Multi-Combination reach models use multiple models (Multi-Classroom Leadership, Specialization, Time-Technology Swaps, and Class-Size Changes) and modes (in-person, remote, and digital) to extend the reach of excellent teachers to larger numbers of students. Multi-Combinations are best for schools with severe shortages of excellent in-person teachers and/or a high commitment to reaching every student with excellent teachers in every grade and subject by any means possible. Estimated Reach Extension Effects: Potentially coverage of all students by excellent teachers in all chosen subjects—a 400% increase in reach, or more in some grade levels and subjects. For more on this model, see opportunityculture.org/reach/multi-combinations/.

More Detail:
Multi-Combinations combine several modes and models to reach as many students as possible with excellent teachers and make the best use of all available talent and technology.

Multi-Combinations can take many different forms. Schools most likely to benefit from Multi-Combination models include ones with:

* Relatively small numbers of proven, excellent teachers
* A small pipeline of high-potential incoming teachers
* High teacher turnover
* Many new teachers
* Teachers very committed to excellence, but who are not producing learning gains big enough to close achievement gaps and propel students to higher-level learning
* A high need for additional, excellent school leaders in the district or charter organization

The number of students reached, group size, and the amounts of time students spend with teachers and digital instruction can vary widely. Schools may implement Multi-Combinations across whole schools or in some subjects, grades, or courses but not others.

Familiarity with the full range of school models for extending the reach of excellent teachers will help school designers make the best Multi-Combination design decisions. See more about all of the school models at opportunityculture.org/reach.

Here we show examples that combine Multi-Classroom Leadership, Specialization, Time-Technology Swaps, and Remotely Located Teachers. These examples include fully accountable teachers who teach in person, others who teach from remote locations, and digital instruction (used in Time-Technology Swaps).
Multi-Classroom Leadership. Teacher-leaders lead teams of teachers and paraprofessionals, incorporate digital instruction, and work with school principals to:

- Set the standard for instructional excellence;
- Choose instructional materials, assessments, and grading rubrics;
- Assign teaching roles;
- Oversee differentiated instructional planning to meet students’ individual needs (with help of digital instructional tools); and
- Develop team members’ skills.

Team members’ roles change over time as teacher-leaders work to place everyone in roles that contribute to excellent student learning and provide professional development opportunities. Working closely with proven, excellent teachers, team teachers learn the elements of excellent teaching while doing work that immediately contributes to excellent outcomes.

Those who excel can try new roles, seeking the best combinations of work for their individual talents. For example, teachers who excel in one area may continue as specialists in limited subjects or roles, depending on both the school’s needs and individuals’ preferences. Those who excel in many instructional areas and who demonstrate leadership competencies can take on more of the teacher-leader’s role, enabling the leader to cover a wider span of classrooms. These emerging leaders then have opportunities to lead multiple classrooms.

Specialization. Teachers specialize based on subject expertise or roles through which they can expand their impact on student achievement. In elementary schools, some teachers may specialize in one or two related subjects or sub-parts of subjects in which they excel with students, focusing on strengths that they can use with larger numbers of students and continue developing. Schools may use subject specialization with all teachers, not just already-excellent teachers, to allow teachers to focus on and develop prowess in a narrower range of content. In both elementary and secondary schools, some teachers may focus the majority of their time on the teaching roles where they make the best contributions, such as teaching small groups, leading engaging large-group discussions, or reviewing student work and providing developmental feedback.

Time-Technology Swaps. Teacher-leaders incorporate enough digital instruction into the school day to allow the best teachers to reach more students without having to increase class sizes or decrease personalized learning time and higher-order thinking instruction. Schools may choose to have all teachers swap a portion of their time with digital instruction regardless of prior effectiveness, to free all teachers’ time for collaboration and planning, and/or to free funds to pay teachers more.

Remotely located teachers: With input from the team, teacher-leaders also identify gaps for which remotely located excellent teachers are needed. Courses or subjects for which no excellent, in-person teacher is available through other methods of reach extension are candidates for remote teaching. Remotely located teachers also may swap a portion of their instructional time for digital instruction, just as in-person teachers do.

ADDITIONAL EXAMPLE DETAILS:
Paraprofessionals contribute to save teachers as much time as possible, such as by supervising students during digital learning time, tutoring with guidance from excellent teachers, and completing administrative tasks.

Students benefit from the high expectations, excellent materials, and learning pace determined by the leader with a record of excellence. Because each adult is doing what he or she does best, students’ learning time is highly engaging and rewarding. Digital learning time is individually paced for each student, so those who need more skill practice get it, while others can advance. All students have as much or more time developing higher-order thinking skills than they would under traditional models—with teachers who are best at this challenging teaching task. Students spend far less time in whole-group instruction that does not meet their individual learning needs.

Teamwork among the multi-class leaders, team teachers, digital

In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach.

A Teacher’s Impact = Student Outcomes \times \text{Number of Students Reached}
lab monitors, and remotely located teachers is essential. Collaboration must be very strong to develop students’ full range of academic, social, emotional, and time-management skills.

**Role and Schedule Changes for Excellent Teachers:** Excellent teachers with leadership competencies lead teaching teams. They also may reserve their own teaching time for the elements of instruction in which their excellence makes the largest contribution to the team effort—such as in particular subjects, lessons, or teaching roles. Teacher-leaders can increase the number of classrooms and students within their purview by developing the team, letting team members try new roles to identify strengths, and delegating more planning and responsibility to teachers who respond with excellent performance.

Remotely located excellent teachers work from home or other locations, and they must be able to motivate students and make personal connections via email, video, and phone.

All teachers’ schedules change to accommodate differing roles and students’ time in the digital lab.

**New Roles for Other Staff:**

- Team teachers play a wide range of roles. They may specialize in a subject or in certain teaching roles, such as large-group, small-group, or project-based instruction, or student work review and feedback. They work under the leadership of the excellent teacher-leader.

- Digital lab monitors supervise students while they are engaged in digital instruction, and they may supervise students who are working with tutors or on projects in the same room.

- When excellent teachers reach more students successfully, schools may reduce the number of non-classroom instructional specialists who provide remedial and advanced instruction, freeing funds that might be used to pay excellent teachers more. Some instructional specialists may be candidates for reach-extended teaching roles (in-person or remote).

Optional positions may increase the number of students excellent teachers can reach. Tutors and teaching assistants may contribute to excellence, by following the lead of excellent teachers and playing supporting roles.

- Tutors may provide small-group and individual instruction at the direction of excellent teachers.

- Teaching assistants may relieve teachers of administrative work.

- In schools using a large number of remotely located teachers, learning coaches may be responsible for developing some students’ social, emotional, behavioral, and time-management skills.

**Impact on Students:** Students at all levels have learning experiences that meet the standards of the best teachers. Excellent, remotely located teachers enable students to take courses to which they would not otherwise have access, without giving up access to excellent instruction. Digital instruction allows more personalized pacing according to each student’s mastery of the content, an improvement on portions of the whole-class instruction it replaces.

Far more students have excellent teachers who lead their learning in selected subjects and are fully accountable for their progress, benefitting directly with higher learning progress and other improved outcomes.

**Scheduling Changes:** Students rotate between digital, face-to-face, and remotely delivered instruction on a fixed schedule. In all schools, scheduling must allow use of multiple spaces where students can learn in these different ways.

**Pay Changes:** Schools can pay more to any teachers whose reach is extended while saving money, and even more to those who both reach more students and achieve excellent outcomes for those students. Excellent teacher-leaders can be paid more in four ways: by paying digital lab monitors less, by paying some team teachers less, by increasing the number of students for whom the teacher-leader is responsible without proportionally increasing the number of team teachers, and/or by reducing the number of non-classroom instructional specialists. Having more than one class of students in digital learning labs at once frees additional funds to attract and keep excellent teachers.

Remote excellent teachers may reach more students by directly engaging with them for a larger portion of their work time than in a traditional school, because they are relieved of administrative duties related to on-site teaching. They also may teach across time zones, enabling them to teach more classes.

**Cost Savings To Be Shared by Excellent Teachers and School:** This model can be budget neutral. Potential cost savings include the reduced cost of lower-paid digital lab monitor positions and some team-teaching positions, plus savings from the reduction of instructional specialists, minus costs of any new technology needed.

If digital labs have more than a typical class size of students in them at once, further savings may be realized.

New schools may save construction costs by building facilities with fewer, larger classrooms. These rooms may be digital labs serving multiple classrooms of students at a time, or combined digital, face-to-face, and remote-teacher-led classrooms.

**Changes to Class/Group Size:** Class and group sizes will vary widely, but class size may be maintained while paying excellent teachers more, within budget. Whole-group instruction time may
be reduced so that teacher-led learning time will be in group sizes smaller than today’s typical classes.

**Facilities Changes:** No facility changes are required under this model. Larger rooms that may be used flexibly for different kinds of instruction may be desirable in new schools, and existing schools may choose to remove some walls for digital learning labs. Movable furniture and room dividers may be useful.

**Technology Needs:** Students must have access to Internet-connected computers. Remotely located teachers will need two-way electronic communications with students (e.g., Skype, video or audio conferencing, and/or email). Digital instruction may be purchased as discrete programs or developed by the school, such as by digitizing lessons of the most outstanding teacher on a particular topic. If teachers are recording their lessons, schools will require recording and playback equipment.

**Estimated Reach Effect Calculation Assumptions:** Excellent teachers could reach 400% more students (or more—up to 700% more for elementary math, for example) by extending their reach using a combination of Multi-Classroom Leadership, Time-Technology Swaps, Subject and Role Specialization, and by including remote teaching when appropriate. See individual model descriptions for underlying reach effect assumptions at opportunityculture.org/reach/.

**EXAMPLE: ELEMENTARY SCHOOL MODEL**

Excellent teachers with leadership competencies lead teams covering two to six classrooms of students in the same or nearby grades. Students spend 25% of their in-school learning time in a digital lab with a digital lab monitor who supervises students as they rotate into the lab from other face-to-face (and potentially remote) instruction. The school also provides teachers with time-saving technology tools for grading and grouping students in flexible small groups for a portion of instruction. The teacher-leader schedules student groups of varying sizes for face-to-face learning—in small groups, discussion seminars, and project teams—and determines team teachers’ instructional roles to ensure excellent instruction for all students. The leader is fully accountable for all students’ outcomes, but also works with the team members to clarify, evaluate, and improve each team member’s contribution. Teacher-leaders may incorporate remotely located teachers or tutors to complement the school-based team in needed subjects.

**EXAMPLE: SECONDARY SCHOOL MODEL**

Excellent teachers with leadership competencies lead teams in particular subject areas. Students spend up to 50% of their in-school learning time in a digital lab with a digital lab monitor who supervises students as they rotate into the lab from other face-to-face (and potentially remote) instruction. The school also provides teachers with time-saving technology tools for grading and grouping students in flexible small groups for a portion of instruction. The teacher-leader schedules student groups of varying sizes for face-to-face learning—in small groups, discussion seminars, and project teams—and determines team teachers’ instructional roles to ensure excellent instruction for all students within the leader’s purview.

In addition, in subjects for which no excellent teachers are available in person, students can take courses taught by excellent, remotely located teachers who use webcams and online whiteboards. These teachers also may swap a portion of their instructional time with digital instruction, so that students alternate between live interaction with the remote teacher and online learning. Remotely located teachers check in with students regularly, following up with those whose learning stalls and those who need advanced assignments, and they are available for questions and quick tutoring sessions via email and phone. Students learning with remotely located teachers need not be in the same schools, as long as schedules can accommodate teacher-led portions of instruction. During the portion of the school day that students learn from remotely located teachers, students are supervised by digital lab monitors.

Rather than replacing in-person instruction with entirely online courses, this model lets teachers who have proven their excellence in connecting with students personally, motivating them, helping them when they face barriers, and developing their higher-order thinking skills reach more students in these areas of strength. Even though these teachers are remotely located, they can be se-
lected for their ability to connect with students via webcam, online whiteboards, email, and phone.

In both elementary and secondary schools, students can have highly personalized learning experiences, because face-to-face, remote, and digital instruction can vary according to each student’s needs. This kind of differentiation is a hallmark of excellent teachers, and these models enable them to deliver this to more students without increasing—and sometimes decreasing—group sizes.

See opportunityculture.org/reach/school-models/ for the models used in this combination and the Critical Implementation Decision checklists within those models:

✱ Multi-Classroom Leadership (“Pods”)  
✱ Subject Specialization (Elementary)  
✱ In-Person Rotation (Elementary), In-Person Rotation (Secondary), In-Person Flex, and Remote Time-Technology Swaps (Rotation and Flex)

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