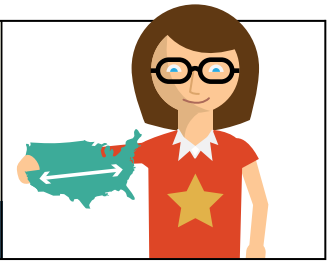


REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

MODEL OVERVIEW TABLE

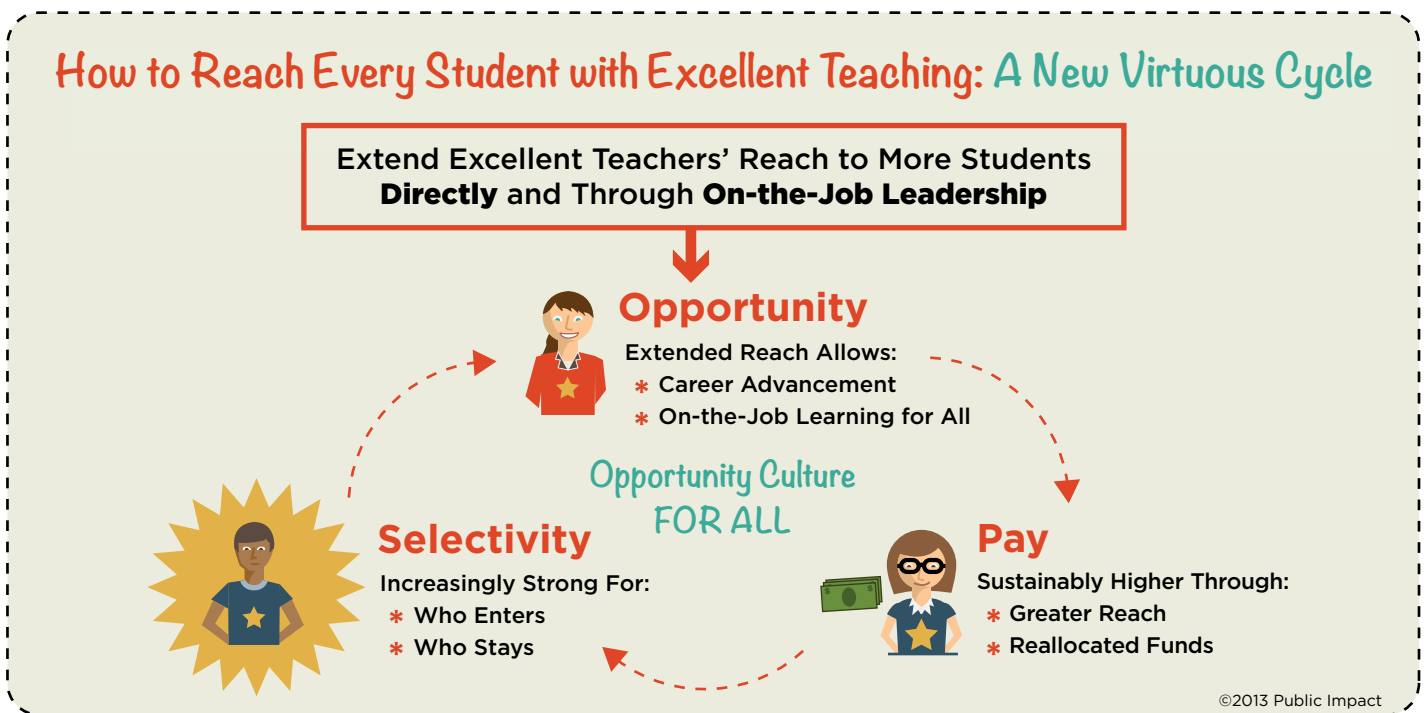


CREATING A VIRTUOUS CYCLE OF OPPORTUNITY

All students deserve excellent teachers, every year. By extending the reach of America’s best teachers to more students, we can create an “Opportunity Culture” in which teachers and students excel, all within a financially sustainable model.

In an **Opportunity Culture**, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach. Development toward excellence is possible for all staff, in every role.

As schools and teachers have begun implementing this vision, we have seen potential for extended-reach models to start a **virtuous cycle** of teacher selectivity, opportunity, and higher pay—for all:



How do we extend the reach of America’s best teachers? We offer Reach Extension models in the following table that make it possible. All of the models should operate within the following five **Opportunity Culture Principles**.

Teams of teachers and school leaders must choose and tailor models to:

1. **Reach more students with excellent teachers and their teams**
2. **Pay teachers more for extending their reach**
3. **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**

Most models create teams that enable new and solid teachers to learn from outstanding peers and have the chance to excel and advance their careers, while earning more and contributing to excellent student outcomes immediately. They provide school-day time for planning and collaboration, and some models make part-time work, reduced hours, and flexible schedules possible.

OPPORTUNITY CULTURE SCHOOL MODEL OVERVIEW TABLE

HOW DO EXCELLENT TEACHERS REACH MORE STUDENTS & HELP PEERS SUCCEED?



Where is the Excellent Teacher?

In-Person

The teacher accountable for learning is in the school, teaching face to face, and may lead peers.

Remotely Located

In schools with shortages, the teacher accountable for learning uses technology to teach and connect with students, and may lead peers. An in-person monitor is required.

MULTI-CLASSROOM LEADERSHIP

Excellent teacher leads a teaching team and is accountable for all students.

Multi-Classroom Leadership
(In-Person)

Multi-Teacher Leadership
(Remote)

SPECIALIZATION

Excellent teachers specialize in high-priority subjects and roles, with new paraprofessional support.

Subject Specialization | Role Specialization

Subject Specialization | Role Specialization

CLASS-SIZE CHANGES (in combination with models that reduce group size)

Excellent teachers teach larger classes, within limits and by choice, ideally without increasing instructional group size.

Class-Size Increases | Class-Size Shifting

Class-Size Increases | Class-Size Shifting

TIME SWAPS

Digital instruction or offline skill practice and projects save teachers time to teach more students and collaborate. Students spend an hour (elementary) or more (secondary) daily in paraprofessional-supervised learning.

In-Person Swaps

Rotation: Alternating teacher and digital or other instruction on a fixed schedule
Flex: Digital, small-group, and large-group learning time individualized

Remote Swaps

Rotation: Alternating remote teacher and digital or other instruction on a fixed schedule
Flex: Digital, small-group, and large-group learning time individualized

COMBINATIONS

Schools committed to reaching every student with excellent teaching will use combinations, and based on early experience and data, we recommend using direct-reach models (such as Time Swaps and Subject Specialization) in combination with Multi-Classroom Leadership at the **elementary** and **secondary** levels. These combinations are often optimal for collaboration, student reach, and higher teacher pay. **Multi-Combinations** of varying kinds are possible. For more school-based and alternative models that personalize learning while setting high standards for learning, see **School Model Summaries**.

Note: Shaded items may require new technology. Students are in school buildings in all models in this table.

*The terms Rotation and Flex are widely used to describe “blended learning” models.

WHEN LEARNING IS OUTSIDE THE SCHOOL:

Students learning at home or in community-based programs need excellent teachers, too. **Four additional models** combine excellent remote teachers, digital instruction, and parents or community-based organization (CBO) staff as monitors: CBO-Monitored Remote, CBO-Monitored Remote + Digital Instruction, Parent-Monitored Remote, Parent-Monitored Remote + Digital Instruction.

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