This brief summarizes the expected savings and costs associated with Multi-Classroom Leadership 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.

**MULTI-CLASSROOM LEADERSHIP**

Teachers with leadership skills both teach and lead teams of other teachers in order to share their strategies and best practices for classroom success. Responsible for achieving high growth for all classrooms in the team, the teacher-leader determines how students spend time and tailors teachers’ roles according to their strengths.

Multi-Classroom Leadership 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 Multi-Classroom Leadership 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 this model, the estimated costs to support extended reach of excellent teachers, and the estimated range of pay increases for teachers. In some cases, by replacing one teaching position in a team with a paraprofessional position to supervise noninstructional time and complete administrative paperwork, all team teachers can earn more while paying even more to the teacher-leader who leads the team.