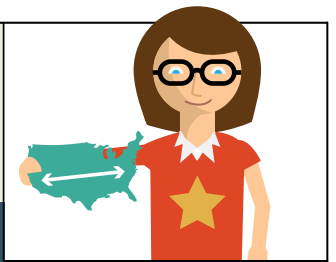


# CHARLOTTE, N.C.'S PROJECT L.I.F.T.

NEW TEACHING ROLES CREATE CULTURE OF EXCELLENCE  
IN HIGH-NEED SCHOOLS

AN OPPORTUNITY CULTURE  
CASE STUDY



SPRING 2013 VIEW

## Reach Models in Use

- ★ Multi-Classroom Leadership
- ★ Subject Specialization
- ★ Time-Technology Swap—Flex
- ★ Time-Technology Swap—Rotation

## Fact File

- ★ Project L.I.F.T. (Leadership and Investment for Transformation) is a \$55 million public-private partnership to improve academics at historically low-performing, high-need schools in western Charlotte, N.C.
- ★ Goals include raising West Charlotte High School's graduation rate from 54 percent in 2011 to 90 percent in 2016, with a focus on its eight feeder schools
- ★ About 7,000 students attend nine L.I.F.T. schools in 2012–13
- ★ Working with Public Impact, four L.I.F.T. schools will implement new school models and roles in 2013–14, with two more L.I.F.T. schools planning for implementation in 2014–15. The district will also engage schools outside the L.I.F.T. zone beginning in August 2013
- ★ In spring 2013, 708 applicants nationwide applied for 19 new positions that extend the reach of excellent teachers in schools where traditional positions often went unfilled



## SUMMARY

In late 2011, Denise Watts, the newly named Project L.I.F.T. executive director and a Charlotte-Mecklenburg Schools zone superintendent, approached Public Impact for help meeting the new Project L.I.F.T. goals. “If we didn’t try something truly different to change education, many of my students were not going to graduate,” Watts says.

Facing urgent needs for real change, Watts saw Public Impact’s Opportunity Culture initiative—which highlights the potential of using job redesign and technology to reach more students with excellent teachers, for more pay, within budget—as a key part of the solution.

In creating an Opportunity Culture, schools develop new teaching roles, form collaborative teams able to meet during school hours, and enhance teacher development. Teachers and staff have the opportunity to develop to their full potential through collaboration with and leadership from excellent teachers, and career advancement allows teachers to earn more and help more students.

“I believe it is a win-win for the education profession and for the thousands of students who do not have consistent, favorable circumstances to be educated by a highly effective teacher,” Watts says.

Watts introduced the concept of an Opportunity Culture to all nine Project L.I.F.T. schools, and invited them to be the first ones to launch this work. Four schools took on the challenge: Ashley Park PreK–8, Allenbrook Elementary, Thomasboro Academy, and Ranson IB Middle School. All are historically low-performing and high-need schools that feed into West Charlotte High School, which holds political and historical significance in the city as an anchor for its community and the focal point of the city’s school desegregation efforts in the 1970s.



Denise Watts, Project L.I.F.T. executive director and zone superintendent, sees an Opportunity Culture as a win-win situation for teachers and students.

For those schools' leaders, the challenges inherent in completely rethinking and overhauling how a school operates were well worth the effort.

"If there was one thing I knew, it was that I'd tried everything out there," says Tonya Kales, principal at Ashley Park. "I was definitely willing to take big risks with new ideas, because what we were doing just wasn't enough."

Each of the four schools created design teams composed of school leaders and excellent teachers to completely redesign their schools' staffing models.

An extensive recruitment and communication campaign based on the new models in the schools led to 708 applications for 19 total slots in four new roles: multi-classroom leader, blended-learning teacher, specialized elementary teacher, and expanded impact teacher (see "L.I.F.T.'s new roles," page 3). With hiring for these new roles complete, the schools are moving ahead to implement the new models in 2013–14.

### PROJECT L.I.F.T.'S 2012–17 GOALS

- ★ 90 percent graduation rate at West Charlotte High School by 2016
- ★ 90 percent proficiency rate at all Project L.I.F.T. schools
- ★ 90 percent of students achieve more than a year's worth of growth in a year of school
- ★ 90 percent of students get on track to graduate through a 90 percent promotion rate at all grade levels
- ★ 90 percent of teachers and leaders meet standards for highly effective, motivated, and mission-aligned staff

## DESIGNING AN OPPORTUNITY CULTURE FOR TEACHERS AND STUDENTS

### Establish Design Teams

Given the major changes an Opportunity Culture brings to a school, Watts knew only one way to make those changes succeed and stick: Create them from the bottom up. Principals lead the way by creating school-based teams to design models that fit their schools.

Each principal recruited a team that included an assistant principal and excellent teachers considered key influencers in their buildings by the principal. The team members had a variety of perspectives and levels of experience, but all committed to working extra hours throughout the summer and school year to reimagine their schools' jobs, how teachers work together, and how to incorporate new learning technology.

Getting the schools to commit to redesigning their school models using the Reach Extension Principles (see page 9) was definitely not, Watts says, an easy sell.

"Getting teachers both to change their mindsets, and also understand that we were open to their ideas and their pushback, took several months of work," Watts says. "But we were both committed to these principles and eager to involve teachers in determining how to implement them."

### Create New Roles and Staffing Models

After a summer of intense discussions, design teams began in fall 2012 to create their long-term staffing plans.

They first had to clear their minds of what a school "should" look like: one teacher, in one classroom—to envision what their school could look like with increased opportunities for teachers to develop and excel, and with excellent teachers in charge of every student.

Working on their own to develop new plans as well as spending many hours in meetings sharing ideas and solving problems, the



Tonya Kales, principal at Ashley Park, looks ahead with excitement to the new ideas at her school.

## CREATING AN OPPORTUNITY CULTURE: PROJECT L.I.F.T.'S TIMELINE

- ★ **Fall 2011:** L.I.F.T. leader Denise Watts commits to an Opportunity Culture and arranges presentation to principals and board members
- ★ **Winter-Spring 2012:** Principals sign on; four schools selected to begin design work for 2013–14 implementation
- ★ **Summer 2012:** Recruit design teams; identify possible school models to extend excellent teachers' reach
- ★ **Fall 2012:** Design teams start drafting new staffing plans for reach models; identify and define desired new roles; begin communicating Opportunity Culture concepts to school staff
- ★ **Winter 2013:** L.I.F.T. creates job descriptions for the schools' new roles; begins to recruit and communicate new roles and opportunities
- ★ **Spring 2013:** L.I.F.T. screens and selects teachers for 19 new Opportunity Culture positions
- ★ **Spring-summer 2013:** Schools plan for July/August implementation
- ★ **July/August 2013:** Schools launch new Opportunity Culture models and roles

teams developed three-year transition plans that would get their schools to full implementation by fall 2015 and reach L.I.F.T.'s goals by 2016.

"We were challenged to think beyond planning for one year at a time, to think of a plan that is evolving over four years," Kales says. "In our district, we have never done that type of human capital planning to align our staff actions to our school's vision."

The teams found they needed the winter and spring to modify their plans to ensure that their staffing models truly met the reach principles, with financial sustainability posing an extra challenge. Creating models that stayed within budget while remaining flexible in response to changing allotments from the district proved difficult.

"It was hard work, writing and revising and revising our plans yet again to make sure the new model truly met teacher and student needs, while working within budget and policy constraints," Kales says.

However, this process of creating new staffing models and roles that would be sustainable, without the need for additional dollars or allotments, was a turning point for some teams.

"The need for change and the need to have excellent teachers reach more kids was already a common ground," says Jessie Becker, assistant principal at Thomasboro Academy. "What made the initial buy-in truly happen was the crunching of the numbers, which showed that the dream could become a reality."



Daniel Swartz, L.I.F.T.'s human capital strategies specialist, made sure schools had the flexibility they needed to pay teachers more for extending their reach.

Daniel Swartz, L.I.F.T.'s human capital strategies specialist, worked closely with the district to ensure that L.I.F.T. schools had the needed flexibility and district support to reallocate local funds to pay more for teachers in these new roles without increasing school budgets.

The schools chose to "exchange" some of their locally funded positions. In some schools, design teams working in coordination with Swartz swapped some teacher positions for paraprofessionals, who will handle noninstructional and less complex instructional supervision so that no learning value is lost. Some schools also converted academic facilitator positions, which were created as non-classroom specialists who support teachers, into multi-classroom leader positions, reinvesting in classroom instruction rather than out-of-classroom supports. As a result, all of the pay increases for advanced teaching positions are funded at the school level out of regular funding streams, not temporary grants. None of L.I.F.T.'s philanthropic grants will be needed to fund the pay increases in pilot schools.

However, the district could work only with locally funded positions. To implement these pay increases and new roles at scale, it will need to convert state-funded positions as well. But current state regulations hamper the district in reallocating state money to pay teachers more, limiting its ability to do so in additional schools.

### L.I.F.T.'s new roles

Project L.I.F.T. recruited teachers for four new roles, with more pay for each:

- ★ **Multi-Classroom Leader (MCL).** This is an excellent teacher who leads a team that includes one or more other teachers. The MCL stays in the classroom as a teacher; is accountable for the team's teaching and the outcomes of all the team's students; sets the methods and materials used; and collaborates with and develops the team.

## MORE PAY FOR NEW ROLES: PROJECT L.I.F.T.'S ADDITION TO DISTRICT SALARIES, 2013–14

New Role	Additional Pay
Multi-Classroom Leader	\$16,100 to \$23,000 (depending on number of students reached and teachers on the leader's team)
Blended-Learning Teacher	\$9,200
Expanded Impact Teacher	\$9,200
Elementary Specialized Teacher	\$4,600

- \* **Blended-Learning Teacher.** Students work online—as little as an hour per day—to master basic skills, so this excellent teacher can focus in-person instruction on personalized, higher-order learning, and teachers gain planning and collaboration time.
- \* **Expanded Impact Teacher.** This is an excellent teacher who plans and delivers instruction for multiple classes. Students rotate between a paraprofessional, who covers the basics and supervises skills practice, and the expanded impact teacher, who focuses on personalized, enriched instruction.
- \* **Elementary Specialized Teacher.** This is a teacher who has demonstrated excellence in one subject or subject pair (for example, math and/or science, or language arts and/or social studies), and teaches just those subjects, with support from other teachers and paraprofessionals.

Novice and good teachers working with these excellent teachers will have opportunities to develop into excellent teachers themselves, who can then earn more as they step into these roles. “These positions are actually going to attract a lot of people to L.I.F.T. as teachers, and once they prove themselves on this playing field, the principals will have ways to reward and keep strong people in their buildings,” Swartz says.

The ability to reward excellent teaching with higher pay will strengthen education, he says.

“The money starts making teaching become equal to other professions. This provides a way for them to provide for their families, not have to have a second job, and to see a career where your value is based off of your performance, not just how many years or how old you are,” he says. “And the pay is comparable to other leadership roles within education, like principalships. In a couple of cases, these roles kept people in the schools instead of pursuing positions outside of the classroom.”

Teachers increasingly report taking second jobs to boost their incomes. As one teacher who served on a design team noted, avoiding this distraction among excellent teachers may be one benefit of offering teaching roles that pay more (see accompanying case

study, *Charlotte, N.C.'s Project L.I.F.T.: One Teacher's View of Becoming a Paid Teacher-Leader*).

### How schools combine the models

Each of the four school design teams created their own combination of models to extend the reach of excellent teachers and provide multiple career paths and opportunities to contribute to excellence, while adhering to each school's instructional vision.

**Allenbrook Elementary** will use a combination of **Multi-Classroom Leadership** and specialization to extend the reach of excellent teachers in grades K–5.

By 2015:

- \* Multi-classroom leaders in kindergarten through third grade will lead pods of three novice and/or developing teachers by co-teaching, observing, and developing team teachers, and directly teaching groups of students.
- \* In fourth and fifth grades, a team of four specialized teachers will teach 100 students in one grade level. Specializing in his or her best subjects or roles, each teacher will teach all the students in one grade. Since this model still requires four teachers per grade, it does not generate any savings that can be used to pay the specializing teachers more or reduce the number of excellent teachers the school must hire. Efficiencies in the other classrooms are funding these teachers' pay supplements. By itself, therefore, this model cannot be replicated sustainably. (See the Opportunity Culture **Elementary Specialization** model for a financially sustainable approach to paying specializing teachers more.)
- \* Teams of specialized teachers and teams of teachers led by a multi-classroom leader will get support from paraprofessionals who monitor students during noninstructional times and transitions, providing more teaching and planning time for teachers.

**Ashley Park PreK–8** will implement a combination of **Multi-Classroom Leadership** and **Time-Technology Swaps**, which use blended-learning teachers, in all grades.



In a Time-Technology Swap, students spend a portion of their learning time—as little as an hour per day—engaged in personalized digital instruction, freeing enough of an excellent teacher’s time to reach more students. Students learn the basics online, allowing excellent teachers to focus on individualized, higher-order thinking skills. In a rotation model of a Time-Technology Swap, students alternate between digital instruction and an in-person teacher on a fixed schedule. In a flex model, students move among digital, small-group, and large-group instruction on an individualized schedule.

At Ashley Park:

- \* Excellent blended-learning teachers will extend their reach by teaching more students on a flex schedule, with lab monitors supporting them in digital labs.
- \* Multi-classroom leaders will lead small teams of novice and/or developing teachers, co-teaching, observing, and developing them, while also directly teaching groups of students, with support from learning coaches.

Ashley Park plans to overlay its new job models on the school’s successful “family model,” in which students are placed into “families” that span two grades, with flexible instructional groupings that change often based on intensive monitoring of students’ progress.

**Ranson IB Middle School** also will use a combination of **Multi-Classroom Leadership** and **Time-Technology Swaps**.

- \* In English language arts, social studies, and science classes, multi-classroom leaders will instruct students directly and lead small teams of two novice or developing teachers and one paraprofessional.
- \* In math classes, excellent blended-learning teachers will use the rotation version of Time-Technology Swaps to extend their reach to more students, and also work in a team of developing and novice teachers on their way to becoming blended-learning teachers. A multi-classroom leader will lead all math teachers.

**Thomasboro Academy** plans to integrate **Multi-Classroom Leadership** in all grades, along with a “Time-Time Swap” that the school design team invented within the Reach Extension Principles, in third through eighth grades. The “expanded impact” teachers will specialize in one subject.

- \* In grades K–2, multi-classroom leaders will lead and develop teams of teachers, with support from teacher assistants.
- \* In third through eighth grades, Thomasboro’s “Time-Time Swap” has students rotate not between digital instruction



and in-person teaching, but between paraprofessionals and excellent “expanded impact” teachers. Students will spend a limited part of each day working with paraprofessionals on projects and basic knowledge and skills, enabling excellent teachers who specialize in one subject to extend their reach to not just one grade, but two grades of students without increasing class size. Multi-classroom leaders will provide support to novice and developing teachers in these grades so that they can develop toward excellence and extend their reach as well.

## RECRUITING, SELECTING, & COMMUNICATING AN OPPORTUNITY CULTURE

As the four L.I.F.T. schools finalized their models and staffing structures, design teams made plans to carefully introduce the Opportunity Culture work to their schools’ staff members and build support for it. Meanwhile, L.I.F.T. administrators, led by Swartz, developed and implemented a well-organized, timely strategy to recruit, screen, and select candidates to fill these new roles.

### Communicate Change to Teachers

Schools began informing teachers about the new school models and staffing structures in December 2012. The teachers on the design teams led staff meetings to introduce the concept of an Opportunity Culture and explain the need among both students and teachers for it. In January, they led more detailed meetings about the new staffing structures and the roles available to teachers.

At Thomasboro Academy, teachers on the design team separated and sequenced the communication of Opportunity Culture plans into several staff meetings. Design team members also made themselves available for one-on-one meetings with staff to answer questions and provide more detail about the upcoming changes.

“Starting in January and taking the time to systematically communicate was a huge factor in the positive reaction from our staff,”

Becker says. “[The teachers on the design team] were instrumental in getting this communication right.”

Principals and design team members then met individually with potential candidates for the new roles already in the schools, encouraging excellent teachers to apply.

Teachers had many of the same questions at each school. How would new roles differ from existing roles? How would teachers qualify for the new roles? Would the new roles mean fewer teachers? How would having teachers—albeit high-performing ones—with formal authority over others change school culture? Fortunately, the school design teams had anticipated likely questions and prepared answers to help colleagues understand the changes.

### Key messages

Members of the design teams reported that teachers responded especially well to three facets of an Opportunity Culture:

- \* the opportunities for leadership without leaving the classroom;
- \* significantly more pay for more responsibility; and
- \* the creation of a culture in schools that truly elevates the teaching profession.

Design teams tried in all their staff and one-on-one meetings to emphasize that:

- \* these models and new roles were created **by teachers for the teachers** in the school to provide better jobs and career opportunities that allow them to be paid more for more responsibility;
- \* they remained **open to feedback** from staff, leaving room to make changes to the staffing plans throughout the spring;
- \* they were being **transparent in selecting and screening teachers** for these roles, ensuring that screening is heavily based on competencies needed in each role and student achievement results; and
- \* an Opportunity Culture encompasses both **excellent and developing teachers**; all teachers have opportunities to improve, and those who excel over time will be rewarded (with chances to reach more students, help peers succeed, and earn more).

### Develop a Bold and Rigorous Talent Strategy

Project L.I.F.T. began its search for excellent teachers by identifying the excellent teachers already in its schools. It undertook major recruitment efforts in the first months of 2013, six months away from when new teachers would begin. Recruiting included:

- \* sending email blasts and posting information on the L.I.F.T. website in January about the Opportunity Culture initiative and the new roles;



- \* using members of each school design team to share information with their school about the available roles and new models specific to their school;
- \* having Swartz conduct webinars about the initiative in February and March for internal and external candidates; and
- \* holding “meet-and-greets” in April at which prospective candidates could meet principals and school design teams and get more specific information about the new roles.

Their efforts paid off, drawing a flood of 708 applicants from 24 states. Candidates included current teachers—60 percent of whom had more than five years of teaching experience—as well as administrators, facilitators, coaches, and even staff in Charlotte-Mecklenburg’s district office. Twelve percent of the applicants came from within Project L.I.F.T., 45 percent from within the district, 55 percent from outside of the district, and 23 percent from outside of North Carolina. Of the 708 applicants, 334 wanted to be multi-classroom leaders, 129 to be blended-learning teachers, 130 to be expanded impact teachers, and 115 to be specialized elementary teachers.

“Bringing excellent teachers into L.I.F.T. schools is our top priority,” Watts says. “We thought these new roles would appeal to teachers who wanted well-paid career options while remaining teachers, but we’ve still been surprised by the flood of applications.”

Swartz says applicants especially appreciated the career opportunities, autonomy, and ability to expand their impact in the new jobs. “Teachers really wanted the ability to work with students *and* adults,” he says. “They wanted to grow professionally but also didn’t want to lose that connection with students.”

Applicants had to include:

- \* a resume, cover letter, and references;
- \* student achievement data showing significant student growth over time; and
- \* an optional teaching video.

L.I.F.T. screened its applicants from March through May 2013, using highly structured “behavior event interviews” (BEIs) to shed light on how candidates would perform at work by asking them to describe their detailed actions and thinking in past work events. Knowing what candidates have done previously to achieve success at work can predict how they will seek success at work in the future. L.I.F.T. administrators used BEIs to screen candidates for high levels of a long list of “critical competencies” needed for success in these new roles—everything from achievement, initiative and persistence, impact and influence, to analytical thinking, teamwork, and self-control. Top candidates went on to interview with school design teams.

“There was a very high caliber of candidates for these positions,” Swartz says, “and we’ll only continue to grow the caliber of these candidates as we show and better articulate what these roles in an Opportunity Culture looks like.”

## PLANNING FOR IMPLEMENTATION

### Make Key School-Level Decisions

As schools enter the home stretch before opening in July and August, they must make decisions about launching their models that will enable teachers to succeed. Thus their spring and summer meetings, with input from Project L.I.F.T. and Public Impact, are focusing on:

- \* **Schedule changes.** What major schedule changes do they need to ensure that teachers and support staff are available for their assigned subjects and student groups during instructional and noninstructional times; that space is available for different learning modes; and that teachers have common time during the school day for planning and development?
- \* **Facilities changes.** Do they need larger or smaller spaces for different learning modes?
- \* **Technology needs.** What hardware and software should they select, and what connectivity/network updates do they need?
- \* **Student assignments.** How will they assign students to different teachers, support staff, and teams based on student needs, readiness for digital instruction, and teachers’ strengths?
- \* **Acquiring and allocating additional funds.** What costs can be covered by Title I dollars and other stable sources of funding? What state funding policy changes are needed to pay teachers more in additional schools?
- \* **Providing school-level professional development for teachers in new roles.** For example, what training do they need to lead other adults and use new technologies?

### Establish Systems and Supports to Help All Participating Schools Implement an Opportunity Culture

The Project L.I.F.T. office continues to establish systems and supports for all its sites, including:

- \* **Professional development.** L.I.F.T. is developing partnerships with external organizations to provide relevant, competency-based professional development (PD) for each of the new roles. All the school design teams expressed a strong desire to get away from traditional professional development, arguing that their PD must not waste teachers’ time, but be carefully tailored to their needs, with opportunities to collaborate on ideas and challenges they face. Both principals and excellent teachers on the design teams said they most want their teachers to have a “cohort experience,” with strong connections to other excellent teachers in the same roles.
- \* **Creating tools to help principals evaluate teachers in new roles.** L.I.F.T. and Public Impact are working to provide principals with evaluation indicators that are rigorous and aligned to critical competencies needed for the roles and with district and state evaluation systems.



Thomasboro Academy Principal Jan McIver and her students will experience Multi-Classroom Leadership and their school’s own “Time-Time Swap” models in the 2013–14 school year.

\* **Advocating for policy changes.** L.I.F.T. is working to create conditions that will ensure that all its schools can build an Opportunity Culture. This includes educating state officials about compensation reform so L.I.F.T. might receive real flexibility in allocating state per-pupil funds as needed to pay teachers more as they reach more students.

Swartz acknowledges both the hurdles L.I.F.T. has overcome this spring and those it looks ahead to, as L.I.F.T. leaders continue to advocate for compensation reform to ensure the long-term financial sustainability of an Opportunity Culture in the district. “It was a challenge to work within the current teacher compensation plan and reward excellent teachers for their increased reach at the school level while maintaining financial sustainability,” he says.

Yet the successes L.I.F.T. has already seen, particularly around the recruitment and retention of teachers through new opportunities, make him eager to continue this work.

“It has been a dream come true to see hardworking teachers rewarded for their work and the responsibilities they take on at the school,” Swartz says. “You just know the students are going to benefit from that. We are excited for the future and the ‘opportunity’ we can now offer excellent teachers. We have taken a step outside of the box of traditional education, and now the sky is the limit.”

## Learn More About Project L.I.F.T.:

### PROJECT L.I.F.T.:

[Home page](#)

[Opportunity Culture information](#)

### PUBLIC IMPACT ON L.I.F.T.:

[Accompanying case study—Charlotte, N.C.’s Project L.I.F.T.:](#)

[One Teacher’s View of Becoming a Paid Teacher-Leader  
Charlotte-Mecklenburg Schools’ Project L.I.F.T.](#)

[Charlotte’s Project L.I.F.T. Flooded with Applications](#)

(Note: This reported applications for the 26 positions expected at that time; the number eventually was reduced to 19 based on the applicants and finalized funding allotments for each school.)

### NEWS REPORTS ON PROJECT L.I.F.T.’S

#### OPPORTUNITY CULTURE INITIATIVE:

[WFAE](#)

[Charlotte Observer](#)

[Education Week](#)

## Learn More about Extending the Reach of Excellent Teachers and Creating an Opportunity Culture

### FOR AN OVERVIEW:

**VISIT**  [www.OpportunityCulture.org](http://www.OpportunityCulture.org)

**VIEW**  [our infographic](#)

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### FOR MORE ON THE MODELS used in this example:

**VISIT**  [Multi-Classroom Leadership](#)

[Subject Specialization](#)

[Time-Technology Swap – Flex](#)

[Time-Technology Swap – Rotation](#)

### WATCH A VIDEO ABOUT BUILDING AN OPPORTUNITY CULTURE



Share this Video with Other Teachers



<http://opportunityculture.org/multimedia/extending-the-reach-video-part-1/>

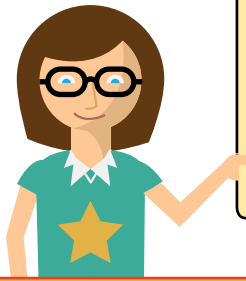
## Let Us Know if Your School is Extending Reach and Creating an Opportunity Culture

Contact Public Impact using the Opportunity Culture

[Feedback Form](#), or e-mail us at:

[opportunitycultureinput@publicimpact.com](mailto:opportunitycultureinput@publicimpact.com).





**Does Project L.I.F.T. Fulfill the Reach Extension Principles of an Opportunity Culture?**



Reach Extension Principles	Project L.I.F.T.'s Approach	
<b>Reach more children successfully</b> with excellent teachers.	✓	<b>By fall 2015, at least 80 percent</b> of participating schools' classes will have an excellent teacher in charge.
<b>Pay excellent teachers more</b> for reaching more children successfully.	✓	By fall 2015, L.I.F.T. schools will pay excellent teachers who extend their reach <b>at least 20 percent more</b> than they would earn in a traditional teaching role. In 2013–14, pay increases of \$4,702 to \$23,002 are possible.
<b>Achieve permanent financial sustainability</b> , keeping post-transition costs within the budgets available from regular per-pupil funding sources.	✓	All pay increases are <b>funded by savings within each school's existing budget</b> , as schools can “exchange” positions that are locally funded. To implement these pay increases and new roles in many more schools will require more flexibility in how the district can spend state funds and other stable sources of money.
<b>Include roles for other educators</b> that enable solid performers both to learn from excellent peers and to contribute to excellent outcomes for children.	✓	The schools will offer <b>multiple pathways</b> for teachers to advance and develop their careers by taking on new roles. Many teachers will have multi-classroom leaders to develop their teaching skills.
<b>Identify the adult who is accountable for each student's outcomes</b> , and clarify what people, technology, and other resources (s)he is empowered to choose and manage.	✓	L.I.F.T. is working with the data firm SAS to ensure that <b>the growth of all students</b> under the reach-extending teachers will “count” in those teachers' evaluations.

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