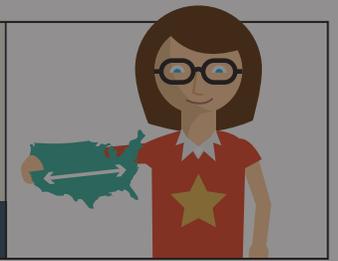


# AN OPPORTUNITY CULTURE FOR TEACHING AND LEARNING



MOVING TOWARD A HIGHLY PAID, HIGH-IMPACT PROFESSION

If you are an excellent teacher, or one who aspires to excellence, you probably did not choose teaching for the pay and career advancement potentials. *You characterize your profession as a noble calling, not a job.* You are far more like you, and your colleagues, who are focused on their strengths and achieving excellence. Imagine being paid with highly paid professions. Rather than being burdened with conditions that sometimes make you wonder why you became a teacher, **what if teaching were so full of opportunities and outstanding peers that you enjoyed the challenge and always felt proud to teach?** What if your reputation were enhanced by being part of a selective, well-paid, high-performing profession critical to our nation's success? We call this an **Opportunity Culture**, because 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.

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](https://opportunityculture.org/wp-content/uploads/2018/06/Career_Paths_and_Pay_in_an_Opportunity_Culture_A_Practical_Guide-Public_Impact.pdf)

Unfortunately, advancement opportunities in most schools today remove teachers from direct responsibility for students, increase workloads, confer little real authority to lead peers, and either pay no more or provide only temporary pay increases from grants. Most do not make the best use of great teachers' precious time by magnifying their impact on student learning.

Opportunities are limited because nearly all teachers work alone with a class or a few classes of students. And teachers spend large portions of their time on tasks that, in other professions, would be handled by paraprofessionals or technology.

## EXCELLENT TEACHING MUST NOT BE IGNORED

You certainly know how important good teaching is, but you may not have realized how essential *truly excellent* teaching is. Research continues to confirm that today's top 25 percent of teachers help students make well over a year of learning growth—or about three times as much growth as the bottom 25 percent of teachers produce. This high growth is essential to help students who start behind catch up, and to help students who are on track leap forward like their peers in the highest-achieving nations. With just today's "good growth," students cannot catch up or leap ahead. Students need excellent teachers consistently, year after year.

Moreover, all students need the higher-order thinking and social, emotional, and organizational skills that great teachers develop so well in their students.

## SCHOOL DESIGNS IN AN OPPORTUNITY CULTURE

To create an Opportunity Culture that helps far more students excel, teachers need new school models. These models must "extend the reach" of great teachers and provide career paths enabling all teachers to pursue excellence. With input from teachers and other experts, Public Impact has published numerous school models that redesign teachers' jobs and, in some cases, use age- and child-appropriate technology to put excellent teachers in charge of more students' learning and other teachers' development, *for more pay*. **Multi-Classroom Leadership, Elementary Specialization teams, blended learning "Time-Technology Swaps,"** and small **class-size increases** (within limits, and by choice) extend teachers' reach and save teachers time. For places with extreme shortages of excellent teaching, overall or in certain subjects, excellent teachers can use technology to reach students anywhere—using tools like webcams and online whiteboards—with help from on-site paraprofessionals who nurture the whole child.

Great teachers can reach more students and focus their time on the teaching roles that personalize and inspire great learning. Most



$$\text{A Teacher's Impact} = \text{Student Outcomes} \times \text{Number of Students Reached}$$