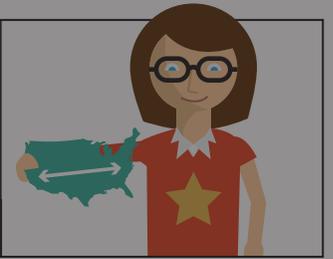


REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

TEACHER, LEADER, AND PARAPROFESSIONAL CAREER PATHS



INTRODUCTION

This document describes these career paths for teachers to learn from outstanding practices and achieve better outcomes immediately.

We call this an “**C**ulture of Excellence, Leadership, and

NOTE: An updated version of this publication can be found here:
https://opportunityculture.org/wp-content/uploads/2018/06/Career_Paths_and_Pay_in_an_Opportunity_Culture_A_Practical_Guide-Public_Impact.pdf

opportunities for their teachers. And the reach of excellent and solid teachers to learn and growing to excellent student

dependent upon their excellence. More students, per-pupil

funds are freed to cover higher pay and other priorities. For more information, see [OpportunityCulture.org](https://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.

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).

CONTENTS

School Model Snapshots 2

Teachers:

- Overview of teaching roles 3
- Career paths for:
 - In-person teachers (working in schools) 4
 - Remotely located teachers 5
 - Boundless teacher-reach roles 6

Leadership: Complete career path 6

Paraprofessionals: Roles supporting reach extension 6

Teacher Career Paths: Summary descriptions 7

