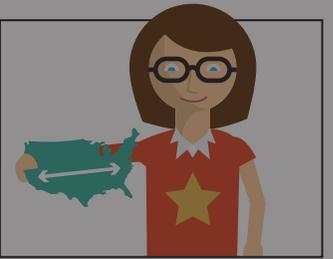


# REDESIGNING SCHOOLS

## MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

SCHEDULE EXAMPLE: 1/2 TIME IN DIGITAL LEARNING PER SUBJECT—  
SECONDARY ROTATION



NOTE: An updated version of this publication can be found here:  
[https://opportunityculture.org/wp-content/uploads/2018/10/Schedule\\_Example\\_MCL\\_Team\\_Reach\\_Secondary-Public\\_Impact.pdf](https://opportunityculture.org/wp-content/uploads/2018/10/Schedule_Example_MCL_Team_Reach_Secondary-Public_Impact.pdf)

In this middle or high school model, Teacher A spent half of her class period teaching in person and the other half was dedicated to teaching this subject in a digital lab. This model addresses the shortage of qualified teachers in certain subjects.

- \* After successfully implementing the model, the school model reached in more mathematics and science (the subjects in which shortages are most acute).
- \* Before the change, Teacher A teaches cohort A, which has different students each class period (Classes 1-A, 2-A, 3-A, and so on), and Teacher B teaches cohort B (Classes 1-B, 2-B, 3-B, and so on).
- \* After the change, Teacher A teaches cohorts A and B in periods 1, 2, and 3 on alternating days. The cohort not with Teacher A on a given day has digital instruction during that same period.
- \* In periods 4, 5, and 6, Teacher A teaches only cohort A students and only on alternating days, using the days when those students are in the digital lab for planning, peer collaboration, and student follow-up.
- \* In courses where teachers are replacing a portion of instruction with digital learning, students spend every other day in a digital lab to acquire knowledge and skills (Table 2), with personalized pacing according to their mastery of the content. Tutoring is available.
- \* The other half of their time in these courses (on alternating days) is spent with Teacher A, who focuses on enriched and

complex assignments. She previously was a classroom teacher, is retiring, is not qualified to teach in this subject, and also has a shortage of qualified teachers in this subject.

Teacher A's knowledge and skills are up-to-date, and she has a variety of teaching problems. This model addresses the shortage of qualified teachers in certain subjects, and short-but-

complex assignments.

- \* Class size and the enriched learning time students were getting with a teacher 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 teaches 50% more students, but (s)he also has 7.5 extra in-school hours each week (3 free periods every other day) to monitor progress, grade, develop instructional plans, help students, and coach novice and developing teachers.
- \* Another teacher's reach can be extended 50% to cover cohort B in periods 4, 5, and 6, or these classes may have smaller enrollments, or continue to be taught with all in-person instruction.
- \* Higher pay for Teacher A is funded by lower pay for digital lab monitors and possibly fewer specialists.



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