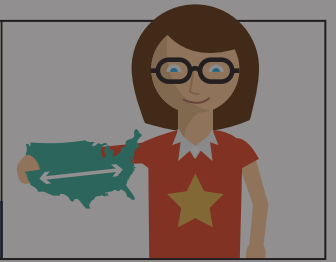


REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

FINANCIAL PLANNING FOR ELEMENTARY SUBJECT SPECIALIZATION



SUMMARY

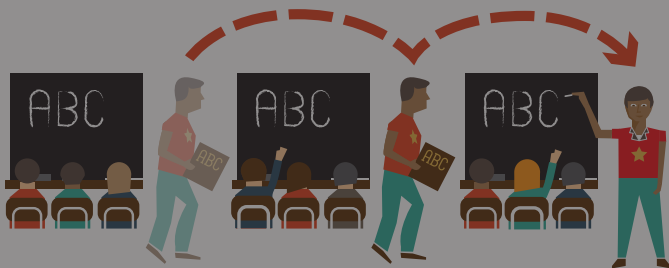
This brief shows how teachers may earn more, sustainably, in an Elementary Subject Specialization school model. In this model, classroom subject specialists teach one or two core subjects in which they excel to two to four classes of students. Schools relieve classroom specialists of other instructional and noninstructional duties, in part by providing paraprofessional support staff to supervise students during noninstructional time. This model shows how an instructional model show how schools could increase teacher reach. This model shows how schools could use this model to increase student learning. Combining this model with other models, instructional staff may produce even greater results.

Note: This publication is no longer available. For updated information, please click [here](#).

This brief summarizes the expected savings and costs associated with Elementary Subject Specialization used to reach more students with excellent teachers. This is one way that schools and their teachers can simultaneously reach more students with excellent teaching, expand teachers' career opportunities, and sustainably fund higher pay and other priorities.

ELEMENTARY SUBJECT SPECIALIZATION

A school's best teachers teach one of two core subject pairs: math/science or language arts/social studies, while teammates take care of students the rest of the time and cover administrative work. This allows specialized teachers to instruct multiple classrooms of students and gain more time for planning and collaboration.



Elementary Subject Specialization is one of more than 20 school models published by Public Impact that use job redesign and technology to extend the reach of excellent teachers to more students, for more pay, within budget. Most of these models create new roles and collaborative teams, enabling all teachers and staff to develop and contribute to excellence.

We call this an "Opportunity Culture." 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.

When teachers reach more students, additional per-pupil funds become available to support those teachers' work. This additional funding, minus new costs, can be used for higher pay and other priorities, according to the values, needs, and priorities of each school.

In this brief, we summarize how Elementary Subject Specialization can **generate savings that schools can use for higher pay and other priorities**. We show **scenarios** that illustrate the estimated savings possible under different approaches to Elementary Subject Specialization, the estimated costs to support extended reach of excellent teachers, and the estimated range of pay increases for teachers.

Although we do not show examples here, Elementary Specialization can be combined with other reach models, such as Multi-Classroom Leadership and Time-Technology Swaps. Schools can use combinations to increase reach as well as planning and collaboration time for teachers. In some cases, especially by combining reach models, schools can pay *all* teachers more within budget, while developing instructional excellence schoolwide.

Extending the reach of excellence requires excellent results. Schools should implement models in ways that allow teachers to reach more students without lowering student outcomes below the excellence bar. School leaders who choose models wisely—to