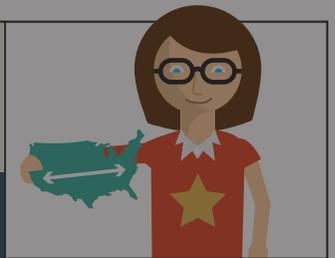


REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

SCHEDULE EXAMPLE: 1/2 CORE SUBJECT TIME IN DIGITAL LEARNING—
ELEMENTARY ROTATION, 4TH AND 5TH GRADES



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NOTE: An updated version of this publication can be found here:
https://opportunityculture.org/wp-content/uploads/2018/10/Schedule_Example_MCL_Team_Reach_Elementary-Public_Impact.pdf

...re in a digital learn-...
...n projects. See oppor-

* This is a school tha...
grade students thro...
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...s to the lab on a...
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school is highly committed to having an outstanding teacher responsible for every student and to helping students catch up before entering middle school. To catch up, students need an excellent teacher both years in math and reading. A strong volunteer base from a local university provides tutoring in core subjects.

acquire knowledge and skills, with personalized pacing according to their mastery of the content. Tutoring is provided as needed, and students have supervised time to work on projects.

* The school provides teachers who extend their reach with assistants who supervise students during transitions and lunch/recess. Teachers share assistants. Digital lab monitors may help with supervision during homeroom and lunch/recess.

* Class sizes do not change. The amount of time that students have with a teacher for personalized, enriched portions of learning does not change, because teachers use technology to replace less complex instruction.

* Teacher A is one of the excellent teachers who is extending reach by having students learn in a digital lab for up to half of their core-subject time (about 1/3 of the school day).

* In this example, Teacher A (and peers like her) reaches 100% more children. Twice as many students now have the best available teacher for in-person instruction. The school offers fourth- and fifth-grade positions only to teachers who produce very high-progress learning, to ensure that every child leaves ready for middle school. These teachers have demanding roles but are also paid more from regular per-pupil funding. They spend a portion of their planning time helping teachers in lower grades develop and prepare students for the accelerated fourth- and fifth-grade years.

* This teacher has two blocks of planning time in the middle of the day.

* Teachers extending their reach this way have wide latitude about what to teach when, and how. They generally focus on enriched and personalized instruction—applying students’ knowledge and skills acquired online to analytical, creative, and conceptual problems. This includes individual and team work, projects, and short-but-complex assignments.

* While the teachers generally stick to the schedule, they may sometimes have students spend extra time during one of the periods working on another subject (e.g., following up on the morning’s lessons in the afternoon block). This decision is left to each teacher as long as students continue to make strong learning gains.

* Teachers who teach all four core subjects also have wide latitude about how to group students on a daily basis. They may combine classes A and B in different ways for different subjects—for example, to teach students similarly advanced



A Teacher’s Impact =
Student Outcomes x
Number of Students Reached