

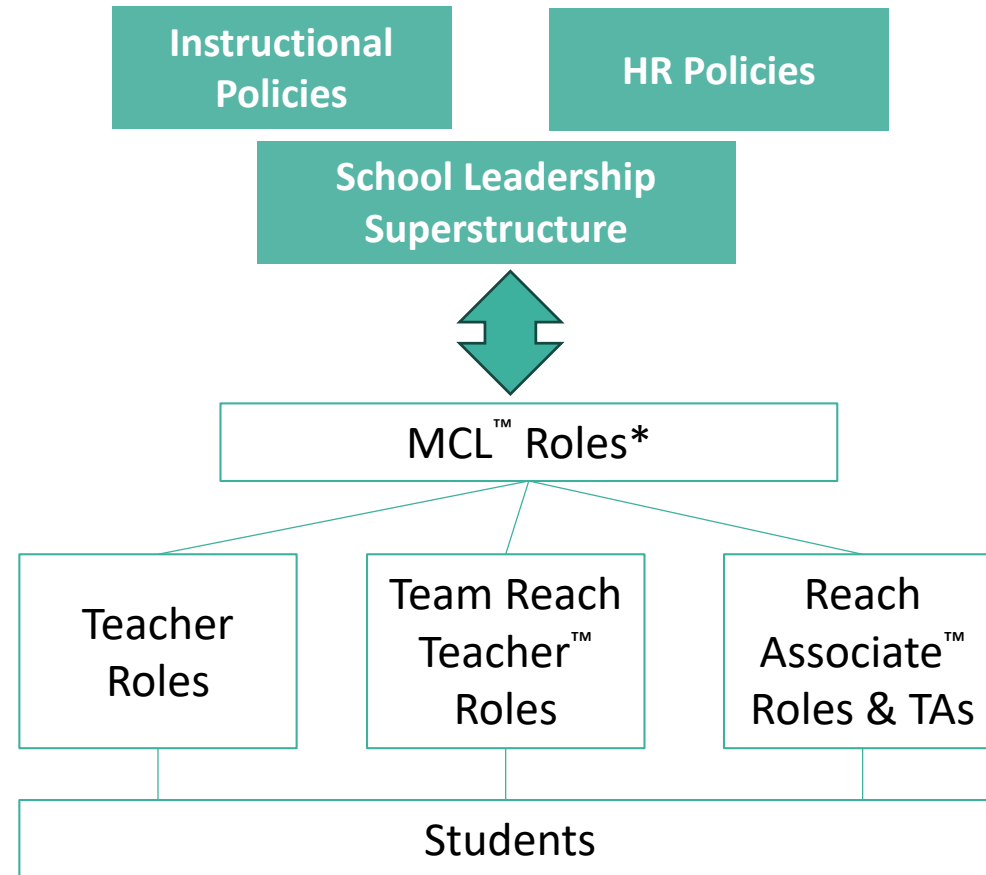
Opportunity Culture® Design + HQIMM + Training & Coaching

Version 12-2024

Based on *3x for All* (2009), *Opportunity Culture for All* (2013), and
Complete Opportunity Culture Design, for All (2020-21)

Strong Teacher-Leader Roles Lead Instructional Policies Into Practice

- **MCL™ roles lead school systems' instructional and HR policies into practice through their teams.**
 - ✓ Adopting and adapting curricula, lessons, assessments and teaching methods
 - ✓ Guiding role clarity, time use, and classroom climate
 - ✓ Leading other educators in all
- **MCL™ roles support principals**, as a team of leaders, with schoolwide leadership
- **MCL™ roles work best if** school system adopts strong HR *and* instructional policies—materials, methods, training, coaching.



Next: What policies and preparation can best support MCL roles in leading instructional excellence?

Vision: Role Design + HQIMM + Training

Leadership Vision & Commitment

Role & Job Design: MCL™-Led Teams + OC™ Design Cert'n Elements



HQIMM: High-Quality Materials & Methods



Training & Coaching

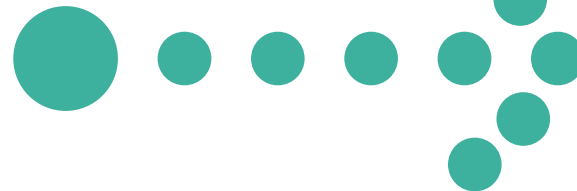


Right People, Right Roles, Right Materials & Methods. Training & Coaching to Lead Teams & Content.



Roles in schools should be designed for maximum learning impact—teacher-leadership, extended-reach roles for shortages, tutoring by advanced paras—with matching pay. New roles benefit from training, e.g., leadership for teacher-leaders. Educator prep, training and coaching should align with high-quality instructional materials and methods that are high-standards, differentiation ready and used systemwide—boosting results *and* saving teachers time.

Great Teaching More Consistently



“High-Growth” Student Learning is New Average

*TL=teacher leader

Future Vision: HQIMM + Role Design

Outline Form

System Leadership Vision

- Check: Committed to Role Design + HQIMM + Educator Training

Educator prep can support this vision by preparing educators to work in schools using HQIMM and differentiated teaching roles.

Role & Job Design: with Aligned HR & Other Systems—within regular budgets

- Roles designed, implemented—team leadership, extended reach, advanced paraprofessionals to tutor, more
- HR + other systems align w/roles & teams: schedules, selection, pay, job descriptions, accountability/eval., other
- Best use of time / general pedagogy: tutoring culture embedded in MCL team roles/schedules; other

HQIMM (Materials & Methods)

- Materials & Methods: High-quality instructional materials and methods selected and used**
 - High-standards materials, supporting research-based methods
 - Differentiation-ready
 - Culturally relevant (edited to match students)

Training and Coaching:

- Training for teacher-leaders
 - Curriculum-based pedagogy: how to teach other teachers to teach curriculum using specific HQIMM
 - Role training: How to lead small teams—clarifying roles, schedules, data-driven instruction, etc.
- Coaching ongoing

*TL=teacher leader

Role Design + HQIMM + Training

In Consulting Projects

Behind the scenes, the Public Impact team each year: edits our processes and materials—consulting, online modules, and accompanying tools—to reflect what data tell us about impact on student learning and educator satisfaction.

Topic	What Systems and Schools Need	Consulting Steps and Key Partnership Orgs
Leader Vision	<ul style="list-style-type: none"> <input type="checkbox"/> Commitment to Role Design + HQIMM + Educator Training 	<p>What: Meet with top leaders of project, HR, C&I; encourage “do it all”</p> <p>Who: PI and academic partner</p>
Role, Job Design & HR	<ul style="list-style-type: none"> <input type="checkbox"/> Roles designed, implemented—team leadership, extended reach, advanced paraprofessionals to tutor, more 	<p>What: Design roles, teams</p> <p>Who: PI</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> HR + other systems align w/roles & teams, and highlight HQIM responsibilities: schedules, selection, pay, job descriptions, accountability/eval., other 	<p>What: Edit job descriptions, schedules, pay, eval to align with new roles <i>and</i> HQI leadership Who: PI</p>
HQIMM	<ul style="list-style-type: none"> <input type="checkbox"/> Best use of time / general pedagogy: tutoring culture embedded in MCL team roles/schedules; other 	<p>What: Embed tutoring culture / schedules; other Who: PI (tutoring culture); other – depends on what</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> High-standards materials & methods <input type="checkbox"/> Differentiation-ready <input type="checkbox"/> Culturally relevant (edited to match students) 	<p>What: Advise on what to adopt; advise in adaptations needed for differentiation, culture</p> <p>Who: Depends</p>
Train/Coaching Teacher-Leaders	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum-based pedagogy training: how to teach other teachers to teach curriculum using specific HQIMM 	<p>What: Curriculum-based PL</p> <p>Who: Academic partner</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Role training: How to lead small teams—clarifying roles, schedules; leading data-driven instruction, organizing small-group tutoring aligned with your curriculum, etc. 	<p>What: Training-roles</p> <p>Who: PI</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Coaching ongoing—team leadership; HQIM implementation / instruction 	<p>What: Coach in leadership & instruction Who: Both</p>
And	<ul style="list-style-type: none"> <input type="checkbox"/> Collect data about what roles, HQIMM & training combos correlate with learning growth <input type="checkbox"/> Embed key elements in evolving school certification system; communicate to all in OC™ 	<p>What: Collect, analyze, share Who: PI</p> <p>What: Add cert requirements and +s Who: PI</p>