake Learning: Philanthropic Opportunities for Enhancing Local Learning Landscapes”

Tuesday, February 21, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

“Early Learning Innovation in a Time of Crisis”

Tuesday, February 21, 3:00 – 4:30 p.m. ET/12:00-1:30 p.m. PT

## LEARNING LOSS RECOVERY CHALLENGE

“Preventing Burnout and #Resignation: Investing in Teacher Coaching and Support”

Tuesday, February 28, 3:00 – 4:30 p.m. ET/12:00-1:30 p.m. PT

