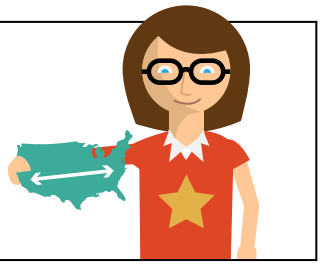
REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

IN-PERSON ROTATION + MULTI-CLASSROOM LEADERSHIP (MIDDLE & HIGH SCHOOL)



When a Rotation model is combined with Multi-Classroom Leadership, students spend up to 50% of their time per subject rotating on a fixed schedule between a digital learning lab and regular classrooms. In the lab, students learn online using personalized digital instruction, and offline by doing skill practice and project work. This lab time, supervised by paraprofessionals, frees the time of teachers, working in teams led by multi-classroom leaders, to teach additional classes and to plan and collaborate with their teammates. (Where permitted by district policy, schools may allow students to work from home, a community center, or other off-campus locations instead of a digital learning lab, while also providing such a lab for students who need it.) In-person class time is focused primarily on engaging portions of instruction that are best taught in person and in small-group follow-up. Lab work is chosen and directed by the multi-classroom leaders and their teams, and is personalized to each student. The multi-classroom leader works to use each teacher's strengths and ensure that the team serves students very well, while also improving professionally. Team teachers can earn up to about 25% more, and multi-classroom leaders can earn up to about 65% more.

Estimated Reach Extension Effects: 100% of students in this combined model have one or more excellent teachers responsible for their learning in each affected subject. Multi-classroom leaders reach as much as 500%+ more students than is typical. When students learn online every other day in select classes, Rotation teachers (known as blended-learning teachers) reach 50% more students than is typical, even when substantial new planning time is added for teachers.

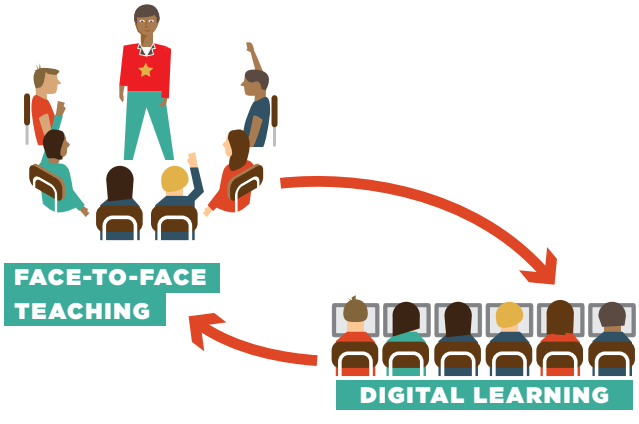
Estimated Teacher Pay Effects: For multi-classroom leaders, pay increases of up to 67% are possible without increasing class sizes and within regular budgets, while pay for the blended-learning teachers on the team can increase 20% to 26%.

To understand more on these models individually, see opportunityculture.org/reach/time-tech-swaps-rotation-in-person/ and opportunityculture.org/reach/multi-classroom-leadership-in-person/.

MORE DETAIL:

In **Multi-Classroom Leadership in secondary schools,** excellent teachers with leadership skills both teach and lead subject teaching teams. Multi-classroom leaders (MCLs) teach fewer regularly scheduled classes, using the freed time for coaching, co-teaching, co-planning, and collaborating to share their strategies and tools for classroom success. Responsible for achieving high growth for all the team's classrooms, and formally accountable for the learning results of all the team's students, the MCL determines how students spend time and tailors teachers' roles according to their strengths.

Combining Time-Technology Swaps—Rotation model with Multi-Classroom Leadership at the secondary level enables a school to extend the reach of its teachers to more students under the supervision of the excellent MCL. In Rotation, blended-learning teachers reach more students by replacing enough of their instructional time to teach two classes in a given class period—swapping some teaching time with technology-based instruction ("Time-



Technology Swap") or offline projects and skill practice. Teachers do this by rotating students between a learning lab and face-to-face learning on a schedule. For example, a teacher may alternate days that each class of students has lab-based and face-to-face instruction in each period. Or, schools with long block periods may rotate students halfway through a block.

Today, teachers spend a portion of their instructional time covering basic knowledge and skills, content that is repeated from year to year and varies little across students. By letting students learn basic material digitally, teachers reduce this aspect of instruction in their schedules. Students can have just as much time with the teacher for motivating introductions, discussion, development of higher-order thinking skills, and small-group follow-up, and more students will have teachers who excel in these challenging parts of instruction.

Team teachers who extend their reach using Time-Technology Swaps may be new, effective, or consistently excellent teachers; they may play differing roles on the team to specialize not only by subject but also by teaching role. More advanced team teachers may lead more instructional planning, data review, and differentiation, and they may mentor teammates, allowing multi-classroom leaders to lead larger teams.

Blended-learning teachers and MCLs gain several new planning periods weekly, and ideal implementation in Opportunity Culture schools to date includes co-scheduling time for each team and its multi-classroom leader to co-plan, co-teach, model, and collaboratively review student data during school hours. Teachers may also use a few of these periods to pull small groups out of the lab for targeted instruction.

The MCL and team teachers should be empowered to make or recommend changes in digital instruction. In the best versions, digital components are more personalized than the whole-group instruction they replaced, reflecting the current mastery of each student. Digital learning also includes frequent assessments and data that are reported to teachers for targeted follow-up in collaboration with the MCL. Digital instruction may include smart software, videos of the best teachers in a district, state, or the nation, or videos of the in-person teachers. See more about **excellent digital instruction** at **opportunityculture.org/reach/digital-instruction/**.

When **Rotation** is combined with **Multi-Classroom Leadership,** all teachers have a better chance of achieving excellence through high-standards leadership, collaborative planning, and on-the-job development.

Impact on Students: Students who would not otherwise have an excellent teacher benefit from the standards, materials, and methods of the excellent MCL, and from the higher-order thinking skills and personalized follow-up to digital knowledge and skill instruction from the team teachers. Students may be reached with excellent teachers in charge of learning in *all four core subjects* while spending a maximum average of two hours daily in a digital learning lab.

Students at all levels can spend more time with digital materials that meet them at their current levels of mastery. Students who are ahead can pursue advanced instruction digitally. Students who are behind or struggling with a discrete unit can repeat digital lessons and complete additional practice until they understand, with teacher and tutor follow-up as needed. High school students may do some digital and project work at home during school hours.

Impact on Schools: Many kinds of schools will find this model useful for reaching more students with excellent teachers, especially in hard-to-staff subjects such as STEM. At the secondary level, where the school day is divided into class periods, excellent teachers may replace a portion of teaching time with digital instruction in just one class period or in many, with attention to feasible student loads. By extending reach in some but not all class periods, schools can limit teachers' student loads, pay teachers more, *and* increase their planning time (see examples on page 6 and 7).

Schools may implement this model in some grades but not others during the first two years of transition, or across whole schools immediately. Schools may choose to have all teachers swap a portion of their time with digital lab instruction regardless of prior effectiveness, to free all teachers' time for collaboration and planning and/or to free funds to pay teachers more.

Schoolwide implementation allows multi-classroom leaders to serve as a team of leaders who support the principal and ensure excellence schoolwide.

Having students in each class period in face-to-face learning and digital learning on alternating days creates a simple rotation, and leaves flexibility for teachers and schools to extend reach on a per-class basis. Rotations in which students spend less than half of their time learning digitally require team-teaching and alternating schedules across multiple weeks within the same class period.

This model relies on having solid digital instruction in core skills and knowledge in the reach-extended subjects, and monitors who are able to supervise students during digital learning time. Teachers can be paid more, and technology can be funded, by paying digital lab monitors less than certified teachers, having the monitors supervise larger groups, and by reallocating some funds for instructional specialists (not special needs or ESL).

Note: Rotation can work without students moving to a digital lab. Instead, students can rotate between "stations" within a classroom, including a station in which they engage in digital learning. Teachers can also vary the portion or learning that each student does online in a **"flex"** model. Here, however, we focus on the implications of lab rotations. Labs may be located close to the classrooms of the teachers they serve or centrally located.

ROLE CHANGES FOR TEACHERS:

Blended-learning team teachers teach more students, but they spend less time on whole-group instruction and basic knowledge. Teachers use student data from digital instruction to plan individual or small-group lessons, in collaboration with the MCL. They spend more of their time on personalized follow-up and higher-order thinking skills, with more students overall but in class sizes no bigger than previously taught. Class sizes can be reduced, as well, by lowering the size of each rotating class; teachers still reach more students as long as class sizes are more than half their previous sizes.

The **multi-classroom leader** works collaboratively with the team of other teachers, inviting new ideas to improve individuals' and team performance. But the MCL must make final decisions, because (s)he is ultimately responsible for the team's methods and success, and must guide the team to achieve excellent outcomes for students. While each team will vary based on the team teachers' capabilities and the student population, the MCL will have at least these responsibilities:

- Selecting, with the principal, the team's teachers.
- Setting high standards for instruction, including expectations for interim assessments, targeted student progress during the year, and higher-order thinking goals.
- Clarifying team members' roles, including his/her own, such as who: monitors student progress; plans instructional changes; supervises digital instruction; completes noninstructional tasks, etc.
- Teaching the subjects, students, and instructional elements with which the leader excels.
- Providing co-teaching, modeling, coaching, and co-planning so team teachers understand his/her techniques.
- Providing on-the-job feedback and development for team teachers.
- Organizing and scheduling time for members of the team to monitor progress, plan instruction (individually and collaboratively), and collaborate to improve instruction.
- Evaluating team teachers for potential role changes and increased responsibility.
- With the principal, dismissing team members who do not meet the MCL's standards.

New Roles for Other Staff: Digital lab monitors supervise students while they are engaged in digital instruction, and may supervise students who are working with tutors or on projects in the same room.

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**

When excellent teachers reach more students successfully, schools may reduce the number of non-classroom instructional specialists who provide remedial instruction, freeing funds that can be used to pay multi-classroom leaders and blended-learning teachers more. Optional positions may increase the number of students excellent teachers can reach effectively. For example, tutors and paraprofessionals called reach associates may contribute to excellence, by following the lead of team leaders and playing supporting roles.

- Tutors may provide small-group and individual instruction at the direction of teachers, usually during digital instruction time or at other times. Tutors may work in person or be remotely located when necessary.
- Reach associates may relieve teachers of administrative work, particularly when teachers have significantly increased student loads at the secondary level.

Scheduling Changes: Schedule changes—for both students and teachers—are essential for allowing the MCL to have the time to lead the team to achieve excellent outcomes with all students collaboratively, and for blended-learning teachers to have the necessary additional free time at school to do the extra planning and student work review that come with greater reach.

If schedules are designed accordingly—limiting the additional reach of blending-learning teachers to 50% more students at most—teachers may teach more students for more pay, while also *increasing* their planning time.

The team must be free during several common periods each week for team planning and individual coaching. The MCL must be free for some periods when team members are teaching to co-teach, model, and observe.

Students' schedules make this possible by rotating between the lab and face-to-face instruction in each class period on a fixed schedule. Coordinating the digital lab and classroom instruction schedules is a critical aspect of organizing this model.

Pay Changes: Using Rotation schoolwide in secondary schools with Multi-Classroom Leadership gives schools several options. A school could pay all teachers more, within regular budgets, with blended-learning teachers earning far more. Or it could pay more only to those extending their reach. Or, it could pay all teachers who extend their reach somewhat more while paying its most effective teachers far more, again within budget. In all cases, the MCLs can earn a substantial supplement. Analyses indicate that many schools could pay blended-learning teachers on an MCL team 20% to 26% more within budget, and multi-classroom leaders up to 67% more within budget. Pilot Opportunity Culture schools typically have paid supplements between 10% and 25% of average pay to blended-learning teachers and up to 50% to MCLs. For more, see the **detailed model** of the financial planning and benefits of this combination, available at **http://opportunityculture.org/wp-content/uploads/2013/10/Financial_Planning_Secondary_Level_Time-Tech_Swap_MCL-Public_Impact.pdf**.

Cost Savings To Be Shared by Teachers and School: This model can be budget neutral. Schools can save money by paying less for digital lab monitors than classroom teachers, and by reducing the number of non-classroom instructional specialists. Digital lab monitors can supervise multiple classrooms of students if the school has lab rooms large enough to accommodate two or more classes of students. Schools can then share that financial benefit through higher salaries for teachers who reach more students, and with MCLs who develop their teams to reach all students with excellent teaching. Additional costs may also include new technology costs, pay for new tutor positions, and possibly pay for administrative/reach associates if teachers increase their student loads significantly.

Changes to Class/Group Size: None needed in classrooms. Students are in larger groups during digital learning time. Schools may decrease class sizes, though this will limit reach and decrease pay supplements.

Facilities Changes: Learning labs must have an Internet connection and ideally are in rooms large enough to hold several classes of students simultaneously working at computers. New facilities may save funds by building fewer, larger rooms for digital learning labs.

Technology Needs: Digital learning labs must have Internet connectivity and necessary hardware and software. If teachers will be recording their own lessons, recording equipment will also be necessary.

Estimated Reach Effect Calculation Assumptions: See examples below for more.

- Multi-classroom leaders' reach increases 100% when they double the number of students reached. So, if an MCL keeps all the students he or she would have taught and also leads four other teachers, her reach is 500% of typical and has increased 400%. The MCL is accountable for all of the students served by the team, not just those whom he or she teaches primarily.
- Larger schools may have two or more leaders within each subject who take responsibility for a portion of the courses in a subject.
- Blended-learning teachers may extend reach in one, a few, or all class periods. The table on page 5 shows the cumulative reach effects of digital/face-to-face rotation when students spend half of their learning time in a digital learning lab, in a Rotation by alternating periods or block of time within periods on a schedule.

Critical Implementation Decisions, Among Others, Include:

- Which **teachers** will lead teams? Consider past learning results and classroom management skills, along with demonstrated competencies such as peer-team leadership, initiative, goal-setting, directiveness, communication skills with adults, and prior success developing other teachers (formally or informally).
- How will MCLs be **trained?**
- How will authority over **personnel decisions** be shared between principals and MCLs?
- **How many teachers and classes of what size** will each MCL manage? At first? Later goal?
- Which **teachers** will extend their reach as blended-learning teachers? Consider past learning results in particular subjects and efficiency in monitoring learning and in planning instruction.
- In **which classes will these teachers extend** their reach? **Which class periods** (based on student demand for classes as well as teachers' total student load)?
- **How many classes of what size** will each extended-reach teacher teach? At first? Later goal?
- Will there be **student load maximums applying to all teachers,** or will this be **determined individually with each teacher?**
- Will **new teachers enter** as blended-learning teachers? What learning paths for new and developing teachers will the school create to train them in blended learning?

- How will **new, experienced and effective, and outstanding teachers be spread among teams** with MCLs? Will larger teams have at least one excellent teacher to co-plan instruction and mentor others in support of the MCL?
- Will teachers need **training or additional tools** to integrate classroom learning experiences with digital instruction?
- How will **data from digital instruction** inform classroom learning experiences?
- What **instructional content** will teachers cover, and what will be addressed with digital instruction? Will this be uniform or semi-structured, and will the MCL decide this?
- To what extent and in what ways will the MCL and teachers be empowered to make or recommend **changes to digital instruction?** Consider their roles vetting and selecting content and interacting with software to align digital lessons with students' individual needs.
- Will some noninstructional time also be reallocated (if so, what)?
- Which **students** will be included? Consider which students will benefit most, as well as the student mix across classrooms, the appropriateness of available digital instruction for students with different needs, and the demonstrated strengths of available teachers with differing students.
- How much **time will students spend** in digital instruction? Consider percentages for students that also work for scheduling teachers, digital materials, and facilities.
- How many students will be in the **digital learning lab** at one time? Will tutors be scheduled during this time? By whom?
- Will all digital learning occur **at school, or will homework time be included?** Consider current homework completion rates and students' home access to hardware and high-speed Internet.
- How will **student scheduling changes** be integrated with other classes and activities?
- When will the MCL's team have **time to monitor** student learning **and plan** instruction?
- How will **pay** change for MCLs and the team teachers who reach more students? Digital lab monitors? For reach-extending team teachers, what, if any, portion of pay will be contingent on student outcomes?
- How will the **allocation of teacher aides and non-classroom specialists, if any,** change? Will an aide be needed to help teachers replace noninstructional time with more instructional planning? Can some non-classroom instructional specialist roles be eliminated? Might some specialists shift to classrooms?
- For existing schools changing to Time-Technology Swaps (rather than new schools), consider **options for transitioning** positions that are eventually eliminated, if any. Voluntary attrition, early retirement, voluntary shifting of current teachers into alternative positions, or (where warranted) dismissal of ineffective teacher(s) are some options.
- What changes in policies and practices related to **hiring, retention, dismissal, professional development, leadership and teacher evaluation** are needed? Consult with your district to ensure that these systems support your school.
- What **scale of change** is needed to fund digital labs and to reduce the number of non-classroom specialists?
- What, if any, changes in **facilities** are necessary? Are larger rooms for digital labs possible in existing buildings? Can doorways and windows be added to walls to connect rooms, reducing major construction costs?
- How will the change to Multi-Classroom Leadership and Time-Technology Swaps be **communicated** to convey the value to teachers and children?

Secondary Rotation When Students Learn Digitally for 50% of School Time

Class Period	# of Students Per Class*		Cumulative Student Load for Each Additional Period (50% Digital Learning)	Cumulative Additional % of Students Reached By Extending Reach Each Class Period
	Cohort A	Cohort B		
			Initial Load: 144 Students	
1	24	24	168	17%
2	24	24	192	33%
3	24	24	216	50%
4	24	24	240	67%
5	24	24	264	83%
6	24	24	288	100%

*Note: Students may alternate days in digital lab, rather than splitting class periods between face-to-face learning and digital.

Schedule Examples

Here are two examples that show how a team using an MCL and Rotation can reach more students and still gain planning time. These examples focus entirely on using a swap within the four core subjects (English language arts, social studies, sciences, and math), though similar strategies could potentially be used in other subjects as well. For a full explanation of the financial implications of these examples, see http://opportunityculture.org/wp-content/uploads/2013/10/Financial_Planning_Secondary_Level_Time-Tech_Swap_MCL-Public_Impact.pdf.

EXAMPLE 1: ROTATION + MULTI-CLASSROOM LEADERSHIP SCHEDULE WITH STANDARD 6-CLASS SCHEDULE

Before using Rotation plus MCLs: In each of the 4 core subjects, the school had 6 teachers, each teaching 6 classes every day, or 30 class periods per week.

After implementing Rotation plus MCLs: 4 teachers—rather than the original 6—cover each of the 4 core subjects. One of the 4 is the MCL. Now, each of the 3 Blended-Learning Teachers in the MCL's team has 10 classes, not just 6, but teaches those classes in person only on alternating days: 5 classes every Monday and Wednesday, and 5 classes every Tuesday and Thursday; on Fridays, teaching the Monday/Wednesday group one week and the Tuesday/Thursday group the following week. Thus each Blended-Learning Team Teacher now teaches 5 classes per day, or 25 class periods per week, freeing 5 periods *per week* in additional planning and preparation time. (Other planning periods that used to be free remain free, as well, and are scheduled at the same time from all on the team to work individually or collaborate on a pre-set schedule.)

The MCL teaches just 6 classes total, alternating days as desired. For example, the MCL might teach just 3 classes per day, freeing the 3 periods (s)he used to be teaching for planning and leading the team. Or the MCL might have heavier and lighter teaching days, such as teaching 5 classes on Mondays, Wednesdays, and alternating Fridays, and just 1 class on other days. Either way, the MCL gains 15 periods per week for leadership functions—modeling, co-teaching, observing, reviewing student data, planning team instruction, and coaching the team. (Other planning periods that used to be free remain free, as well, and are scheduled at the same time for collaboration and coaching the team.)

Free periods for this team are scheduled at the same time for co-planning and improvement—a crucial requirement.

	Multi-Classroom Leader + Blended Learning Team: 6 Class Periods with Student Cohort A or B, Which Rotate through Classroom and Learning Lab on Alternating Days								Average # *New* Free Periods Per Week
	1	2	3	4	5	6	7	8	
Each of 3 Team Blended-Learning Teachers									5 (6th period daily)
Mon./Wed. and alternating Fridays	Class 1-A	Class 2-A	Class 3-A	Class 4-A	Class 5-A	FREE	FREE	FREE	
Tues./Thurs. and alternating Fridays	Class 1-B	Class 2-B	Class 3-B	Class 4-B	Class 5-B	FREE	FREE	FREE	
1 MCL									15: 3 every day
Mon./Wed. and alternating Fridays	MCL Class 1	FREE	MCL Class 3	FREE	MCL Class 5	FREE	FREE	FREE	
Tues./Thurs. and alternating Fridays	FREE	MCL Class 2	FREE	MCL Class 4	FREE	MCL Class 6	FREE	FREE	
Digital Lab Monitor									
Mon./Wed. and alternating Fridays	Class 1-B	Class 2-B and MCL Class 2	Class 3-B	Class 4-B and MCL Class 4	Class 5-B	MCL Class 6	students from other classes, or other duties	students from other classes, or other duties	
Tues./Thurs. and alternating Fridays	Class 1-A and MCL Class 1	Class 2-A	Class 3-A and MCL Class 3	Class 4-A	Class 5-A and MCL Class 5	students from other classes, or other duties	students from other classes, or other duties	students from other classes, or other duties	

EXAMPLE 2: ROTATION + MULTI-CLASSROOM LEADERSHIP SCHEDULE WITH STANDARD 5-CLASS SCHEDULE

Before using Rotation plus MCLs: In each of the four core subjects, the school had 6 teachers, each teaching 5 classes every day, or 25 class periods per week.

After implementing Rotation plus MCLs: 4 teachers—rather than the original 6—cover each of the 4 core subjects. One of the 4 is the MCL. Now, each Blended-Learning Teacher in the MCL's team has 8 classes, teaching in person only on alternating days—5 classes on Mondays and Wednesdays, and 3 classes every Tuesday and Thursday; on Fridays, teaching the Monday/Wednesday classes one week and the Tuesday/Thursday classes the following week. Thus, where each Blended-Learning Team Teacher used to have 25 periods occupied by teaching, only 19 or 21 are now occupied, freeing 4 or 6 periods *per week* in additional planning and preparation time. Other planning periods that used to be free remain free, as well, and are scheduled at the same time for collaboration.

The MCL teaches just 6 classes, alternating days as desired. For example, the MCL might teach 3 classes each day, freeing the other 2 periods for planning and leading the team, thereby gaining 10 periods per week for these leadership functions. Other planning periods that used to be free remain free, as well, and are scheduled at the same time for collaboration.

Free periods for this team are scheduled at the same time for co-planning and improvement—a crucial requirement.

	Multi-Classroom Leader + Blended Learning Team: 5 Class Periods with Student Cohort A or B, Which Rotate through Classroom and Learning Lab on Alternating Days								**Average # *New* Free Periods Per Week**
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Each of 3 Team Blended-Learning Teachers									**4 or 6**
Mon./Wed. and alternating Fridays	Class 1-A	Class 2-A	Class 3-A	Class 4-A	Class 5-A	FREE	FREE	FREE	
Tues./Thurs. and alternating Fridays	Class 1-B	Class 2-B	Class 3-B	FREE	FREE	FREE	FREE	FREE	
1 MCL									**10**
Mon./Wed. and alternating Fridays	MCL Class 1-A	MCL CLass 2-A	MCL Class 3-A	FREE	FREE	FREE	FREE	FREE	
Tues./Thurs. and alternating Fridays	MCL Class 1-B	MCL Class 2-B	MCL Class 3-B	FREE	FREE	FREE	FREE	FREE	
Digital Lab Monitor									
Mon./Wed. and alternating Fridays	BLT and MCL classes 1-B	BLT and MCL classes 1-B	BLT and MCL classes 3-B	students from other classes, or other duties	students from other classes, or other duties	students from other classes, or other duties	students from other classes, or other duties	students from other classes, or other duties	
Tues./Thurs. and alternating Fridays	BLT and MCL classes 1-A	BLT and MCL classes 2-A	BLT and MCL classes 3-A	Class 4-A	Class 5-A	students from other classes, or other duties	students from other classes, or other duties	students from other classes, or other duties	

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