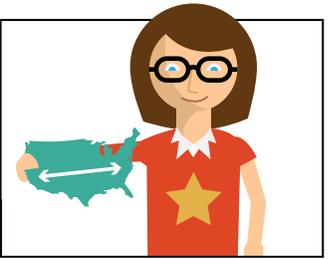


# REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

MULTI-CLASSROOM LEADERSHIP



**E**xcellent teachers with leadership competencies lead teams of other teachers to meet the leaders’ standards of excellence. Teachers, including the teacher-leader, play instructional roles assigned by the leader and use the leader’s methods and tools. The teacher-leader chooses, evaluates, and develops team members, establishing each person’s roles and goals at least annually. The leader facilitates team collaboration and planning. (S)he, with the principal, dismisses team members when necessary. The leader earns more than the others—funded by the reduction of non-classroom specialists, lower pay for others with narrower instructional roles and fewer work hours, and in some cases a reduction of team size. The leader is accountable for team success and all students’ learning. Estimated Reach Extension Effect: 100%–400% more students reached by excellent teachers in charge; more with larger spans. For more on this model, see [opportunityculture.org/reach/multi-classroom-leadership-in-person/](http://opportunityculture.org/reach/multi-classroom-leadership-in-person/).

## MORE DETAIL:

This model enables excellent teachers to reach many more students, both directly through instruction and indirectly, by improving the work of other teachers and staff in multiple classrooms. Teacher-leaders coordinate teams that jointly attend to each student’s academic, social, emotional, behavioral, and time-management skills.

Students who would not otherwise have access to an excellent teacher’s standards and methods can now have them, either directly from the excellent teacher or from a teacher on her team.

Schools and districts with a normal or smaller number of excellent teachers, many new teachers, or the need for a much larger supply of school leaders will find this model especially helpful. But most schools could benefit from using this model in at least some classrooms. Schools may implement this model in some grades or subjects but not others, or across whole schools.

Multi-classroom leadership provides schools with a sustainably

funded, internal leadership-development pipeline, and it promotes development of other staff members, while also reaching more students immediately with excellent teachers’ standards and methods. A natural, sustainably funded career progression for teacher-leaders also emerges as teachers increase the number of classrooms they lead.

This model requires minimal changes at most in time use, technology use, and facilities, though it is compatible with other reach extension models that do require changes in these areas (see Likely Combinations at [opportunityculture.org/reach#combinations](http://opportunityculture.org/reach#combinations)).

**Role and Schedule Changes for Excellent Teachers:** In this model, the teacher-leader works collaboratively with the team of other teachers, inviting new ideas to improve individuals’ and team performance. But the leader must make final decisions, because (s)he is ultimately responsible for the team’s methods and success, and must guide the team to achieve excellent outcomes for students. While each team will vary based on the team teachers’ capabilities and the student population, the teacher-leader will have at least these responsibilities:

- \* **Selecting team teachers**, with the principal, who will make up the team.
- \* **Setting high standards** for instruction, including expectations for interim assessments, targeted student progress during the year, and higher-order thinking goals.
- \* **Clarifying team members’ roles**, including his/her own, such as who: teaches which aspects of subjects; tutors; grades; monitors student progress; plans instructional changes; supervises digital instruction; completes noninstructional tasks, etc.



- \* **Determining how students spend time**—what subjects/subjects when; large group, small group, and individual time; face-to-face and digital instruction; knowledge and skill acquisition; higher-order thinking—analytical, creative, and conceptual.
- \* **Teaching** the subjects, students, and instructional elements with which the leader excels.
- \* **Providing direction and modeling** so team teachers understand his/her techniques.
- \* **Providing on-the-job feedback and development** for team teachers.
- \* **Organizing and scheduling time** for members of the team to monitor progress, plan instruction, and collaborate to improve instruction.
- \* **Managing use of digital instruction and tools** to save time (in some cases, choosing these independently, or making recommendations to the school's leadership about changes).
- \* **Evaluating team teachers** for potential role changes and increased responsibility.
- \* **With the principal, dismissing** team members who do not meet the leader's standards.

The teacher-leader's schedule will vary based on the amount of time she spends teaching and on the needs of her team.

**New Roles for Other Staff:** Team teachers on each team play a wide variety of roles of varying difficulty and breadth as the teacher-leader helps them discover their strengths. Part of the teacher-leader's job is to identify candidates who excel in a narrow range of teaching roles and ensure that they are able to do these tasks often. The teacher-leader's job also includes identifying team teachers who excel in a wide range of teaching tasks and who are strong contributors to improving the team. These teachers become candidates for managing their own classrooms independently and potentially for expanded impact through managing multiple classrooms.

When excellent teachers reach more students successfully and develop other teachers' skills, schools may be able to reduce the number of non-classroom instructional specialist positions that provide remedial and advanced instruction. Some instructional specialists may be candidates for teacher-leader or team teacher roles.



$$\text{A Teacher's Impact} = \text{Student Outcomes} \times \text{Number of Students Reached}$$

In an **Opportunity Culture**, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach.



Optional positions may increase the number of students excellent teachers reach effectively. Tutors and teaching assistants may contribute to excellence by following the lead of excellent teachers and playing supporting roles.

- \* Tutors may provide small-group and individual instruction at the direction of teacher-leaders. Tutors may work in person or be remotely located when necessary.
- \* Teaching assistants may relieve excellent teachers and teacher-leaders of administrative work.

**Impact on Students:** Students who would not otherwise have an excellent teacher benefit from the standards, materials, and methods of the excellent teacher-leader. A very large number of students at all levels of advancement can benefit from this model when schools select teacher-leaders well, and when they place team members on the team into the right roles.

**Scheduling Changes:** None at schoolwide level. Individual classrooms within teams will have very different schedules during allocated class time, as teacher-leaders arrange team teachers' schedules to ensure that students have the best teachers available for different aspects of learning.

**Pay Changes:** The teacher-leader earns more, depending upon how many classrooms (s)he can lead successfully. By using paraprofessionals instead of teachers to supervise noninstructional time and complete paperwork, a school could pay all team teachers more, while still paying teacher-leaders a substantial additional supplement. Scenario analyses indicate that in some cases schools may double teacher-leader pay while paying team teachers supplements of up to 25 percent. A school could also use this model as a training and mentoring vehicle for newer teachers, although savings and pay increases will be lower when used in a limited number of classrooms. In some variations, teachers and other team staff may earn less, depending upon the difficulty of each role and

work hours (for example, teachers in some roles may work 40-hour weeks rather than today's average teacher week of over 50 hours). See details about pay and budget effects in *Financial Planning for Multi-Classroom Leadership* and the *Financial Planning Summary*, both at <http://opportunityculture.org/reach/pay-teachers-more/>.

**Cost Savings To Be Shared by Excellent Teachers and School:** This model can be budget neutral. Schools can save money by paying less for some team-teacher roles with lighter workloads or less responsibility, and by reducing non-classroom specialist positions, shifting excellent specialists back into classroom roles as multi-classroom leaders. Additionally, some teacher-leaders with larger teams may replace a team teacher with a paraprofessional (a less-costly role) to supervise students during noninstructional time and to complete administrative paperwork. Schools can then

share that financial benefit with teacher-leaders through higher pay for their increased responsibility and reach, and potentially pay *all* team teachers more.

**Changes to Class/Group Size:** None required. Schools could choose to increase class size when teacher-leaders lead larger numbers of classrooms, but this still may not increase instructional group sizes for teacher-led instruction.

**Facilities Changes:** None.

**Technology Needs:** None.

**Estimated Reach Effect Calculation Assumptions:** The table below shows the increases in students reached when teacher-leaders are responsible for increasing numbers of classrooms:

# of Classes Led by Excellent Teacher	# of Students with Excellent Teacher Responsible for Learning	Reach Effect: % Increase in Students with Excellent Teacher Responsible for Learning	Total # of Teachers Needed to Cover Each Span, if Limiting to 1:34 Ratio*
1	24	0%	1
2	48	100%	2 (1:24 Ratio)
3	72	200%	3 (1:24 Ratio)
4	96	300%	3-4 (1:32 or 1:24)**
5	120	400%	4-5 (1:30 or 1:24)**

\*The average teacher: student ratio of Japan and South Korea—two countries with high graduation rates—is approximately 1:34, which we use here as an outside limit. \*\*Managing four or more classrooms presents opportunities for cost savings via higher ratios *or* replacement of a licensed teacher with an unlicensed assistant, computer lab monitor, and/or other aide.

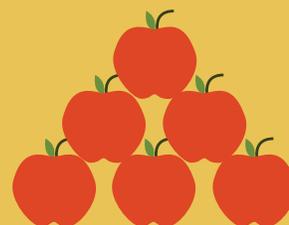
### CRITICAL IMPLEMENTATION DECISIONS, AMONG OTHERS, INCLUDE:

- \* Which **teachers** will lead teams? Consider past learning results and classroom management skills, along with demonstrated competencies such as peer-team leadership, initiative, goal-setting, directiveness, communication skills with adults, and prior success developing other teachers (formally or informally).
- \* Will teacher-leaders be **trained**? Or will the ramp-up in number of classrooms provide on-the-job training?
- \* How will authority over **personnel decisions** be shared between principals and teacher-leaders?
- \* **How many classes of what size** will each teacher-leader manage? At first? Later goal?
- \* Which **students** will be in multi-class environments? Consider which students will benefit most from the teacher-leader's methods. Consider the overall student mix across classrooms and the demonstrated strengths of available teachers with differing students.

### 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



- \* Does the allocation of **teacher aides or school specialists** need to change? Will an aide be needed in order to drop a teaching position with large spans (4- or 5-class teams)? Which non-classroom instructional specialist roles can be eliminated? Might some switch roles (e.g., the specialist becomes a teacher-leader)?
  - \* How will **pay** change for teacher-leaders? Team teachers and staff? How much of the school needs to be organized into teams to reduce specialist costs to fund teacher-leader pay? What scale is needed to reduce the number of licensed teachers to fund teacher-leader pay? What portion of the teacher-leader's (and others') pay will be contingent on student outcomes?
  - \* Are there any **design elements of teams that need to be consistent** across the school? Or can all be determined by each teacher-leader?
- \* For existing schools changing to multi-classroom leadership (rather than new schools), consider **options for transitioning** positions that are eventually eliminated. Some options include natural attrition, early retirement, voluntary shifting of current teachers into alternative positions, or (where warranted) dismissal of ineffective teacher(s).
  - \* How will the change be **communicated** to staff and other stakeholders to convey the value of teacher-led teams?
  - \* What changes in policies and practices related to **hiring, retention, dismissal, professional development, leadership, and teacher evaluation** are needed?

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