In this middle or high school, Teacher A consistently produces top-quartile student growth and excels in other ratings. She previously spent half of her class time on whole-group instruction and half on personalized/enriched teaching. Teacher B is retiring, is not qualified to teach this subject, or consistently produces weak student learning compared with other teachers. This locale also has a shortage of qualified teachers in this subject.

**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

---

**REDESIGNING SCHOOLS**

**MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS**

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

* After successfully extending Teacher A’s reach (Table 1), over time the school moves toward extending its great teachers’ reach in more math and science courses (and other 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.

* 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 75 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.