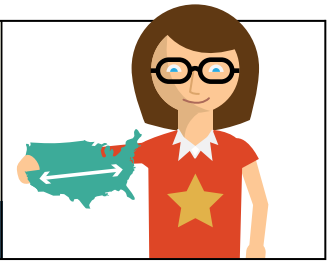


REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

HOW DIGITAL INSTRUCTION ENABLES HIGHER PAY



In Time-Technology Swaps, teachers swap face-to-face instruction with digital instruction, in age-appropriate quantities for students (as little as an hour daily *total*). Time-Technology Swaps are one of the redesigned job models of an Opportunity Culture, which extends the reach of excellent teachers and the teams they lead to more students, for more pay, within budget—making significant pay increases possible for *all* teachers. Excellent teachers can extend their reach by teaching a larger number of students without increasing class size because, at a given time, some of their students are using digital instruction with paraprofessional supervision, while teachers use the face-to-face teaching time for higher-order learning and personalized follow-up. These blended-learning teachers can also use part of their freed time for planning and collaboration.

Teachers may replace approximately 20 percent to 50 percent of face-to-face instructional time *in a given subject* with digital instruction, depending on student ages, other student needs, and the quality of available digital instruction.

“Digital time” need not all be spent in front of a computer screen. Digital labs (and mixed-use classrooms) may also have space and tables for offline “homework at school,” tutoring, and student project work, reducing screen time.

The new teacher staffing levels help schools ensure that no students have truly ineffective teachers. Paraprofessional-supervised time saves money for higher teacher pay because paraprofessionals have lower wage rates than teachers. Teachers can earn at least 20 percent more, sustainably. In addition, blended-learning teaching teams can meet during school hours. Good teachers can collaborate with and learn from excellent peers, potentially boosting everyone’s success.

*** Elementary School Example:** Students at the **elementary** level can spend as little as about one hour daily learning in a digital/homework lab and greatly increase their odds of having an excellent teacher, especially if teachers specialize in their best subjects. Excellent elementary math/science teachers can teach three or four classes of students, and language arts/social studies teachers can teach twice the usual number of students, without increasing class sizes. All teachers earn more, and, with proper scheduling, teaching teams can collaborate daily at school.

*** Secondary School Example:** In subjects where students spend every other day in a digital/homework lab, **middle or high school** teachers can teach 50 percent more students, for more pay, without increasing class sizes, and gaining several hours

(5 to 15) of planning time weekly. Students increase their odds of having an excellent teacher by 50 percent, and teaching teams have time to work collaboratively, with leadership by great teachers.

Note: More digital/homework lab time allows teachers to reach more students, but must be limited to levels that produce excellent learning outcomes and allow the development of the whole child. All of the Opportunity Culture models are constructed with this in mind, but individual school design teams will need to make choices that suit each student population. See [Opportunity Culture.org](http://opportunityculture.org) for much more on the new job models and schedules for team collaboration time, and how they enable excellence and opportunities for all teachers and students.

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