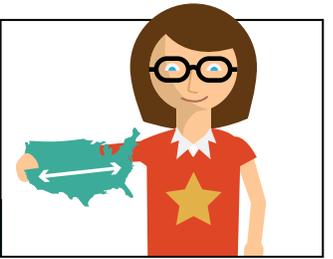


REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

FINANCIAL PLANNING FOR MULTI-CLASSROOM LEADERSHIP



SUMMARY

This brief shows how teacher-leaders may earn more, sustainably, in a Multi-Classroom Leadership school model. In this model, excellent teachers with leadership skills lead and develop teams of teachers and paraprofessionals to deliver learning that meets the leader’s standard of excellence to multiple classrooms of students. By teaching more students, teacher-leaders may earn more from existing per-pupil funding. Calculations of savings and costs from this model show how schools could increase teacher-leader pay between 67% and 134%, *without increasing class sizes and within existing budgets*. In some scenarios, schools may also pay *all* teachers on the team 10%–25% more while still paying teacher-leaders up to 109% more. Team teachers have the chance to collaborate with and learn from the already-excellent teachers, try a variety of roles to identify their strengths, and potentially establish track records needed to extend their own reach to more students using this and other models. Combining this model with other models to extend the reach of excellent teachers and promote excellence by all instructional staff may produce even greater savings to fund teacher pay increases and other priorities, while producing excellent student outcomes.

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.



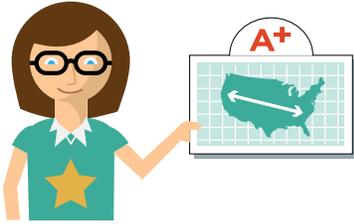
Multi-Classroom Leadership is one of more than 20 school models published by Public Impact that use job redesign and technology to extend the reach of excellent teachers to more students, for more pay, within budget. Most of these models create new roles and collaborative teams, enabling all teachers 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.

In an **Opportunity Culture**, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach.



Although we do not show examples here, Multi-Classroom Leadership can be combined with other reach models, such as Subject and Role Specialization and Time-Technology Swaps. Schools can use combinations to increase reach as well as planning and collaboration time for teachers. 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 reach students with teachers who are most consistently excellent in a particular subject or role, and with the support each teacher needs—may find that improved student outcomes lead to increased public support for additional school funding.

For more information, see OpportunityCulture.org, which provides a **financial summary** showing how to calculate net savings in different models for extending the reach of excellent teachers, **school model summaries**, **detailed models**, **teacher career paths**, and more **tools**. Detailed models include *pay changes* and *cost savings* sections specific to each model. See the table at the end of this brief for an overview of savings and costs in multiple reach models.

THE MULTI-CLASSROOM LEADERSHIP MODEL EXPLAINED

In this model, excellent teachers with leadership competencies lead teams of other teachers to meet the leaders' standards of excellence. Teachers, including the teacher-leader, play instructional roles assigned by the leader and use the leader's methods and tools. The teacher-leader chooses, evaluates, and develops team members, establishing each person's roles and goals at least annually. The leader facilitates team collaboration and planning. With the principal, the teacher-leader dismisses team members when necessary. The leader is accountable for team success and all students' learning.

Reach Effect: approximately 100%–400% more students reached by excellent teachers in charge; more with larger spans. For more detail about this model, see: <http://opportunityculture.org/reach/multi-classroom-leadership-in-person/>.

HOW THIS MODEL CAN GENERATE SAVINGS FOR HIGHER PAY AND OTHER PRIORITIES

Multi-Classroom Leadership presents several alternatives. First, a school could use this model as a training and mentoring vehicle for newer teachers, although savings and pay increases will be lower when used in a limited number of classrooms. Second, a school could pay some team teachers less by limiting their roles and work to 40 hours rather than the 50 that are typical of teachers today. Third, by using paraprofessionals instead of teachers to supervise noninstructional time and complete paperwork, a school could pay *all* team teachers more, while paying teacher-leaders a substantial additional supplement.

This model produces potential **savings** while requiring **costs** that only partially reduce those savings. In practice, the net savings available to pay teachers more and fund other priorities will vary by local wage differentials between teachers and other school staff, and the specific decisions that school design teams make about how the model will work. See the scenarios below for some starting options.

In addition to making specific decisions about how the model will work, design teams of teachers and leaders will have to make choices about the **speed of transition**, based on the urgency of student learning needs, school values, and financial realities. Faster implementation in an existing school can free funds more quickly, but may increase transitional costs, described below.

The ways that Multi-Classroom Leadership can produce financial savings or increase funding include:

- * **Paying less for teaching roles with lighter workloads (shorter hours) or less responsibility.** Multi-Classroom Leadership may allow some team teachers to focus on work that may be done in a shorter workweek or with a smaller span of responsibility, such as teaching small groups of students, grading, and providing feedback to students. Teachers in traditional classroom roles report working 50 or more hours weekly, while some of these new roles may be done in a 40-hour workweek, if designed as such. Although reducing team-teacher pay is not essential for this model (see below), schools have a **variety of options for keeping overall pay for team teachers lower without actually cutting pay for most individuals**, compared to today's scales.

- For example, schools may implement this model in a limited number of classrooms, so that new teachers and ones who need constrained work hours have multi-classroom leader teams in which to work. Schools may use Multi-Classroom Leadership in this way in growing districts and school networks, where training newer teachers is a continuing need.
- Alternatively, whole schools might combine populations of highly capable teacher-leaders with early-career teachers learning the craft. Newer team teachers likely would work traditional teacher hours to learn and develop their skills, but they also typically have lower pay rates. This solution might help in schools that can attract some exceptional teacher-leaders but have high turnover among newer teachers. Pay could stay in line with today's rates until team teachers reached a certain level of experience, at which point pay would level off for these roles. Team teachers desiring higher-paying positions at that point would need to take traditional classroom teaching roles (in the same school or another), multi-classroom leader positions (if they qualify), or one of the reach-extended roles in another model (e.g., classroom specialist or blended-learning teacher).

Many entering teachers might choose to work as team teachers in schools using a multi-classroom leader model to reap the benefit of hands-on professional development by excellent teacher-leaders—knowing that traditional classroom roles and opportunities to extend their reach are available once they achieve higher levels of teaching mastery.

- * **Shifting non-classroom instructional specialists back into classrooms.** When excellent teachers reach more students successfully, fewer students may need specialists who supplement in-class differentiation and remediation. In schools where specialists are chosen for their teaching prowess, those non-classroom specialists could return to classroom roles as multi-classroom leaders. This saves funds by avoiding an additional hire when an excellent teacher working outside the classroom as a specialist is already available in the school and can move into a direct teacher-leader role. Note: In some districts, these non-classroom positions may be paid for out of the district budget rather than school-level budgets. The district should work with schools designing Opportunity Culture models to allow them to reallocate those positions.
- * **Allowing teachers who are the most consistently excellent to reach more students with whom they are likely to continue achieving excellent outcomes by using paraprofessionals.** A strong teacher-leader may be able to organize excellent instruction for a group of students with a smaller number

of teachers than the team would ordinarily have, by adding a paraprofessional to supervise students during noninstructional time and to perform administrative duties. For example, a teacher-leader could lead a group of four classrooms taught by herself, two team teachers, and a paraprofessional. Since the paraprofessional role is less costly to the school than a fourth team teacher would have been, this approach produces a net savings. *All* the teachers can earn more in this variation.

Costs when implementing Multi-Classroom Leadership may be incurred by:

- * **Adding paraprofessional roles to support reach.** If a Multi-Classroom Leadership team will have a reduced number of teachers (as in the example in the previous bullet), it may need to add a teaching assistant or other paraprofessional to supervise students during homeroom, other unstructured time, and transitions, and to cover most administrative work and other noninstructional tasks. These adults collaborate with teachers to ensure student learning and development. Paraprofessional roles do not require the high levels of combined academic, planning, and classroom management skills that full teachers need, and thus the pay for these positions is lower. However, people in these positions could have shorter workweeks of approximately 40 hours (in contrast, traditional teachers report working over 50 hours weekly on average).
- * **Transitioning pay discrepancies.** Schools may choose to transition to Multi-Classroom Leadership as excellent teachers become available (through new hiring or the development of solid teachers) and as natural attrition of the least effective teachers occurs. But other schools may choose to make faster transitions, in which current teachers change roles immediately. In Multi-Classroom Leadership, this might mean organizing teams to eliminate the need for ineffective teachers to be responsible for most instruction—they could be reassigned as teaching assistants to take care of administrative work and students during noninstructional time, transferred to other noninstructional positions within a district, or, where warranted, dismissed. Tenured and contract-protected teach-



**A Teacher's Impact =
Student Outcomes x
Number of Students Reached**

ers who remain in schools but do not continue in full teaching roles may need to be paid above the going rate of their new positions. Although this cost is transitional and temporary, it may be the most significant cost of reach extension for some schools. When financially viable, with public or private philanthropic funding, bearing this cost will make reach fairer and more palatable to those who entered the profession with different expectations. A slower transition to reach models within each school can avoid this cost, but may reduce the benefit to current students.

- * **Obtaining design assistance.** Some schools and districts may need design and facilitation assistance to choose and tailor reach models. This temporary cost may be funded by allocating reach-model savings over a number of years or by obtaining special, temporary grants. See <http://opportunityculture.org/reach/> for links to detailed school models and implementation tools that may help reduce or eliminate this cost in some locations.

Finally, **benefits costs may increase or decrease the savings—and teacher pay boosts—projected here**, both in absolute terms and as a percentage of wages and salaries. We do not model benefits here, as the permutations in different schools are too numerous for this summary. School and district financial officers will need to be mindful of benefits when calculating and reallocating the savings. Reallocating savings to pay increases for teachers whose reach is extended and to new spending on other priorities may have different effects on benefits costs. For example: Paraprofessional benefits during employment may be a higher percentage of wages than benefits for professionals, reducing savings somewhat. Alternatively, reducing the number of positions, such as non-classroom specialist reductions when reaching more students with highly effective classroom teachers, will in most cases further add to savings—increasing funds to pay teacher-leaders and classroom team teachers more.

SCENARIOS OF MULTI-CLASSROOM LEADERSHIP

In the discussion and tables at the end of this brief, we show different scenarios for the use of this model. These scenarios illustrate different ways schools could use the model, and the net cost savings possible in each approach. For each scenario, we express the “bottom line” as the maximum potential pay supplement a school using this model could pay the teachers whose reach is being extended. Schools may choose to use some of the savings for other purposes as well.

HOW SCHOOLS CAN USE SAVINGS

The Multi-Classroom Leadership model frees funds, and can free teachers’ time, too. School design teams composed of teachers and school or district leaders must choose how to reinvest that money and time.

In addition to paying great teachers more for reaching more students, schools can use freed funds and time for nearly any school priority that requires time and money.

Schools and districts could also:

- * **Increase leadership by funding excellent teachers’ time:**
 - To develop, lead, train, and evaluate other teachers and staff
 - To develop rubrics and routines that allow developing teachers and staff to take on more of the excellent teachers’ duties while maintaining excellent student outcomes for all students
 - To help school leaders determine the best **career paths** for developing teachers
- * **Increase development and collaboration of all teachers by funding time:**
 - To collaborate with teammates
 - To develop skills needed for excellence in every role and for career advancement
- * **Increase learning personalization and enrichment by funding time and talent:**
 - To add instructional time to students’ days or school year
 - To reduce instructional group sizes
 - To provide more small-group and individual instruction, by teachers or tutors
 - To spend more time on enriched instruction and higher-order thinking skills
 - To increase the planning time needed to handle a greater student load

The benefits of reach extension to teachers are not all financial. Multi-Classroom Leadership could allow schools to increase **job flexibility and provide part-time work** to team teachers who want to work on a part-time schedule or a 40-hour (rather than 50-plus-hour) workweek. For example, a team teacher could teach in the mornings and then leave the school at midday; a peer might teach another class and work only in the afternoons. Together these two teachers produce the work of one team teacher, but each is able to work reduced hours, by choice. This may help schools retain some excellent, experienced teachers who would otherwise exit the profession during various stages of their careers. (See more on OpportunityCulture.org at <http://opportunityculture.org/teachers-time/>.)

Of course, for many teachers, the chances to pursue teaching excellence, impact more students, develop, and help peers succeed are the best benefits of this model and of building an Opportunity Culture within schools.

Visit OpportunityCulture.org for more information on Multi-Classroom Leadership, other reach models, and their implications for students, teachers, and schools.

OTHER RESOURCES

Additional resources for reallocating spending to support better student learning include the following:

Education Resource Strategies (ERS) is a nonprofit organization dedicated to helping urban school systems organize talent, time, and money to create great schools at scale. Learn more about how to reallocate resources to support strategic school designs that extend teacher reach on their website: http://erstrategies.org/strategies/school_design.

The Center on Reinventing Public Education has published numerous reports about public school spending and has a web page devoted to finance, spending, and productivity: <http://www.crpe.org/finance-and-productivity>.

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**

SCENARIOS

In this section, we show calculations of the net savings under several versions of Multi-Classroom Leadership. To allow for ready comparisons, all of these scenarios are based on a four-classroom team led by a single multi-classroom teacher-leader.

The scenarios vary by:

- * **The number of team teachers in the four-classroom team:**
 - **3 team teachers** (plus the teacher-leader), or
 - **2 team teachers** (plus the teacher-leader and one new teaching assistant).

- * **The team teachers' workload and pay:**

- **Normal** (a normal workweek; earning 90%–100% of the average teacher pay because they work under the supervision of the teacher-leader).
- **Reduced hours** (a 40-hour workweek, 10+ hours less than average teacher; earning 80% of average teacher pay).
- **Enhanced** (a typical teacher workweek of 50 or more hours; earning 110%–125% of average teacher pay).

- * **Whether new teaching assistants or tutors are needed to support the team**

- **Yes** (one new TA is added).
- **No** (no new TAs are added).

- * **How many non-classroom specialists can be shifted into direct teaching roles or otherwise are no longer needed by the team:**

- **Low** (only one-third of a full-time equivalent position [FTE] serves the team and can be reassigned; for example, a K–5 school with two non-classroom specialists).
- **High** (two-thirds of an FTE serves the team and can be reassigned; for example, a K–5 school with four non-classroom specialists).

Note: By non-classroom specialists, we mean individuals who coach teachers and/or teach non-special population students in core subjects, such as literacy specialists/facilitators; math specialists/facilitators; and remedial or gifted specialists. We are not referring to teachers of special education or English language learners, who we assume would continue to play their current roles in these models.

For each scenario, we show the assumptions, the costs before and after the scenario, and the savings made possible by the scenario. We express these savings in various ways, but the “bottom lines” in the charts show how much more the teacher-leader could earn if the school applied 100% of the savings to that purpose. Of course, schools may choose to divide savings between teacher-leader pay increases and other valued spending, so these figures just show the maximum *possible* pay boost for teacher-leaders in these scenarios.

Schools using these scenarios will need to modify them to fit their own circumstances. For example, the scenarios contain assumptions based on national averages about the ratio of paraprofessional pay to teacher pay (0.45, meaning that the average paraprofessional pay is 45 percent of average teacher pay); the ratio of non-classroom specialist pay to teacher pay (1.11); average teacher salary (\$55,000); and other elements. If a school's own ratios and averages differ significantly from these, potential savings from these scenarios will be higher or lower than shown here.

Scenario Set A: Low Numbers of Non-Classroom Specialists

In the three scenarios in Set A, only 0.33 FTEs of non-classroom specialists serve the team prior to the scenario (for example, a K–5 school with two specialists would have 0.33 specialists per grade level.) These non-classroom specialists shift their roles in the scenario and are no longer assigned to this set of classrooms. For example, they may become multi-classroom leaders themselves. An average-size elementary school would save **\$184,000–\$266,000** if it used these models schoolwide. If all of these savings went to pay teacher-leaders more, **teacher-leader pay could rise 67% to 97%** over average teacher salaries.

The three scenarios show how other design decisions would affect a school's savings and the potential to pay teacher-leaders more:

- *Scenario 1:* 3 team teachers work normal hours and earn 90% of average teacher pay. Since the team size stays the same (4, including the teacher-leader), this scenario yields the lowest savings—but still makes a **67% pay boost possible for the teacher-leader** above the average teacher salary. As explained above, schools have a variety of options for keeping team-teacher pay at 90% without actually cutting most individuals' pay compared to today's scales.
- *Scenario 2:* 3 team teachers work reduced hours and earn 80% of average teacher pay. With team teachers earning less, the **teacher-leader receives a pay boost of 97%** above average teacher pay.
- *Scenario 3:* Only 2 team teachers are part of the team, but they are supported by a new teaching assistant. The **team teachers earn 110% of average teacher pay. The teacher-leader earns additional pay up to 72% above today's average pay.**

Scenario Set B: Higher Numbers of Non-Classroom Specialists

In the scenarios in Set B, 0.67 FTEs of non-classroom specialists serve the team prior to the scenario (for example, a K–5 school with four specialists would have 0.67 specialists per grade level.) With more non-classroom specialists who can be reassigned to direct teaching roles or are otherwise no longer needed by the team, the school can save more than in Set A's scenarios. An average-size elementary school would save **\$203,000–\$368,000** if it used these models schoolwide. If all of these savings went to pay specializing teachers more, **teacher-leader pay could rise 74% to 134%** over average teacher salaries.

Scenarios 4 through 6 are the same as Scenarios 1 through 3—

except for the additional non-classroom specialists. Team teachers earn 80%–110% of average teacher salaries as in Scenarios 1–3, but the additional specialist savings means that the **maximum pay boosts for the teacher-leader are larger—ranging from 104% to 134% above average pay.**

In Scenarios 4b and 6b, we show the result if schools used Scenarios 4 and 6—but used some of the savings to pay *team teachers* more. In Scenario 4b, the 3 team teachers earn average teacher salaries even though they are working under the supervision of a teacher-leader. In 6b, the 2 team teachers earn 125% of average pay as they reach more students. Even with that boost, the teacher-leader is able to earn 79% more than average teacher pay if the school uses all the remaining savings for that purpose.

Other Possibilities

These scenarios are designed to show some of the possibilities for using Multi-Classroom Leadership to pay teacher-leaders more, in some cases pay other teachers more, and meet other school needs. Schools could vary these scenarios' parameters in many ways based on their own values, assets, and needs. We welcome teachers and schools to share their own scenarios with us here: <http://opportunityculture.org/our-initiative/feedback>.

Note: The scenarios shown here do not include transitional costs. These costs will vary depending on the speed of transition and need for outside assistance during design and implementation. Temporary costs may be funded by allocating reach-model savings over a number of years (so that teachers may be paid more immediately for their new reach roles) or by obtaining special, temporary grants.

Data Sources

Average salaries for teachers, paraprofessionals, and non-classroom specialists are based on authors' tabulations of data from Bureau of Labor Statistics, *Occupational Employment and Wages, May 2011*, retrieved from http://www.bls.gov/oes/2011/may/oes_nat.htm. Average teacher salary is the national mean salary for the following types of teachers: kindergarten, elementary, middle school, secondary school, elementary special education, middle special education, and secondary special education. Extrapolation of savings to the school level is based on an elementary school with 20 classes of 24 students each, to align with the assumption in these scenarios of 24 students per class. This implies a total enrollment of 480, approximately equal to the national average size of regular elementary schools—478—in 2009–10, as reported in National Center for Education Statistics, *Digest of Education Statistics*, Table 104 (Washington, DC: NCES, 2011), retrieved from http://nces.ed.gov/programs/digest/d11/tables/dt11_104.asp.

Scenario Set A: Low Numbers of Non-Classroom Specialists

In the three scenarios displayed below, only 0.33 FTEs of non-classroom specialists serve the team prior to the scenario (for example, a K–5 school with two specialists would have 0.33 specialists per grade level.) “MCTL” is the multi-classroom teacher-leader. *Note: Calculations may not be exact due to rounding.*

	SCENARIO 1	SCENARIO 2	SCENARIO 3
	MCTL leads 4 classes with 3 other teachers working normal hours. No new assistant.	MCTL leads 4 classes with 3 other teachers. Teachers work reduced hours (40-hour week). No new assistant.	MCTL leads 4 classes with 2 other teachers + 1 newly added assistant. Team teachers earn more.
PARAMETERS			
Number of classrooms in the team	4	4	4
Number of teachers in the team	4	4	3
Number of new TA's/tutors	0	0	1
Ratio: TA/tutor to average teacher pay	0.45	0.45	0.45
Ratio: Team-teacher pay to average teacher pay	0.90	0.80	1.10
Ratio: Non-classroom specialist pay to average teacher pay	1.11	1.11	1.11
COSTS: BEFORE MULTI-CLASSROOM LEADERSHIP			
Teacher salaries in the team	\$220,000	\$220,000	\$220,000
Salaries of non-classroom specialists per team	\$20,370	\$20,370	\$20,370
Total salaries — BEFORE	\$240,370	\$240,370	\$240,370
COSTS: AFTER MULTI-CLASSROOM LEADERSHIP			
Salary of the multi-classroom teacher-leader, before any supplement for role	\$55,000	\$55,000	\$55,000
Team-teacher salaries in team (totaled)	\$148,500	\$132,000	\$121,000
New teaching assistant salary	\$0	\$0	\$24,554
Total salaries — AFTER	\$203,500	\$187,000	\$200,554
SAVINGS			
Overall savings from the team	\$36,870	\$53,370	\$39,816
Savings per classroom	\$9,218	\$13,343	\$9,954
Savings per pupil	\$384	\$556	\$415
School savings if whole school used model*	\$184,352	\$266,852	\$199,084
TEACHER-LEADER PAY POTENTIAL	<i>The maximum supplement a school could pay the multi-classroom teacher-leader, if it put 100% of savings into this supplement</i>		
Max supplement, in dollars	\$36,870	\$53,370	\$39,817
Max supplement, as % of average teacher pay	67%	97%	72%

* Assumes 20 classrooms of 24 students. See Data Sources section above for more on this and other parameters.

Scenario Set B: Higher Numbers of Non-Classroom Specialists

In the scenarios in Set B, 0.67 FTEs of non-classroom specialists serve the team prior to the scenario (for example, a K–5 school with four specialists would have 0.67 specialists per grade level.) Parameters (e.g., number of classrooms, salary ratios) are otherwise the same as Scenarios 1–3 and are not shown in full here. “MCTL” is the multi-classroom teacher-leader. *Note: Calculations may not be exact due to rounding.*

	SCENARIO 4	SCENARIO 5	SCENARIO 6
	MCTL leads 4 classes with 3 other teachers working normal hours. No new assistant.	MCTL leads 4 classes with 3 other teachers. Teachers work reduced hours (40-hour week). No new assistant.	MCTL leads 4 classes with 2 other teachers + 1 newly added assistant. Team teachers earn more.
SAVINGS			
Overall savings from the team	\$57,241	\$73,741	\$60,187
Savings per classroom	\$14,310	\$18,435	\$15,047
Savings per pupil	\$596	\$768	\$627
School savings if whole school used model*	\$286,204	\$368,704	\$300,936
TEACHER-LEADER PAY POTENTIAL	<i>The maximum supplement a school could pay the multi-classroom teacher-leader, if it put 100% of savings into this supplement</i>		
Max supplement, in dollars	\$57,241	\$73,741	\$60,187
Max supplement, as % of average teacher pay	104%	134%	109%

	SCENARIO 4b		SCENARIO 6b
	MCTL leads 4 classes with 3 other teachers working normal hours. <i>New: Team teachers earn average pay.</i> No new assistant.		MCTL leads 4 classes with 2 other teachers + 1 newly added TA/tutor. <i>New: Team teachers earn 125% of average pay.</i>
SAVINGS			
Overall savings from the team	\$40,741		\$43,687
Savings per classroom	\$10,185		\$10,922
Savings per pupil	\$424		\$455
School savings if whole school used model*	\$203,704		\$218,436
TEACHER-LEADER PAY POTENTIAL	<i>The maximum supplement a school could pay the multi-classroom teacher-leader, if it put 100% of savings into this supplement</i>		
Max supplement, in dollars	\$40,741		\$43,687
Max supplement, as % of average teacher pay	74%		79%

* Assumes 20 classrooms of 24 students. See Data Sources section above for more on this and other parameters.

Savings and Costs of Reaching More Students With Excellent Teachers

<i>Ways to Extend Reach</i> →	Class-Size Changes	Elementary Subject Specialization	Multi-Classroom Leadership	Time-Technology Swaps	Remote Teaching with Time-Tech Swap
FUNDING/SAVINGS FROM REACH ↓					
Reach more students to free per-pupil funds	✓	✓	✓	✓	✓
Swap teacher time for digital time				✓	✓
Pay less for lighter-workload teaching roles	✓		✓		
Increase some class sizes (by choice, within reason)	✓				
Shift specialists into classrooms	✓	✓	✓	✓	✓
Reduce new construction costs				✓	✓
COSTS OF REACH ↓					
Add support paraprofessionals	*	✓	✓	✓	✓
Purchase technology				✓	✓
Make facilities/furniture changes				✓	✓
Transitioning pay discrepancies**					

*Class-size changes do not require any additional costs. Schools, however, could choose to support teachers who take on particularly large classes by providing additional paraprofessional support.

**This cost depends on a school's speed and method of transition, not the reach model.

For a discussion of pay and savings in multiple reach models, see the *Financial Planning Summary*.

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