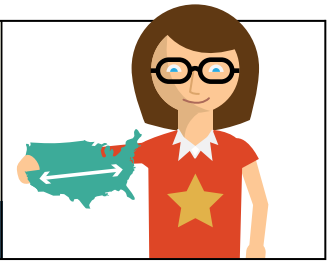


REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

SIX WAYS TO PAY ALL TEACHERS MORE WITHIN BUDGET



How can schools pay teachers significantly more using regular per-pupil funding, rather than temporary grants? Increasing education spending is one way, but even large increases in the past four decades have not increased teachers’ pay per work hour, nor created sustainably paid career paths.¹

Here is a fresh approach: New school models, explained on OpportunityCulture.org, extend the reach of excellent teachers and the teams they lead to more students, for more pay, within budget—making significant pay increases possible for *all* teachers. Forcing class-size increases is unnecessary, and some models even allow smaller classes while increasing pay.

Savings and cost calculations of four of these school models show the possibilities: **Multi-Classroom Leadership**, **Elementary Subject Specialization**, **Time-Technology Swaps**, and the combination at the secondary level of **Multi-Classroom Leadership with Time-Technology Swaps**. They illustrate that schools could **pay teachers approximately 20 to 130 percent more**, without increasing class sizes and within existing budgets. Even when increasing all team teachers’ pay, schools can still pay teacher-leaders approximately 65 to 80 percent more. And beyond that, reallocating other spending that could be better used to pay teaching teams and leaders more could offer yet another boost to teachers’ pay, beyond what we have demonstrated so far in our Opportunity Culture models.

In these models, **teachers work in teams, and—with proper scheduling—schools can add as many as five to 15 extra hours a week during the school day for planning, team collaboration, and on-the-job development**. Models that include Multi-Classroom Leadership also let great teachers take full responsibility for leading and developing their teammates to serve far more students with excellence. Everyone can learn more, and earn more.

There are at least six ways that schools using new school models can reallocate spending to **pay teachers more, within budget**, for serving more students with excellence:

1. **Replace a team-teaching position with a paraprofessional**, to save teachers time and enable schedule changes that let teachers collaborate and improve during school hours
2. **Shift some non-classroom teaching specialists back into classrooms in higher-paid “reach” roles**²
3. **Reallocate other spending** that could be better used to pay classroom teams and team leaders more, raising teachers’ pay even more than we have demonstrated so far in our Opportunity Culture models
4. **Reduce new facilities costs by constructing fewer walls** for fewer, larger rooms in new schools
5. **Offer some team-teaching roles with shorter work hours**, and proportionally lower pay
6. **Increase class sizes slightly (within limits, and by a teacher’s choice)**, but keep instructional group sizes on par or smaller³

SIX WAYS TO INCREASE TEACHER PAY: MORE DETAIL

* **Replace a team-teaching position with a paraprofessional**, to save teachers time and enable schedule changes that let teachers collaborate and improve during school hours. Paraprofessionals can do the team’s administrative paperwork and routine instructional tasks, such as grading against rubrics. They also can supervise students’ digital learning and

offline skill practice, project work, and other “homework at school.” Supervision can be scheduled to align with teaching-team planning and collaboration time. This reduces the number of teachers in a school needed to teach the same number of students, without decreasing the high-value instructional time students have with teachers. Paraprofessional pay is lower than teacher pay. The difference allows teachers to extend their reach to more students, for more pay. Class sizes

1. Hassel, E. A., & Hassel B. C. (2013). *An Opportunity Culture for all: Making teaching a highly paid, high-impact profession*. Chapel Hill, NC: Public Impact. Retrieved from http://opportunityculture.org/wp-content/uploads/2013/09/An_Opportunity_Culture_for_All-Public_Impact.pdf

2. We assume in all models that specialists for special education and English as a second language remain in schools.

3. Actual class size is the number of students in a room learning with a teacher; many class-size laws restrict the ability of teachers to take responsibility for more students, even when actual class sizes remain the same.

and instructional group sizes can stay the same or even become smaller. Thoughtful delegation to paraprofessionals lets teachers focus on the most challenging, engaging elements of teaching, especially developing students' higher-order thinking—the things great teachers love to do. Note: These positions are *additional* to pre-existing paraprofessional positions.

- * **Shift non-classroom instructional specialists back into classrooms in higher-paid “reach” roles.** When excellent teachers and their teams reach more students successfully, fewer students may need specialists to supplement in-class differentiation. In schools where specialists are chosen for their teaching prowess, those specialists can return to direct responsibility for students in new higher-paid, extended-reach roles. This saves funds by avoiding an additional hire. Many specialists (also called “resource teachers” and “facilitators”) today are paid little or nothing extra for their roles, have no formal authority to lead peers, and are not accountable nor given credit for helping more students learn well. Shifting specialists to formal team leadership roles enhances their authority, accountability for student outcomes, pay, and impact on their teaching teammates' work. (Note: We assume for our pay modeling that schools will need to retain all of their English language learner and special needs specialists.)
- * **Reallocate other spending** that could be better used to pay classroom teams and team leaders more, raising teachers' pay even more than we have demonstrated so far in our Opportunity Culture models. For example, many districts spend large sums on professional development that could be used to enhance the pay of teachers who take full responsibility for the student outcomes and development of whole teams of teachers (i.e., multi-classroom leaders). Spending may be reallocated from district- or school-level budgets. See [An Opportunity Culture for All](#) for more about why reallocation may be critical to achieve the significantly higher pay that teachers deserve—and to recruit and retain large numbers of teachers who successfully reach all students with excellent outcomes.
- * **Reduce new facilities costs by constructing fewer walls** for fewer, larger rooms. Both digital labs and combined digital/face-to-face classrooms can be larger. This savings is realized most in [Time-Technology Swaps](#).
- * **Offer some team-teaching roles with shorter work hours**, and proportionally lower pay. Some models allow some teachers to have fewer students ([Class-Size Shifting](#)) or shorter hours than people in lead teaching positions. Teachers today work an average of 50 to 55 hours weekly. Teams could be constructed with roles allowing limited hours (40), or part-time

work. These roles can preserve funds to pay other team teachers more and also allow both good and great teachers who need shorter hours for personal reasons to continue teaching. For example, [Multi-Classroom Leadership](#) allows some team teachers to focus on work that may be done in a shorter work-week, such as teaching small groups of students, grading, and providing feedback to students. **A related tactic:** Schools may have a limited number of teams, or districts may have limited numbers of schools, specifically crafted to develop new teachers. In each training pod, one multi-classroom leader skilled at training and developing peers can lead a team of early-career teachers; these high-leverage teams similarly create savings to pay teacher-leaders more.

- * **Increase class sizes slightly (*within limits, and by a teacher's choice*)**, but keep instructional group sizes on par or smaller. Schools, or their districts or charter organizations, typically receive some portion of funding on a per-pupil basis. When some or all of a school's teachers teach even slightly larger classes, requiring fewer teachers overall, funds are freed for higher pay. Teachers today are not paid more for teaching larger classes; they should be. With a simple [Class-Size Increase](#) model, schools can increase the class sizes of select teachers slightly, perhaps training more teachers over time in the classroom management skills and differentiation tactics needed to manage more students. If school funding is need-based—meaning students who require more time and resources are funded at a higher level—teachers also may be rewarded for teaching students who require more time, even without larger classes, balancing reach extension with the challenges of teaching different student populations. Note: No schools implementing an Opportunity Culture thus far have used class-size increases alone. Schools have used them only in combination with other models, such as [Time-Technology Swaps](#), that can simultaneously decrease instructional group size. Class-size increases by themselves do not enhance collaboration, on-the-job learning, or teacher-leadership; adding shared paraprofessional support staff makes these additional elements of an Opportunity Culture possible.

New Costs that Offset Savings

While some models add new costs, they are less than the savings in all of the Opportunity Culture models. Those new costs include:

- * Purchasing technology—digital-learning software, hardware, and Internet connections; webcams and online whiteboards for teachers working remotely; and time-saving technology tools.
- * Making facilities and furniture changes in existing schools.

Note: Larger classrooms are unnecessary in existing schools, as teaching teams and digital/homework-at-school labs can be clustered in contiguous classrooms on hallways. Renovations requiring moderate costs include adding glass doors between classrooms in a teaching pod, for visual contact between team members, without noise.

- * Transitioning pay discrepancies—tenured and contract-protected teachers who do not either continue as full classroom teachers or take reach-extended roles may need to be paid above the value of their new positions. A slower transition to reach models over a few years, using natural attrition, can avoid this cost entirely.
- * Obtaining design assistance to choose and tailor reach models. Districts with strong organizing capacity can use free materials from OpportunityCulture.org to design and implement reach models alone. But some will want temporary assistance; this cost can be funded by reallocating other funds at the district level, obtaining temporary grants, or, when essential, phasing in increasingly large pay increases for teachers (rather than very large increases from the start).

Some funders may be pleased to pay for temporary costs that will leave permanent, financially sustainable pay increases in place for teachers—and sustainable, excellent teaching teams in place to reach all students, every year.

For more detail on paying teachers more for reaching more students with excellence, see the [Pay Teachers More](#) and [School Model Details](#) pages at OpportunityCulture.org. For an explanation of how digital instruction affects pay, see [How Digital Instruction Enables Higher Pay](#).

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://www.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>.

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