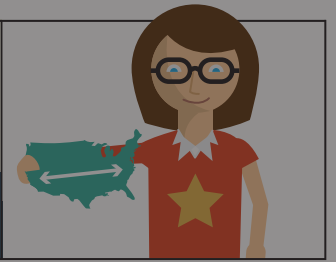


REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

FINANCIAL PLANNING FOR SECONDARY-LEVEL
TIME-TECHNOLOGY SWAP + MULTI-CLASSROOM LEADERSHIP



SUMMARY

This brief shows how middle and high school teachers in a Time-Technology Swap school model, with or without Multi-Classroom Leaders, may earn more while reaching more students, sustainably. In this model, students alternate between learning with teachers and working in a digital learning lab, where they learn online and engage in offline skill practice, homework, and project work. This frees the time of teachers to teach more students, plan, and collaborate with their peers in teaching teams. Teaching teams may also have Multi-Classroom Leaders to support students in a subject area and for team members.

Here we show calculations for a teacher who is **more likely to have excellent teachers** and less likely to have ineffective teachers. Teachers can plan instruction collaboratively and pull small groups out of the lab for targeted instruction.

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

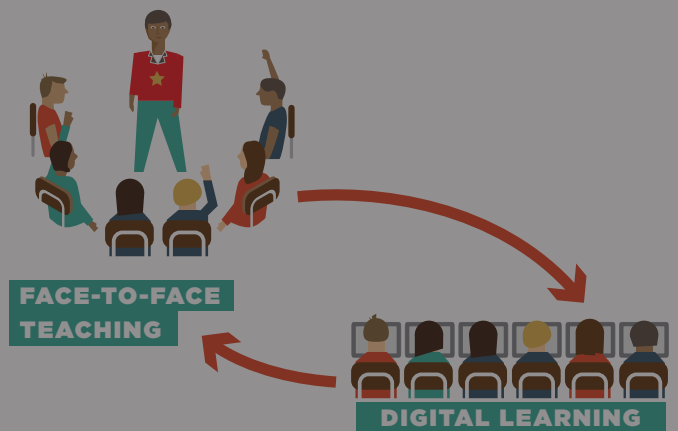
By teaching more students and achieving excellence in teams, teachers can earn more from existing per-pupil funding, even after costs of technology and new paraprofessional support. Calculations of savings and costs from this model show how secondary schools could **increase teacher pay between 20 and 26 percent**, and **Multi-Classroom Leader pay by up to 67 percent, without increasing class sizes and within available budgets**. Schools may choose to pay *all* teachers more, within budget, while still paying those who extend their reach even more.

This brief summarizes the expected savings and costs associated with a Secondary Time-Technology Swap alone and in combination with Multi-Classroom Leadership. These are two ways that schools and their teachers can simultaneously reach more students with excellent teaching, expand teachers' career opportunities, increase job-embedded development, and sustainably fund higher pay and other priorities.

TIME-TECHNOLOGY SWAP

Students spend part of the day engaged in self-paced digital learning. Digital instruction replaces enough of top teachers' time that they can teach more students, using face-to-face teaching time for higher-order learning and personalized follow-up. These blended-learning teachers can use part of their freed time for planning and collaboration.

The brief focuses on one variant of the Time-Technology Swap called **Rotation**. In this model, students rotate on a fixed schedule between digital instruction and face-to-face learning with the teacher. Teachers can teach a larger number of students without



increasing class size because at a given time, some of their students are learning in a digital lab with paraprofessional supervision. Labs may be located next to or near the classrooms of teachers being served, promoting communication between paraprofessionals and teaching staff, or in a central location.