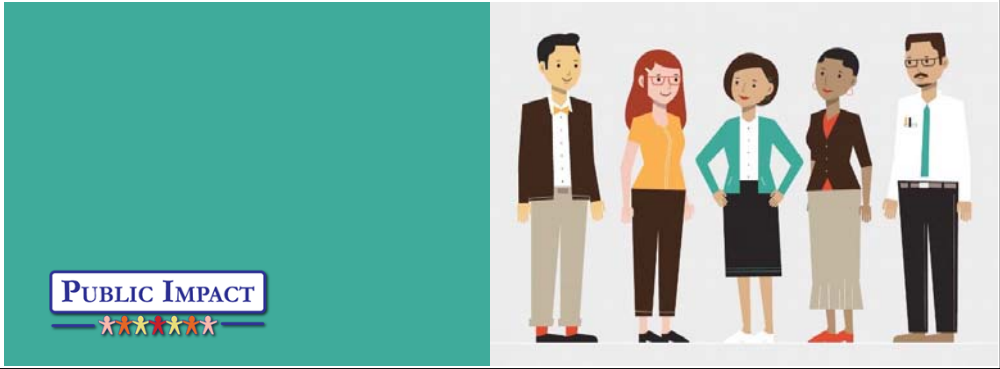


Opportunity Culture



Introduction for Educators



Opportunity Culture

Topics

Why Opportunity Culture?

How Does Opportunity Culture Work?

Where Is This Happening?

More Information

Why Did You Become a Teacher?



To give a whole generation the opportunity for a **brighter future**?

Because *you* had a **teacher who inspired you**?

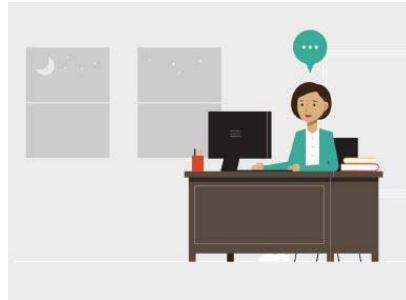
Maybe you have a **passion** for what you teach and want to pass that on?

Or because you delight in helping students achieve their potential, even against the odds... because you became a teacher to **help every student** assigned to you.

The Challenge

Sometimes, it may seem impossible to help every student assigned to you because...

- You have a wide variety of students with different needs.
- It's difficult to meet the needs of all students by yourself.
- You may not always get the results you want, even when you work really hard.
- You may not have the support you need to figure out what to do differently.



Current Growth Isn't Enough

With teachers working alone, students who...

Start 2 years behind...	➔	Stay two years behind
Start 1 year behind...	➔	Stay one year behind
Start on grade level...	➔	Aren't likely to leap ahead to compete internationally

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Our nation's achievement gaps are large, and all of our students' learning has fallen behind as other nations rise.

Here's the issue: All students really *must* make *more* than today's standard year's worth of growth each year.

That's because students who start out behind need to make *well over* a year of growth—*year after year*—*just* to catch up.

Students in the *middle* need to make *rapid* growth as well, to leap ahead to rising global standards.

And even our *top* students have fallen behind the world's *best* students. *They* need to keep leaping forward, too.

And *all* students need *higher-order* thinking, like creativity and problem-solving skills, to apply what they learn.

Why Opportunity Culture?

Challenges in Teaching Today:

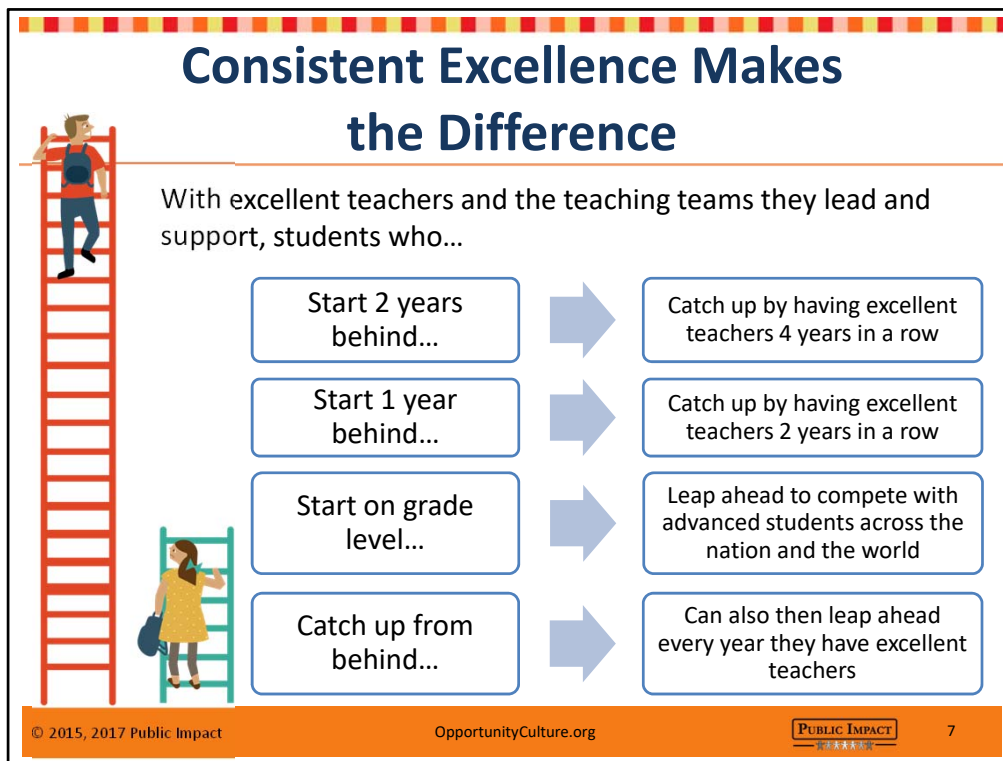
- One-teacher-one-classroom model results in “solo practice” and teachers working in isolation
- Absence of teams allowing for leadership, on-the-job learning, career advancement while teaching, and increased pay
- Too few students experience excellent teaching ←

How can Opportunity Culture help to address these challenges?

1 Give more students access to excellent teaching

2 Transform teaching into a profession with greater pay, opportunity, and support

Opportunity Culture takes on the challenges of the one-teacher-one-classroom model and the absence of teams to allow all teachers to improve in their practice—by giving more students access to excellent teaching and by transforming teaching into a profession with greater pay, opportunity, and support.



Consistently excellent teaching really does make a difference.

Here's why.

For students, having excellent teachers changes everything. Excellent teachers—roughly today's top 25 percent—already achieve results good enough to close achievement gaps.

- Their students make about three times the progress of students assigned to the bottom 25 percent of teachers, and half a year more than *average* teachers each year.
- That's about 1.5 years of student learning growth on average in a single year.

But students who start behind need great teachers consistently. When they do, students who start behind can catch up. And students in the middle leap ahead.

Decades of research by multiple researchers indicate this (Eric Hanushek, Tom Kane, Bill Sanders, and Susannah Loeb among them). Although there is a healthy debate about the *measures*—whether today's standardized tests are adequate—economists have found almost an *identical* distribution of performance in other professional jobs across *all* sectors, using a wide variety of outcome measures.*

Note: Research also indicates that teachers who produce high-progress learning in math and reading also develop students' higher-order thinking skills.

So, students almost certainly *would* benefit *if* new school models enabled better teachers to help more students—and their teaching peers.

*Hunter, J. E., Schmidt, F. L., Judiesch, M. K. (1990, February). Individual differences in output variability as a function of job complexity. *Journal of Applied Psychology*. 75(1), 28–42.
Retrieved from <http://psycnet.apa.org/?&fa=main.doiLanding&doi=10.1037/0021-9010.75.1.28>

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Opportunity Culture: New School Models

An Opportunity Culture uses new models that:

1

Extend the **reach** of excellent teachers and their teams to more students

2

Transform teaching into a profession that attracts, retains, and develops great teachers by:

Enabling teachers to **earn more**, within recurring budgets, making higher pay sustainable over time

Providing support and development **on the job** through collaborative teams led by excellent teachers

Giving great teachers more authority to **lead peers**, with clear accountability for the students they reach

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In an Opportunity Culture, schools use new models that:

- Allow teachers to **specialize** in their strengths—reaching more students in only their strongest subjects, or playing their strongest roles, such as differentiating instruction in small groups, delivering engaging lectures, or facilitating hands-on learning.
- Transform the teaching profession to **attract new talent to teaching and retain our best teachers**
- Allow teachers to grow by:
 - Increasing teacher **pay**, within current budgets, so new, highly paid roles are sustainable over time;
 - Providing **support and on-the-job development** in the school building, during regular school hours, through collaborative teams led by excellent teachers;
 - And giving teachers more **authority to lead their peers** and giving them **clear accountability for the students they reach**.

Opportunity Culture models are able to do this because they must follow a set of five principles [move to next slide]...

Opportunity Culture Principles

*Teams of teachers and school leaders
choose and tailor models to:*

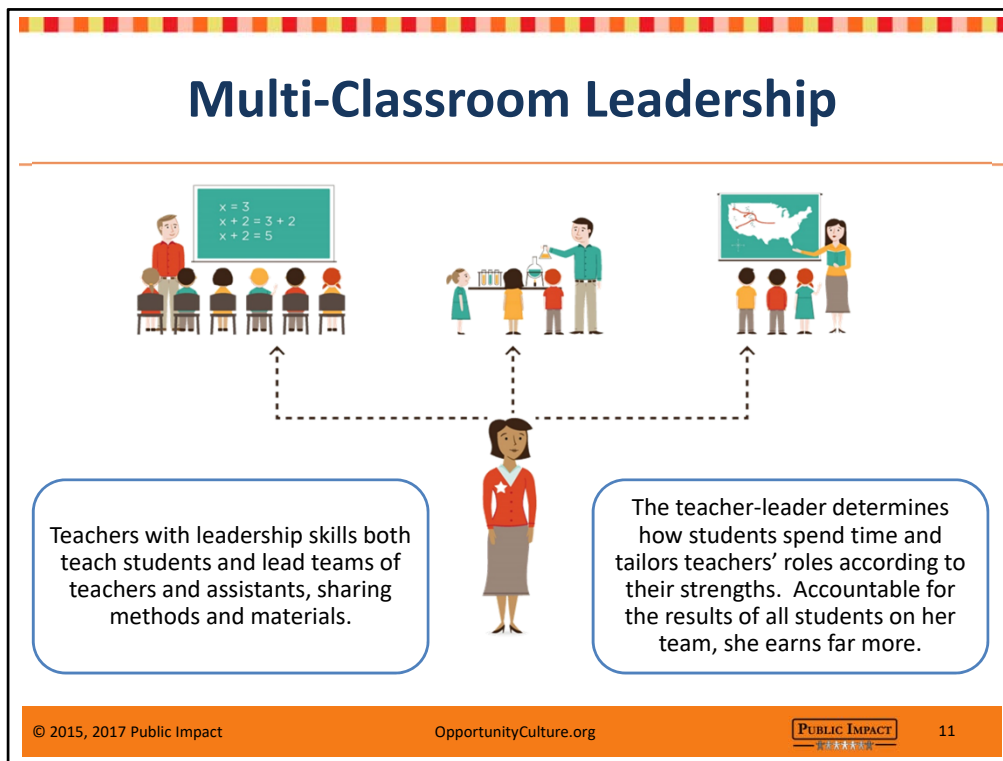
1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person's responsibilities



These models increase students' access to excellent teachers and transforms the teaching profession by following these five principles:

- (1) Reach more students with excellent teachers and their teams.
- (2) Pay teachers more for extending their reach.
- (3) Fund pay within regular budgets.
- (4) Provide protected in-school time and clarity about how to use it for planning, collaboration, and development.
- (5) Match authority and accountability to each person's responsibilities.

With each of these principles in place, *every* student has the opportunity to have a great teacher every year, and nearly *all students* can leap ahead like never before—and enjoy learning more, too.



The first—and most popular—model is Multi-Classroom Leadership. In Multi-Classroom Leadership, a teacher-leader leads a team of teachers and paraprofessionals.

With full accountability for all students in the team's multiple classrooms and explicit authority to lead the team, multi-classroom leaders have an enormous incentive to develop other teachers and help them discover and use their strengths.

The Multi-Classroom Leadership model looks different depending on student and team teacher needs, but typical multi-classroom leaders—or MCLs—focus their time on high-impact instructional and leadership activities, including:

- directly teaching both full classes or small groups;
- co-teaching, modeling, and coaching;
- analyzing student data and creating lessons for the team;
- supporting a paraprofessional; and
- planning with the teachers they lead.

Scheduling is key for this model—to provide time for MCLs to work directly with students and to reach students indirectly through leading a team of teachers.

Team teachers have an incentive to want great new teachers on their teams, because when teams are high-performing in a school, fewer supplemental instructional positions are necessary. Those resource teachers can return to classrooms, *with higher pay*. Providing teams with paraprofessional support also saves money for higher teacher pay, and saves

time for teacher collaboration.

Districts can increase multi-classroom leaders' pay by 50 percent or more, within budget. When schools implement this schoolwide, *all* teachers can earn more, even as the multi-classroom leaders earn far more.

In this model, *many* more students experience great teaching. If a district or school wants to ensure that *all* students have access to excellent teachers, Multi-Classroom Leadership, alone or in combination with other models, is crucial.

Multi-Classroom Leadership

The Multi-Classroom Leadership model creates a culture of support and teamwork focused on excellence that you can't find anywhere else. Click the image below to watch a video about the MCL model and hear from teachers implementing it.



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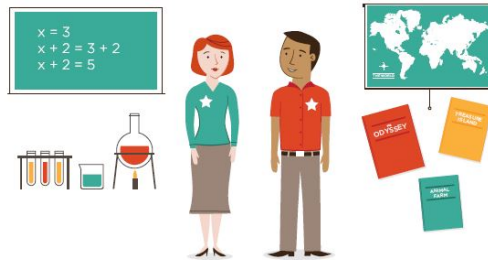
12

This video shares the experience of an MCL working with a first-year teacher. MCLs can have a major impact on the early development and instructional growth of a new teacher. MCLs in schools across the U.S. also support teachers at every level—even very experienced teachers—and pull everyone together as a team.

Elementary Subject Specialization

Excellent teachers specialize in high-priority subjects and the most crucial, challenging roles.

Teammates supervise and support students the rest of the time and cover noninstructional duties.



Specializing teachers instruct two to four times the students, earn more, and gain time for planning, development, and collaboration.

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In Elementary Specialization, teachers specialize in their best subjects or subject pairs—math and science, or language arts and social studies, for example.

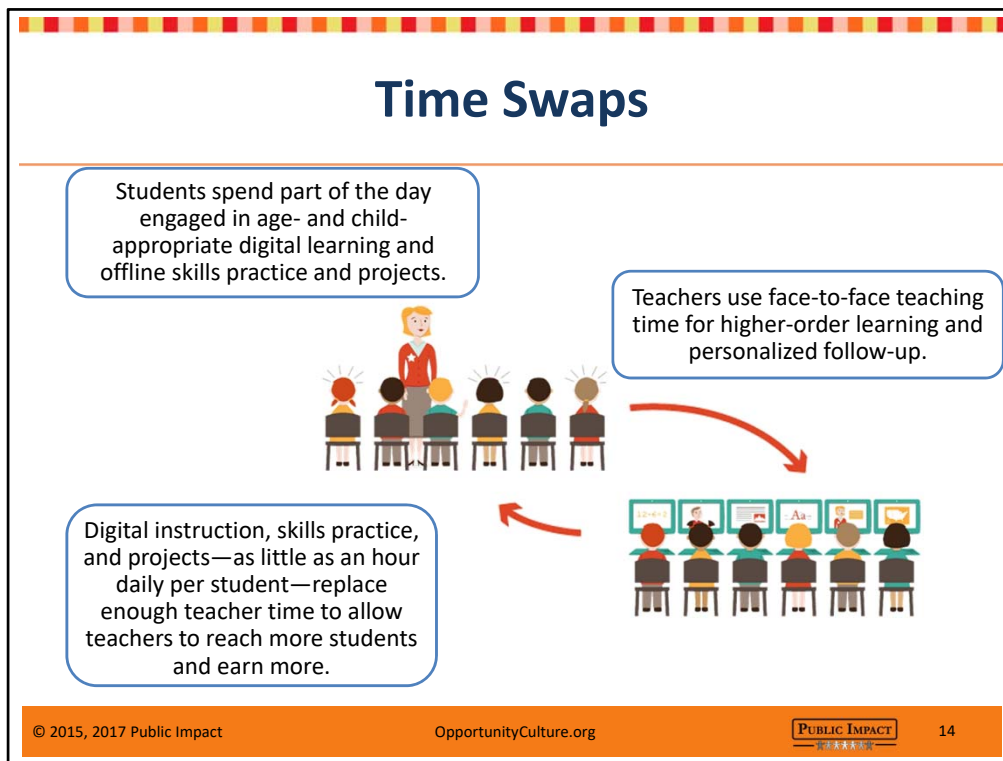
Meanwhile, paraprofessionals known as reach associates take care of students during lunch, recess, transitions, and basic skills practice or project work time—developing their social and behavioral skills, and completing noninstructional tasks for teachers.

Research indicates that, even in traditionally organized schools, having teachers specialize in their best core subjects will likely produce a significant increase in student learning.

Specializing teachers can earn about 20–40 percent more, within budget.

Two to four times the number of students have excellent teachers.

This model alone reaches far more students with excellence, but it must be combined with Multi-Classroom Leadership to ensure that *all* students are reached with excellent teaching in all core subjects.



In Time Swaps, students spend a portion of time learning digitally *or* doing offline skills practice and project work—for as little as an hour daily.

- Teachers teach more students without needing to increase class sizes, for higher pay, and without reducing higher-order instructional time.
- If scheduled correctly, teachers can gain planning and collaboration time, too.
- Teachers can earn about 20–40 percent more, within budget.

Although most schools today use some digital instruction, this model can also be implemented *without* technology. Some schools are taking this approach.

This model alone reaches far more students with excellence, but it must be combined with Multi-Classroom Leadership to ensure that all students are reached with excellent teaching in all core subjects. With this combination, teacher-leaders *and* team teachers can earn more, and all students can experience excellent teaching.

As always, proper scheduling is crucial, and it is important to note that while teachers are reaching more students in a Time Swap model, they actually see the same number of students—or fewer—at any one time because students are rotating between the in-person instruction and the digital lab.

Note for teachers or others working in middle and high schools—here’s an important point: Schools can **manage secondary teachers’ student loads by limiting the number of reach-extended classes each teacher has**. For example, a secondary teacher can reach 50 percent

more students *and* gain 7 or 8 hours weekly of new planning time, if students learn in a lab every other day in core subjects.

Remotely Located Teaching

Schools without enough excellent teachers enlist accountable remotely located teachers down the street—or across the nation.



Remote teachers use technology to provide live, but not in-person, instruction.

On-site teammates manage administrative duties and keep students engaged.

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The Remotely Located Teaching model is the least used today, but it may grow in schools that do not have teachers available for advanced or less-common courses.

In this model, excellent, remotely located teachers interact directly with students through technology, and are fully responsible for student learning. Students alternate between learning with the remotely located teachers and digital learning.

When schools face severe shortages of qualified teachers, this model extends the reach of excellent teachers who live or work remotely, but are still able to effectively lead instruction with groups of students down the hall or across the nation.

There are a number of ways to make remote teaching work, but in almost all cases, an in-person reach associate or lab monitor will be required to assist the remote teacher and manage the classroom.

Class-Size Changes



Excellent teachers choose to teach larger classes, *for more pay*, within limits appropriate for each teacher, the students, and each school.

Few schools use this option alone, as it maintains the one-teacher-one-classroom mode; most combine with other models to *decrease* instructional group sizes.

Schools can increase class sizes for willing, excellent teachers without reducing other class sizes.

Another option is to *shift students* from some teachers' classrooms into classes of willing, excellent teachers. Some schools do this already, but without paying teachers more.

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Few pilot Opportunity Culture schools have chosen to increase class sizes. But some that had previously made class sizes really small have increased them, and have gotten great results—they can focus their dollars not on more teachers needed for tiny classes but on *great* teachers providing support to colleagues.

Although it requires the least change in school processes, mere class-size changes maintain the one-teacher-one-classroom mode, and do not create a natural team of teachers who can help one another succeed.

By combining *technical* class-size increases (that is, increased student: teacher ratios) with Time Swaps or Elementary Specialization, teachers can reach more students while maintaining or decreasing the number of students in a class with a teacher at any given time. Teachers can gain planning and collaboration time in some combinations, too.

Schools must plan class-size increases carefully to serve students' and teachers' interests in great instruction—to keep ratios reasonable and effective.

Career Paths: Move Up, Not Out, of the Classroom

In Opportunity Culture schools and districts, teachers can increase their impact, advance in their careers, and earn more by...



1
Extending reach directly
to more students and
playing increasingly
advanced team roles

2
Leading teams
of teachers and other
staff members to
reach more students

...without leaving teaching!

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In an Opportunity Culture, teachers can *advance* in their careers while *continuing* to teach, by joining teams or leading peers, and by extending their reach.

- *Great* teachers can lead and support others.
- *All* teachers can improve together.
- And *nobody* struggles alone.
- Most important, more teachers can help *more students succeed*.

Examples of OC Roles and Pay Potential

Excellence, leadership, and reach determine each teacher's opportunities.

Ways to Extend Reach →	Multi-Classroom Leadership	Elementary Specialization	Time-Technology Swap—Rotation
	<i>Teacher-Leader Can Earn:</i>	<i>Specialized Teacher Can Earn:</i>	<i>Blended-Learning Teacher Can Earn:</i>
Pay Increase Percentages	67%-130% MORE than average teacher pay	22%-42% MORE than average teacher pay	23%-41% MORE than average teacher pay

Teachers can earn this sustainably, within recurring budgets—
no special grants needed. Actual Opportunity Culture supplements in 2015-16:
\$6,000–\$23,000

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All the reach models enable pay increases for teachers. Using national averages for these cost factors, we calculated ranges of increases that schools could give teachers if they used the most popular of these models, completely within budget.

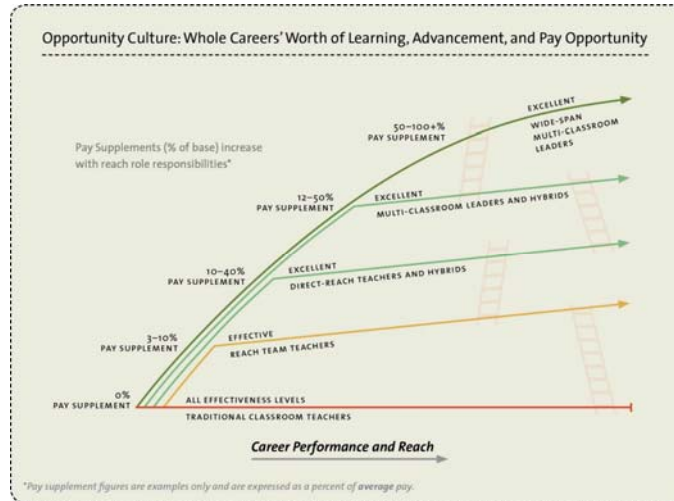
In the case of all three models presented here, *all* teachers in a school could earn more while paying consistently excellent teachers *even* more.

The secret is making **wise and careful use of teachers' time and talents**, and letting the newly freed money flow into their pockets.

In 2015–16, Opportunity Culture schools were paying supplements of \$6,000–\$23,000 to teachers selected for roles designated for excellent teachers.

Some schools were also paying smaller supplements to *all* teachers on teams led by multi-classroom leaders and to paraprofessional support staff in all the models.

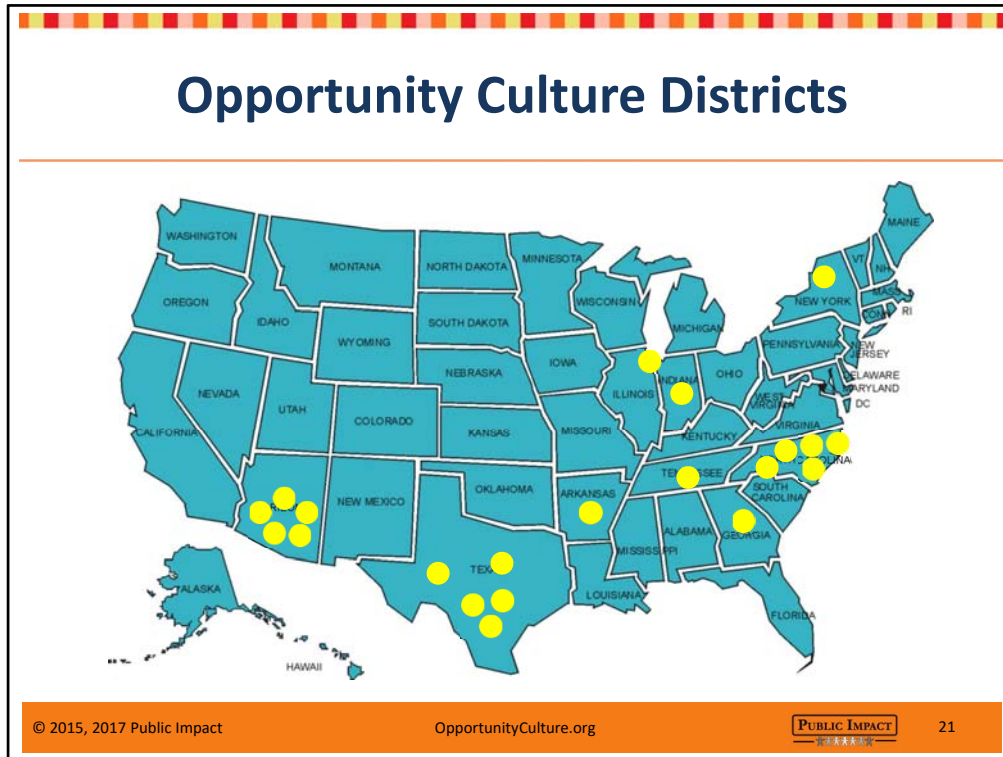
A Career of Learning and Opportunity



All together, the elements of pay and career paths created through these models lead to a **whole career's worth of learning, advancement, and opportunities for significantly higher pay**. Excellent teachers have many options to advance *and* continue to teach—taking advantage of their instructional mastery while developing their teamwork, organizing, and leadership skills, and enabling all teachers to learn on the job.

Opportunity Culture

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Districts across the country have been starting Opportunity Culture initiatives in their schools. In its fifth year, 2017–18, Opportunity Culture was underway in:

- Multiple districts in North Carolina—the county school districts of Charlotte-Mecklenburg, Cabarrus, Edgecombe, Vance, and Guilford
- Syracuse, NY—a collective bargaining district
- Multiple districts in Texas
- Multiple districts in the Phoenix area
- Indianapolis, IN—also a collective bargaining district
- North Little Rock, Arkansas
- Fulton County Schools, in the Atlanta area
- Chicago
- Nashville, TN

Other districts in these and other states continue joining this work. OpportunityCulture.org has an updated list of sites.

Implementing in collective bargaining and other districts, urban and rural areas, and high-poverty and more diverse schools is letting us learn fast and share those lessons with current and future implementers working in different contexts.


What We've Learned So Far

- Strong **recruiting effect**
 - Many excellent teachers returned to the classroom for Opportunity Culture roles
 - Excellent teachers want the opportunities Opportunity Culture provides—creating large pools of competitive candidates for selection
- A strong Multi-Classroom Leadership model, used **schoolwide**, is best for most schools
 - Strong = MCLs lead small teams of up to six teachers, and have protect planning, teaching, and leadership time
- **No class-size “increases”** without also using team-based models
 - Class sizes are remaining below national averages
 - Decreasing instructional group sizes


What We've Learned So Far

- **More high growth, less low growth** in Opportunity Culture classrooms than comparative non-OC classrooms
- Very **high teacher satisfaction overall**
- But significant minority say their schools **need more planning time and new evaluations** matched to new roles
- “Team of leaders” approach **getting big results**; principals need guidance
- Districts need to **change hiring, PD, and other practices** to support these schools and teachers
- See **Opportunity Culture Dashboard** for more results
- See the **School Design Map, School Implementation Review, District Implementation Review** for more—based on best results nationally

OC Voices on Video



“This is one of the **greatest opportunities** teachers have to increase their salaries, as well as increasing their skill set, their strategies, and their leadership abilities. I think it’s an amazing opportunity that you **just cannot get anywhere else.**”



“Opportunity Culture was the perfect thing for teachers who wanted to **stay connected with kids** and grow themselves.”

Click [here](#) to hear more from teachers and administrators working in Opportunity Culture schools!

An Opportunity Culture for All



In addition to giving more students access to excellent teaching right away, especially in hard-to-staff schools and subjects such as STEM, these models create a “virtuous cycle” in which:

- The **opportunity** for career advancement while teaching, and rigorous, on-the-job learning become possible when fully accountable, **excellent teachers advance by leading, collaborating with, and developing peers in teams** to reach more students.
- Co-teaching and co-planning on teams where excellence is acknowledged provides routine **on-the-job learning** and enables a team’s teaching to rise to the level of the most skilled teachers.
- **Pay that is substantially higher** becomes possible, without forcing class-size increases, when teams reach more students than is possible in today’s one-teacher-one-classroom mode.
 - Less-costly paraprofessionals save teachers time for reach, and academic resource teachers shift into fully accountable teaching roles, making teacher pay increases possible.
 - Reallocation of other spending to higher teacher pay is also crucial to achieve six-figure average pay.
- **Selectivity** about who enters and remains in teaching becomes easier when schools offer the engaging, developmental, financially rewarding jobs with outstanding peers

that high-performers want.

When **good teachers benefit** developmentally and financially from having great peers, everyone has a reason to advocate for selectivity.

Students learn more with greater access to great teaching, from great teachers and from the teams they lead, support, and develop.

That's an Opportunity Culture *for All*.

Opportunity Culture

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Teaching, Leading, Learning

Click the image below to watch a fun 6-minute video about Opportunity Culture.



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Learn More

For more information on school models that extend the reach of excellent teachers and teaching teams, please visit www.opportunityculture.org.

- [For Educators and System Leaders](#)—webpages of links to more info, resources, and training for teachers, principals, administrators
- [Teacher Columns](#): Written by Opportunity Culture teachers and teacher-leaders
- [4-Page Overview for Teachers](#): imagine a profession like this
- [Redesigning Schools](#)—summary of the new models
- [School Models](#)—model details and sample teacher schedules
- [Pay and Career Path Details](#)

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