



REDESIGNING SCHOOLS—PROCESS PRINCIPLES

Design Content

- School models/designs adhere to the Opportunity Culture Principles (below).
- Other goals and values important to the school are incorporated into new models.
- Designs address major implementation steps and timing.

Design Process

- Excellent teachers in early-implementation schools determine school designs with school leaders.
- Excellent teachers work with district leaders to determine design options prescribed at the district level.
- District leaders communicate design limits (such as state policy) to schools in advance.
- Teachers not on the design team are “the customer” and can give feedback.
- Superintendent assigns a district-level person to be fully accountable for implementation.

Communication and Implementation Process

- Design team members who work in schools communicate directly with the school community.
- Schools immediately incorporate new models into their human resource practices.
- Districts immediately provide materials and help for recruiting and selection.
- District leaders and staff do not enforce district policies that inhibit the reach of excellent teachers in early-implementation schools.

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

