OPPORTUNITYCULTURE.ORG

REDESIGNING SCHOOLS
TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS
TEACHER, LEADER, AND PARAPROFESSIONAL CAREER PATHS

INTRODUCTION

This document provides an overview of multiple career paths that schools can use to expand opportunities for their teachers.

These career paths match Public Impact’s school models that use job redesign and technology to extend the reach of excellent teachers to more students, for more pay, within budget.

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.

We call this an “OpportunityCulture.”

In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach. When teachers reach more students, per-pupil funds are freed to cover higher pay and other priorities. For more information, see OpportunityCulture.org, which provides school model summaries, detailed models and tools, and a summary of the teacher career paths presented here. Visit often for updated materials.

NOTE: An updated version of this publication can be found here:


Here we introduce many new roles:

✱ Reach-extended roles, in which excellent teachers take responsibility for more students, or contribute intellectual and performance abilities to produce digitized instruction or instructional tools that other teachers or students may use, and

✱ Support roles, in which other teachers, working with reach-extending teachers, contribute to excellence and develop their teaching prowess.

These new roles enable teachers to pursue a variety of career paths (pp. 4–6). Teachers may move among paths during their careers, and some roles may be combined. The paths show multiple levels for each role. Pay for a given level will vary across paths.

In addition, the leadership path gives teachers experiences that equip them to lead schools, groups of schools, or districts (p. 6).

Schools using these models may continue to offer traditional teacher roles, but this should be limited to subjects and students for which extended reach models are not feasible. Otherwise limiting reach in a school will decrease pay supplements for teachers who are extending their reach. Teachers progressing to master levels or becoming mentors in traditional models are typically few in number and dependent on temporary funding for pay supplements. Those roles appear on the overview chart (p. 3).

School models for extended reach open up additional opportunities for paraprofessionals, who can play important support roles that make reach extension possible (p. 6).

Finally, we also provide short written descriptions of all teacher career paths (p. 7), and notes about the roles and paths (p. 8).

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