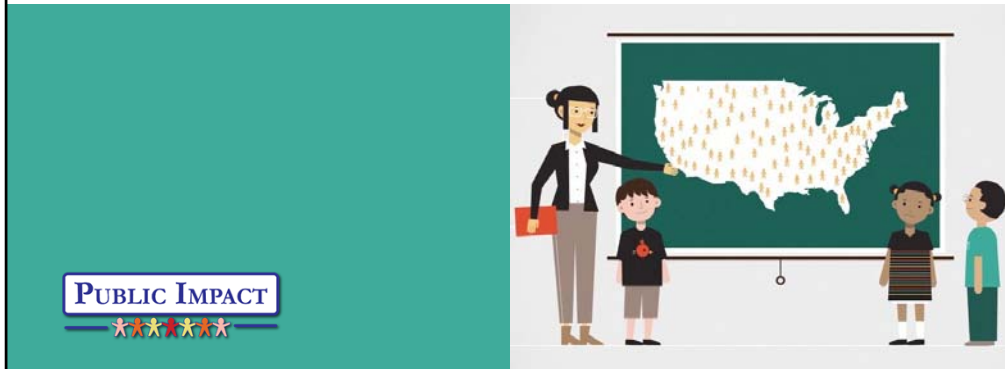


# Opportunity Culture



## Introduction for Policymakers and Advocates



# Agenda

## Topics

Why Opportunity Culture?

The Teaching Profession

New School Models

Career Paths in an Opportunity Culture

Opportunity Culture Pilots & What We've Learned

Additional Resources

# Agenda

## Topics

### Why Opportunity Culture?

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# Why Opportunity Culture?

## Challenges in Teaching Today:

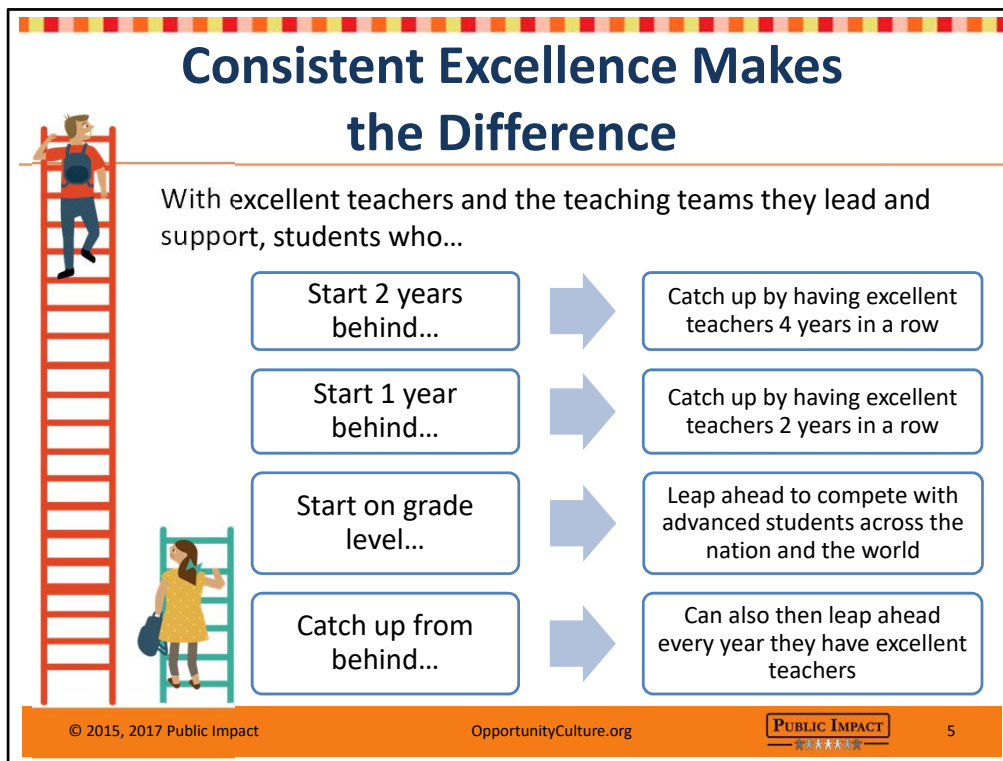
- One-teacher-one-classroom model results in “solo practice” and teachers working in isolation
- Absence of teams allowing for leadership, on-the-job learning, career advancement while teaching, and increased pay
- Too few students experience excellent teaching ←

## How can Opportunity Culture help to address these challenges?

1 Give more students access to excellent teaching

2 Transform teaching into a profession with greater pay, opportunity, and support

Opportunity Culture takes on the challenges of the one-teacher-one-classroom model and the absence of teams that would help all teachers improve in their practice—by giving more students access to excellent teaching and by transforming teaching into a profession with greater pay, opportunity, and support.



Consistently excellent teaching really does make a difference.

Here's why.

For students, having excellent teachers changes everything. Excellent teachers—roughly today's top 25 percent—already achieve results good enough to close achievement gaps.

- Their students make about three times the progress of students assigned to the bottom 25 percent of teachers, and half a year more than average teachers each year.
- That's about 1.5 years of student learning growth on average in a single year.

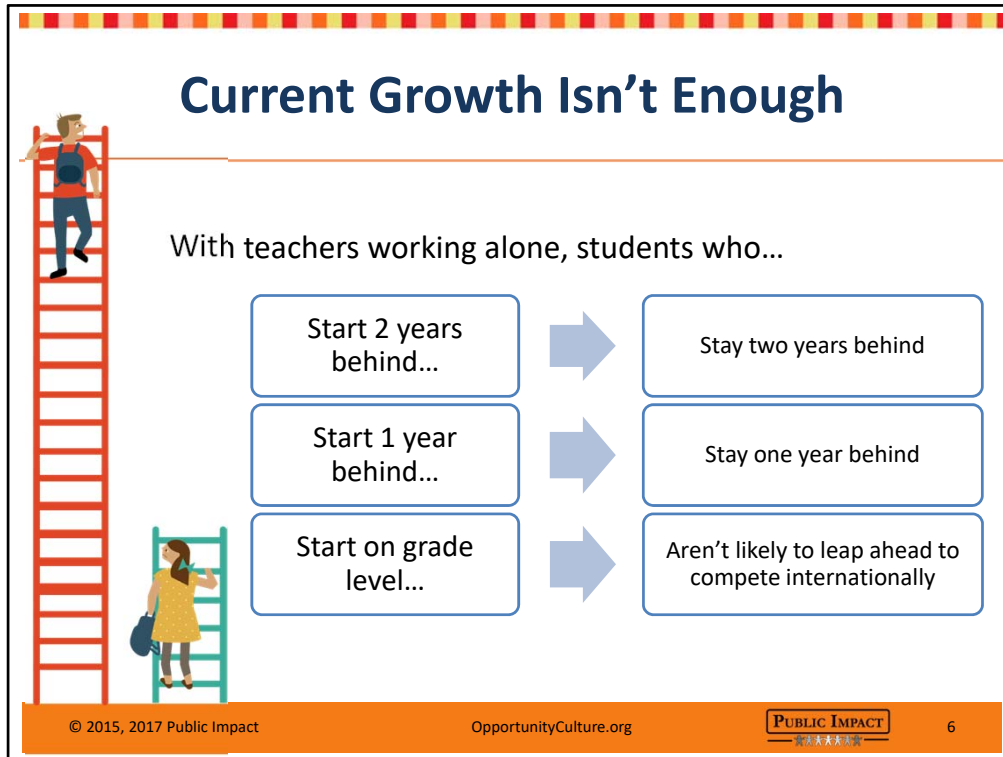
But students who start behind need great teachers consistently. When they do, students who start behind can catch up. And students in the middle leap ahead.

Decades of research by multiple researchers indicate this (Eric Hanushek, Tom Kane, Bill Sanders, and Susannah Loeb among them). Although there is a healthy debate about the measures—whether today's standardized tests are adequate—economists have found almost an identical distribution of performance in other professional jobs across all sectors, using a wide variety of outcome measures.\*

*Note: Research also indicates that teachers who produce high-progress learning in math and reading also develop students' higher-order thinking skills.*

So, students almost certainly would benefit if new school models enabled better teachers to help more students—and their teaching peers.

\*Hunter, J. E., Schmidt, F. L., Judiesch, M. K. (1990, February). Individual differences in output variability as a function of job complexity. *Journal of Applied Psychology*. 75(1), 28–42. Retrieved from <http://psycnet.apa.org/?&fa=main.doiLanding&doi=10.1037/0021-9010.75.1.28>



Our nation's achievement gaps are large, and all of our students' learning has fallen behind as other nations rise.

Here's the issue: All students really must make more than today's standard year's worth of growth each year.

That's because students who start out behind need to make well over a year of growth—year after year—just to catch up.

Students in the middle need to make rapid growth as well, to leap ahead to rising global standards.

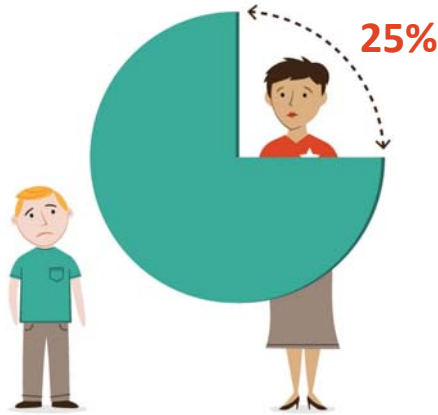
And even our top students have fallen behind the world's best students. They need to keep leaping forward, too.

And all students need higher-order thinking, like creativity and problem-solving skills, to apply what they learn.

\*For more information, see *Opportunity at the Top* (Public Impact, 2011), available at <http://opportunityculture.org/opportunity-at-the-top/>.

## Current Growth Isn't Enough

*Unfortunately, only one quarter of today's teachers are leading U.S. students to make the kind of growth needed to compete with peers in other nations who lead the world in educational outcomes.*



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Excellent teachers—roughly today's top 25 percent—already achieve results good enough to close achievement gaps. Their students make about three times the progress of students assigned to the bottom 25 percent of teachers and about half a year more than *average* teachers each year. That's about 1.5 years of student learning growth on average in a single year. (See *Opportunity at the Top* [Public Impact, 2011], available at <http://opportunityculture.org/opportunity-at-the-top/>.)



# Agenda

## Topics

Why Opportunity Culture?

### **The Teaching Profession**

New School Models

Career Paths in an Opportunity Culture

Opportunity Culture Pilots & What We've Learned

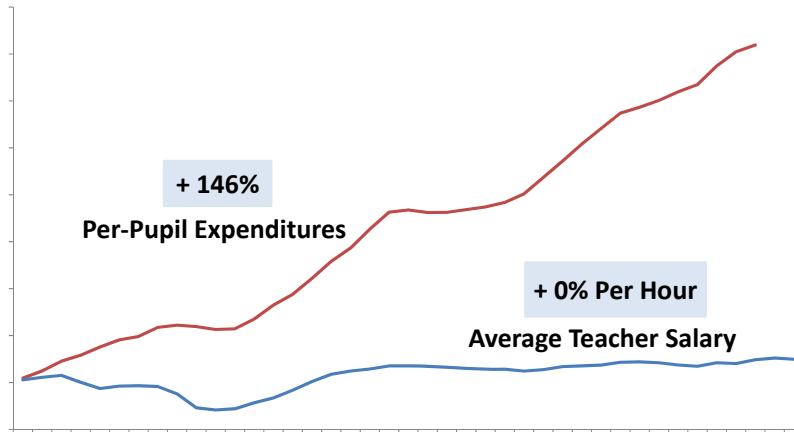
Additional Resources

U.S. schools have many excellent teachers *and* hardworking, good teachers on board.

So, what about the profession is keeping teachers from having the level of positive impact on students that *everybody* wants, including those teachers?

# The Teaching Profession

*Teacher pay has been stagnant for 40 years (1970–2010).*



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Well, *great* teaching is *very* important. *But* schools really aren't paying for it, developing it, or making the best use of great teachers.

Here are some facts. Between 1970 and 2010, U.S. public education spending *per student* increased almost 150 percent in real terms. But average teacher pay increased only 11 percent, as did teachers' work hours—effectively leaving pay flat.

## The Teaching Profession

*Teacher pay has been stagnant for 40 years (1970–2010).*

If even just two-thirds of the per-pupil spending rise had gone to teacher pay....



... average pay would be about **\$100,000**

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**If pay had increased in proportion to overall per-pupil spending, teachers today would earn six figures, on average.**

Where did the money go? **To pretty much everything except higher teacher pay.** Schools added a lot of jobs—most of them not classroom teachers—and spent far more on fancier facilities. But not on teacher pay.

# The Teaching Profession

*Teacher demands are rising, and it's becoming harder to meet the needs of all students.*

- Teachers must deliver **measurable results** for *all* students.
- Students have a **wide variety of needs**, and teachers don't always have the support they need to meet them.
- "Results" now include **thinking** and **problem-solving skills**, not just the basics.



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Meanwhile, as you know, the job got much harder.

We now expect teachers to deliver results, for *all* students.

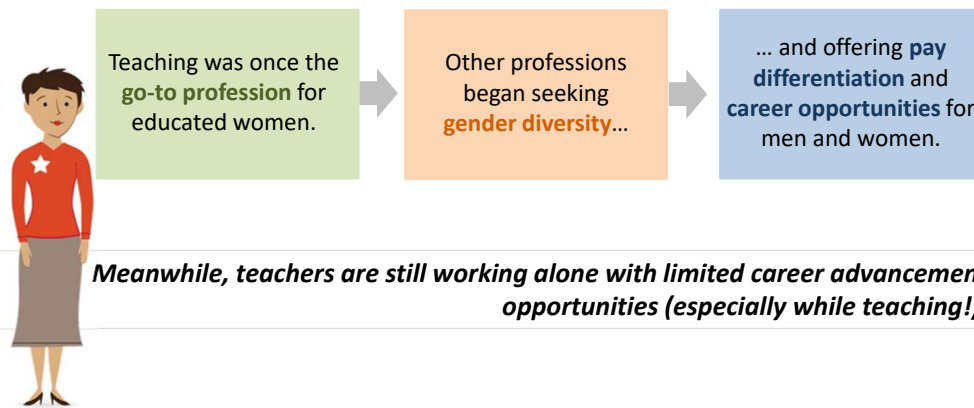
To do that, teachers must meet the needs of individual students within diverse classrooms.

And "results" include thinking and problem-solving skills, not just basic knowledge.

**All of these trends require *much stronger* teaching.**

# The Teaching Profession

*The job market is more competitive, and the teaching profession isn't keeping up.*



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At the same time, the job market changed. Other professions opened to women, and they began offering greater pay and career advancement opportunities.

Other professions also began letting the best professionals lead teams and develop people on the job.

Teaching, in contrast, still *pulls its leaders out* of direct service to students.

Those who wish to teach cannot lead, and those who wish to lead cannot teach, in most cases.

## The Teaching Profession

*Fewer top students are becoming teachers.*

Only **23%** of all new teachers, and just **14%** of new teachers in high-poverty schools, come from the top third of college classes.



From 1963 to 2000, the percentage of new female teachers from **top** colleges fell from **5%** to **1%**, and the percentage from **bottom** colleges rose from **16%** to **36%**.



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The result? Fewer top students become teachers now. And that's why you see these unfortunate statistics on the slide.

Of course, **many** outstanding professionals enter and remain in teaching today—consider the strong performance of those in the top quartile—and being a great student is certainly *not* the only qualification for being a great teacher.

But these trends *are* indicators of the profession's growing challenges.

## Could Career Paths Help?

Yes, if they meet five **Opportunity Culture Principles**:

- Extend the **reach** of excellent teachers and their teams to more students
- **Pay teachers more** for extending their reach
- Fund that pay within **regular budgets**
- Provide protected in-school time and clarity about how to use it for **planning, collaboration, and development**
- Match **authority** and **accountability** to each person's responsibilities



If these are the challenges, could career paths help? We think yes. **If** the conditions that you see here are met.

These are what we call the five Opportunity Culture Principles, and they are the foundation of all the school models in what we call an “Opportunity Culture.”

Today, school design teams with teachers on them are choosing and honing school and job models within these parameters in our pilot sites:

- extended reach;
- higher pay, sustainably funded;
- new roles that promote on-the-job learning;
- and clear authority and accountability that match each person's responsibilities.

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Why Opportunity Culture?

The Teaching Profession

### **New School Models**

Career Paths in an Opportunity Culture

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Additional Resources



# Opportunity Culture: New School Models

*An Opportunity Culture uses new models that:*

1 Extend the **reach** of excellent teachers and their teams to more students

2 Transform teaching into a profession that attracts, retains, and develops great teachers by:

Enabling teachers to **earn more**, within recurring budgets, making higher pay sustainable over time

Providing support and development **on the job** through collaborative teams led by excellent teachers

Giving great teachers more authority to **lead peers** and clear accountability for the students they reach

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In an Opportunity Culture, schools use new models that:

- Allow teachers to specialize in their strengths—reaching more students in only their strongest subjects, or playing their strongest roles, such as differentiating instruction in small groups, delivering engaging lectures, or facilitating hands-on learning.
- Transform the teaching profession to attract new talent to teaching and retain our best teachers.
- Allow teachers to grow by:
  - Increasing teacher pay, within current budgets, so new, highly paid roles are sustainable over time;
  - Providing support and on-the-job development in the school building, during regular school hours, through collaborative teams led by excellent teachers;
  - And giving teachers more authority to lead their peers with clear accountability for the students they reach.

# Why New School Models?

*How do new school models extend the reach of excellent teachers and transform the profession?*

Redesign jobs, roles, and schedules

Use technology to teach and save time

## New School Models

- **Multi-Classroom Leadership** ★
- **Subject and Role Specialization** ★
- **Time-Technology Swaps** ★
- Class-Size Changes (limited & by choice)
- Remotely Located Teaching

← Teachers love the team-based models!

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So, what do these new school models look like?

All of the new models use a combination of **job design and age-appropriate technology** to extend excellent teachers’ reach, directly and by leading other teachers, in fully accountable roles, for more pay—but within budget. In most models, class size remains the *same*, although we do think that teachers who willingly take on larger classes should be paid for it.

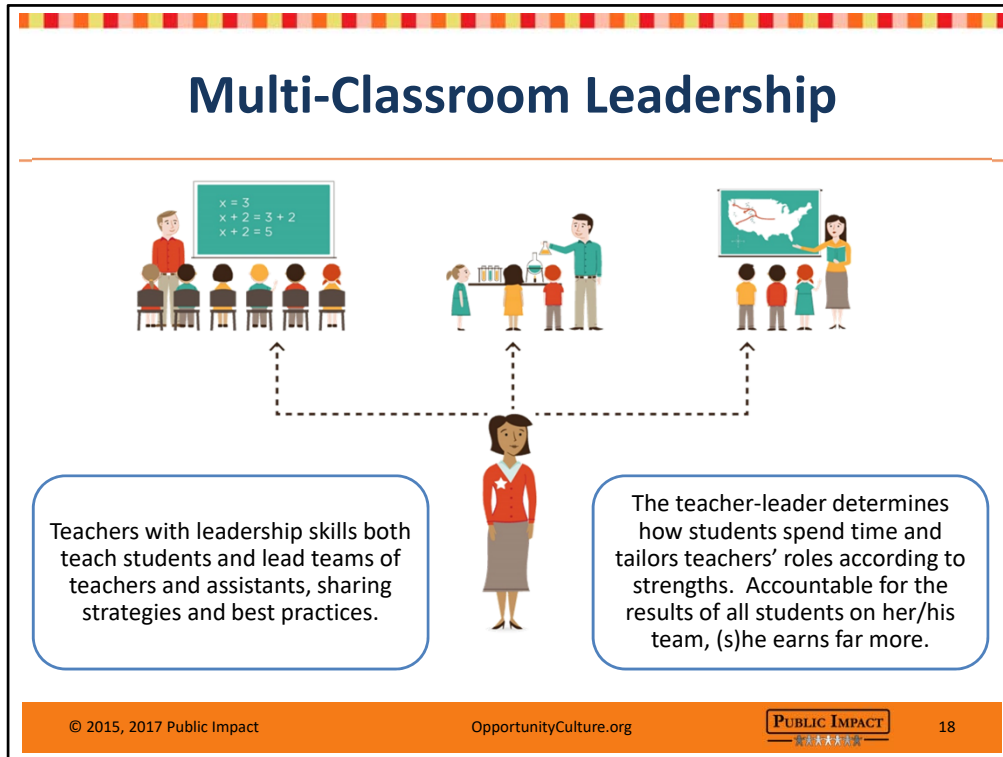
When these models are crafted correctly:

- Good teachers learn on the job from great ones, while contributing to excellent outcomes on teaching teams.
- In most models, teachers work in teams—teams that have time set aside to meet *during the school day*.
- Great teachers can take responsibility for **far more students’ learning**—anywhere from 10 percent to 400 percent more than they reach today, sometimes even more in the biggest roles.

So now we’ll tick through a bit about these models, focusing on the ones that use teams, which you see highlighted here.

As you listen, you might be thinking that you have seen other roles out there that look like these. In most cases, though, they aren’t really “extended reach” within the principles that

will lead to the best careers. Some schools already do class-size shifting, but teachers are not paid for it. Some schools already have computers in the classroom, but schedules and roles are *not* changed to increase teachers' reach, pay, or team collaboration time. Some schools have coaching and mentoring roles, but they are often unpaid, and do not give teacher-leaders formal authority or credit for helping more students.



The first—and most popular—model is Multi-Classroom Leadership. In Multi-Classroom Leadership, a teacher-leader leads a team of teachers and paraprofessionals.

With full accountability for all students in the team's multiple classrooms and explicit authority to lead the team, multi-classroom leaders have an enormous incentive to develop other teachers and help them discover and use their strengths.

The Multi-Classroom Leadership model looks different depending on student and team teacher needs, but typical multi-classroom leaders—or MCLs—focus their time on high-impact instructional and leadership activities, including:

- directly teaching both full classes or small groups;
- co-teaching, modeling, and coaching;
- analyzing student data and creating lessons for the team;
- supporting a paraprofessional; and
- planning with the teachers they lead.

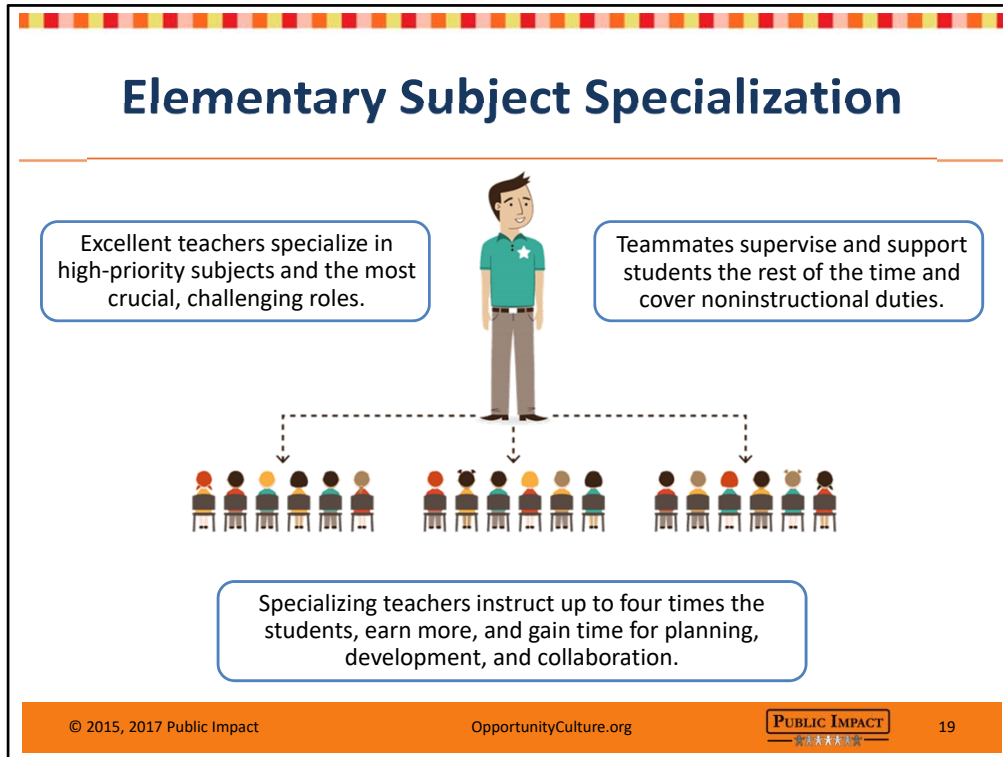
Scheduling is key for this model—to provide time for MCLs to work directly with students and to reach students indirectly through leading a team of teachers.

Team teachers have an incentive to want great new teachers on their teams, because when teams are high-performing in a school, fewer supplemental instructional positions are necessary. Those resource teachers can return to classrooms, with higher pay. Providing teams with paraprofessional support also saves money for higher teacher pay, and saves

time for teacher collaboration.

Districts can increase multi-classroom leaders' pay by 50 percent or more, within budget. When schools implement this schoolwide, *all* teachers can earn more, even as the multi-classroom leaders earn far more.

In this model, many more students experience great teaching. If a district or school wants to ensure that all students have access to excellent teachers, Multi-Classroom Leadership, alone or in combination with other models, is crucial.



In Elementary Specialization, teachers specialize in their best subjects or subject pairs—math and science, or language arts and social studies, for example.

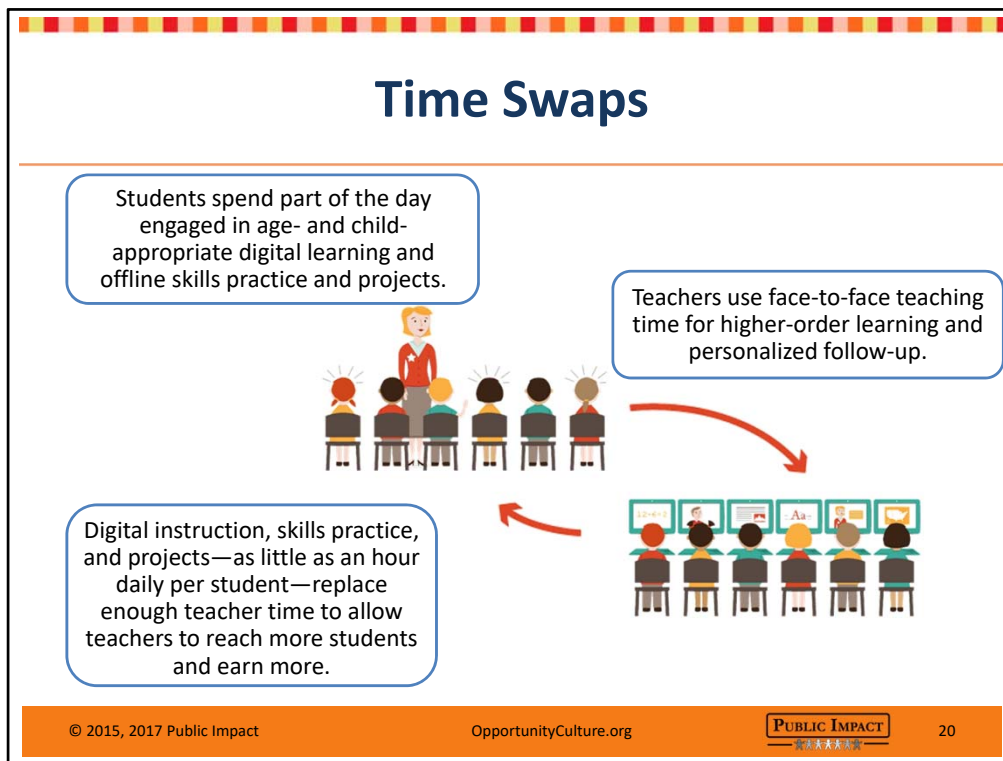
Meanwhile, paraprofessionals known as reach associates take care of students during lunch, recess, transitions, and basic skills practice or project work time—developing their social and behavioral skills, and completing noninstructional tasks for teachers.

Research indicates that, even in traditionally organized schools, having teachers specialize in their best core subjects will likely produce a significant increase in student learning.

Specializing teachers can earn about 20 percent to 40 percent more, within budget.

And two to four times the number of students will have excellent teachers.

This model alone reaches far more students with excellence, but it must be combined with Multi-Classroom Leadership to ensure that all students are reached with excellent teaching in all core subjects.



In Time Swaps, students spend a portion of time learning digitally or doing offline skills practice and project work—for as little as an hour each day.

- Teachers teach more students without needing to increase class sizes, for higher pay, and without reducing higher-order instructional time.
- If scheduled correctly, teachers can gain planning and collaboration time, too.
- Teachers can earn about 20 percent to 40 percent more, within budget.

Although most schools today use some digital instruction, this model can also be implemented without technology. Some schools are taking this approach.

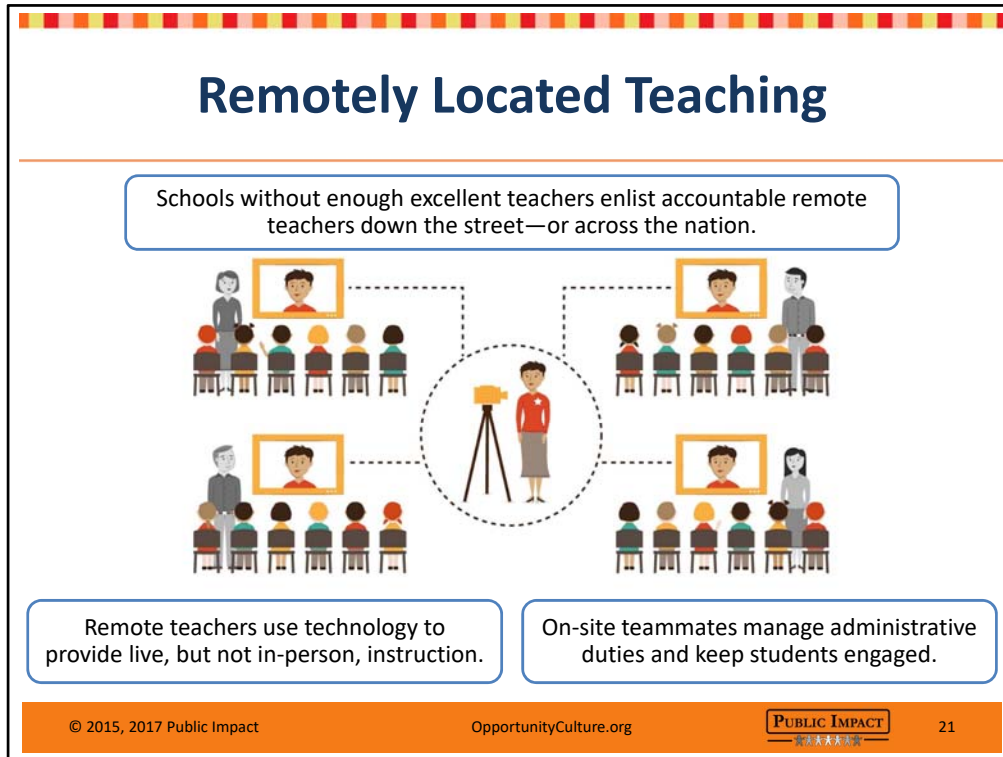
This model alone reaches far more students with excellence, but it must be combined with Multi-Classroom Leadership to ensure that all students are reached with excellent teaching in all core subjects. With this combination, teacher-leaders and team teachers can earn more, and all students can experience excellent teaching.

As always, proper scheduling is crucial, and it is important to note that while teachers are reaching more students in a Time Swap model, they actually see the same number of students—or fewer—at any one time because students are rotating between the in-person instruction and the digital lab.

For teachers or others working in middle and high schools, here’s an important point to note: Schools can **manage secondary teachers’ student loads by limiting the number of reach-extended classes each teacher has**. For example, a secondary teacher can reach 50

percent more students and gain 7 or 8 hours weekly of new planning time, if students learn in a lab every other day in core subjects.






The Remotely Located Teaching model is the least used today, but it may grow in schools that do not have teachers available for advanced or less-common courses.

In this model, excellent, remotely located teachers interact directly with students through technology, and are fully responsible for student learning. Students alternate between learning with the remotely located teachers and digital learning.

When schools face severe shortages of qualified teachers, this model extends the reach of excellent teachers who live or work remotely, but are still able to effectively lead instruction with groups of students down the hall or across the nation.

There are a number of ways to make remote teaching work, but in almost all cases, an in-person paraprofessional such as a reach associate or lab monitor will be required to assist the remote teacher and manage the classroom.

## Class-Size Changes



Excellent teachers choose to teach larger classes, *for more pay*, within limits appropriate for each teacher, the students, and each school.

Few schools use this option alone, as it maintains the one-teacher-one-classroom mode; most combine with other models to *decrease* instructional group sizes.

Schools can increase class sizes for willing, excellent teachers without reducing other class sizes.

Another option is to *shift students* from some teachers' classrooms into classes of willing, excellent teachers. Some schools do this already, but without paying teachers more.

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Few pilot Opportunity Culture schools have chosen to increase class sizes. But some that had previously made class sizes really small have increased them, and have gotten great results—they can focus their dollars not on more teachers needed for tiny classes but on great teachers providing support to colleagues.

Although it requires the least change in school processes, mere class-size changes maintain the one-teacher-one-classroom mode, and do not create a natural team of teachers who can help one another succeed.

By combining *technical* class-size increases (that is, increased student-to-teacher ratios) with Time Swaps or Elementary Specialization, teachers can reach more students while maintaining or decreasing the number of students in a class with a teacher at any given time. Teachers can gain planning and collaboration time in some combinations, too.

Schools must plan class-size increases carefully to serve students' and teachers' interests in great instruction—to keep ratios reasonable and effective.

# Agenda

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Additional Resources

# Career Paths: Move Up, Not Out, of the Classroom

*In Opportunity Culture schools and districts, teachers can increase their impact, advance in their careers, and earn more by...*



**1**  
*Extending reach directly to more students and playing increasingly advanced team roles*

**2**  
*Leading teams of teachers and other staff members to reach more students*

*...without leaving teaching!*

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In an Opportunity Culture, teachers can advance in their careers while continuing to teach, by joining teams or leading peers, and by extending their reach.

- *Great* teachers can lead and support others.
- *All* teachers can improve together.
- And *nobody* struggles alone.
- Most important, more teachers can help *more students succeed*.

## Examples of OC Roles and Pay Potential

*Excellence, leadership, and reach determine each teacher's opportunities.*

Ways to Extend Reach →	Multi-Classroom Leadership	Elementary Specialization	Time Swap
	<i>Teacher-Leader Can Earn:</i>	<i>Specialized Teacher Can Earn:</i>	<i>Blended-Learning Teacher Can Earn:</i>
<b>Pay Increase Percentages</b>	<b>67%-130%</b> MORE than average teacher pay	<b>22%-42%</b> MORE than average teacher pay	<b>23%-41%</b> MORE than average teacher pay

**Teachers can earn this sustainably, within recurring budgets—  
no special grants needed. Actual Opportunity Culture supplements in 2015-16:  
\$6,000–\$23,000**

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All the reach models enable pay increases for teachers. Using national averages for these cost factors, we calculated ranges of increases that schools could give teachers if they used the most popular of these models, completely within budget.

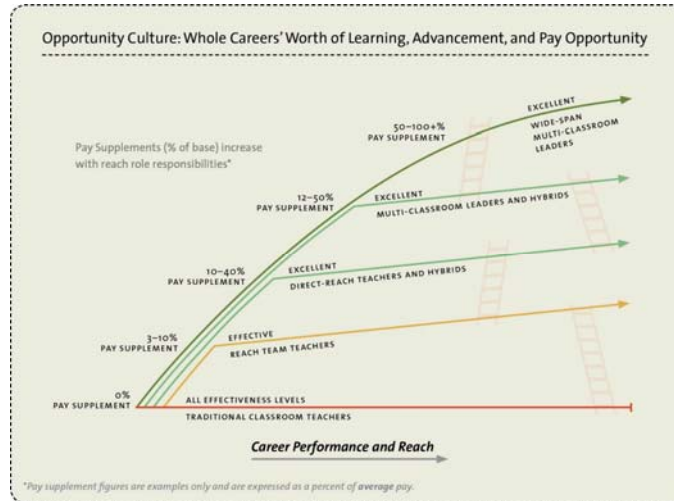
In the case of all three models presented here, all teachers in a school could earn more while paying consistently excellent teachers even more.

The secret is making wise and careful use of teachers' time and talents, and letting the newly freed money flow into their pockets.

In 2015–16, Opportunity Culture schools were paying supplements of \$6,000–\$23,000 to teachers selected for roles designated for excellent teachers.

Some schools were also paying smaller supplements to *all* teachers on teams led by multi-classroom leaders and to paraprofessional support staff in all the models.

# A Career of Learning and Opportunity



All together, the elements of pay and career paths created through these models lead to a **whole career's worth of learning, advancement, and opportunities for significantly higher pay**. Excellent teachers have many options to advance *and* continue to teach—taking advantage of their instructional mastery while developing their teamwork, organizing, and leadership skills, and enabling all teachers to learn on the job.

# Agenda

## Topics

Why Opportunity Culture?

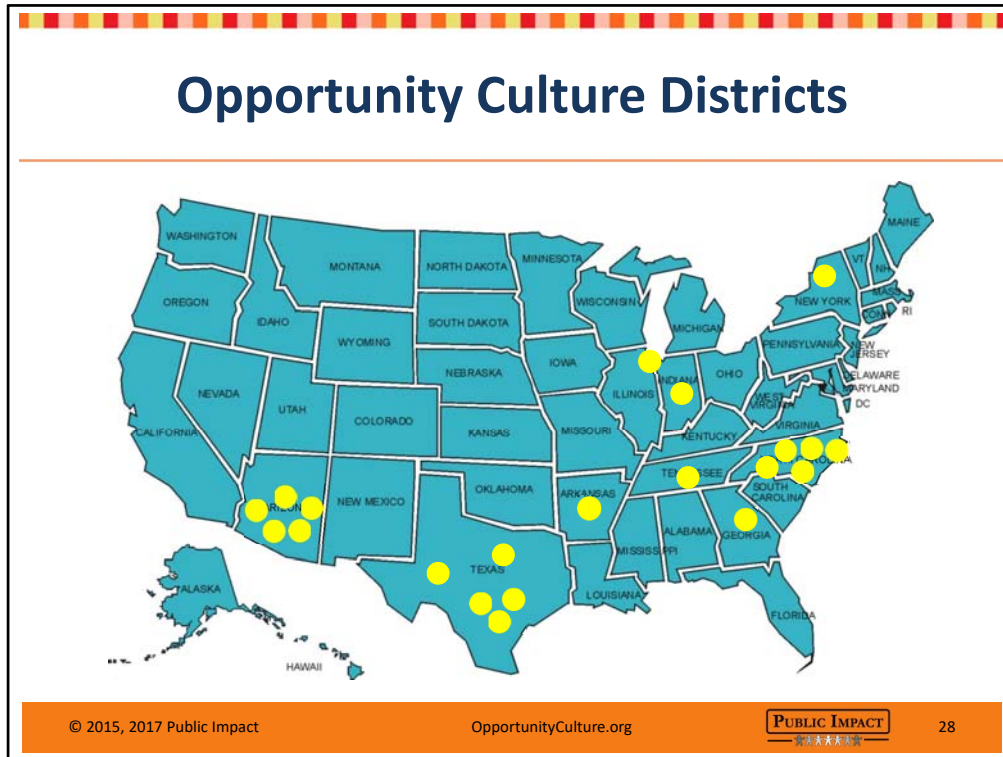
The Teaching Profession

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Districts across the country have been starting Opportunity Culture initiatives in their schools. In its fifth year, 2017–18, Opportunity Culture was underway in:

- Multiple districts in North Carolina—the county school districts of Charlotte-Mecklenburg, Cabarrus, Edgecombe, Vance, and Guilford
- Syracuse, NY—a collective bargaining district
- Multiple districts in Texas
- Multiple districts in the Phoenix area
- Indianapolis, IN—also a collective bargaining district
- North Little Rock, Arkansas
- Fulton County Schools, in the Atlanta area
- Chicago
- Nashville, TN

Other districts in these and other states continue joining this work. OpportunityCulture.org has an updated list of sites.

Implementing in collective bargaining and other districts, urban and rural areas, and high-poverty and more diverse schools is letting us learn fast and share those lessons with current and future implementers working in different contexts.



## What We've Learned So Far

- Strong **recruiting effect**
  - Many excellent teachers returned to the classroom for Opportunity Culture roles
  - Excellent teachers want the opportunities Opportunity Culture provides—creating large pools of competitive candidates for selection
- A strong Multi-Classroom Leadership model, used **schoolwide**, is best for most schools
  - Strong = MCLs lead small teams of up to six teachers, and have protect planning, teaching, and leadership time
- **No class-size “increases”** without also using team-based models
  - Class sizes are remaining below national averages
  - Decreasing instructional group sizes

As you can see here, this is what we have learned so far:

An Opportunity Culture has created a strong **recruiting effect for districts**, with excellent teachers who'd moved to facilitator or coach roles or others returning to the classroom for Opportunity Culture roles. Excellent teachers want these opportunities, which has led to large pools of competitive candidates to select from.

The schools love the Multi-Classroom Leadership model and anything that creates natural teams.

No class-size “increases” without using team-based models as well. Class sizes are remaining below national averages, with *decreasing* instructional group sizes

## What We've Learned So Far

- **More high growth, less low growth** in Opportunity Culture classrooms than comparative non-OC classrooms
- Very **high teacher satisfaction overall**
- But significant minority say their schools **need more planning time and new evaluations** matched to new roles
- “Team of leaders” approach **getting big results**; principals need guidance
- Districts need to **change hiring, PD, and other practices** to support these schools and teachers
- See **Opportunity Culture Dashboard** for more results
- See the **School Design Map, School Implementation Review, District Implementation Review** for more—based on best results nationally

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And as you see here, we've also seen these things through student outcomes and teacher surveys:

More **high growth** in Opportunity Culture classrooms than comparative non-Opportunity Culture classrooms.

High **teacher satisfaction overall**, although a significant minority say their schools need more planning time and evaluations that are matched to their new roles.

The “team of leaders” approach is **getting big results**; principals need guidance on this.

Districts need to **change hiring, PD, and other practices** to support these schools and teachers.

You can find more results on the **Opportunity Culture Dashboard** online, under the “where is this happening” tab.

# An Opportunity Culture *for All*



In the end, in addition to giving more students access to excellent teaching right away, especially in hard-to-staff schools and subjects such as STEM, these models create a “**virtuous cycle**” in which:

- The **opportunity** for career advancement while teaching, and rigorous, on-the-job learning become possible when fully accountable, **excellent teachers advance by leading, collaborating with, and developing peers in teams** to reach more students.
- Co-teaching and co-planning on teams where excellence is acknowledged provides routine **on-the-job learning** and enables a team’s teaching to rise to the level of the most skilled teachers.
- **Pay that is substantially** higher becomes possible, without forcing class-size increases, when teams reach more students than is possible in today’s one-teacher-one-classroom mode.
  - Less-costly paraprofessionals save teachers time for reach, and academic resource teachers shift into fully accountable teaching roles, making teacher pay increases possible.
  - Reallocation of other spending to higher teacher pay is also crucial to achieve six-figure average pay.
- **Selectivity** about who enters and remains in teaching becomes easier when schools offer the engaging, developmental, financially rewarding jobs with outstanding peers 25

that high-performers want.

When **good teachers benefit** developmentally and financially from having great peers, everyone has a reason to advocate for selectivity.

**Students learn more** with greater access to great teaching, from great teachers and from the teams they lead, support, and develop.

That's an Opportunity Culture *for All*.

# Agenda

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**Additional Resources**

# Teaching, Leading, Learning

Click the image below to watch a 6-minute video about Opportunity Culture.



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## Learn More

For more information on school models that extend the reach of excellent teachers and teaching teams, please visit [www.opportunityculture.org](http://www.opportunityculture.org).

- [How Can Policymakers Help?](#)—webpage of links
- [For Educators and System Leaders](#)—webpages of links to more info, resources, and training for teachers, principals, administrators
- [Build an Opportunity Culture](#)—toolkits for districts, human resources, detailed information on career paths and pay
- [Redesigning Schools](#)—summary of the new models
- [Teacher Columns](#): Written by Opportunity Culture teachers and teacher-leaders

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