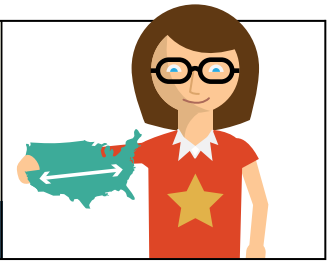


A NEW CIVIL RIGHT

REACHING ALL STUDENTS WITH EXCELLENT TEACHING

SCENARIO INTRODUCTION



INTRODUCTION

Here, we present brief scenarios to help you think creatively about doing something that seems impossible: giving every student great teachers, even in a high-poverty school.

Take a look at your task below and on the following pages, the short descriptions of models to extend teachers' reach, and the scenario(s) that your instructor or facilitator provides. Remember everything you know about great teaching, but clear your mind of the usual image of a school: 25 kids sitting at desks with a teacher in front—and all those teachers working by themselves to serve their 25. Just think about one thing: meeting the challenge posed in the scenario(s). Then prepare to discuss, using the questions below as a guide. Your facilitator may point you to specific questions. We hope the models included here help—but let your creativity flow. You may think of new or improved models.

Optional

- SEE** • Fuller range of model options:
<http://opportunityculture.org/reach/>
- Model details and teaching schedules:
<http://opportunityculture.org/reach/school-models/>
 - How to pay teachers more within budget:
<http://opportunityculture.org/reach/pay-teachers-more/>

Notes

YOUR TASK

Background

Your state legislature just passed a law entitling students to a new civil right: the right to an excellent teacher, every year. All schools in the state must now:

- A. Ensure that an excellent, or “highly effective,” teacher is formally accountable for each student’s learning.** The law covers the four core subject areas, and schools may include others.
- B. Report which teachers are accountable** for each student. Multiple teachers may be accountable for the same student; each is *fully* accountable for student growth in any subject (s)he teaches.

In addition to the excellent-teacher reach and accountability reporting requirements, your district’s superintendent is a bold leader and has set further goals. Each school must:

- C. Pay highly effective teachers at least 20% more,** and pay *all* teachers more within three years.
- D. Stay within current budget.** Assume future increases will follow your model to pay even more.
- E. Provide additional time during at least half of the school days for extra planning, collaboration, and teacher development,** so all teachers can produce great outcomes with more students.
- F. Not reduce student learning time at school.**

Optional Extra Challenge

Do all of above while reducing class sizes.

What You Must Do

You are the principal of a school. You must develop a schoolwide plan to give all students access to excellent teachers with the current excellent teachers that you have, without any new funding. You need to make the school attractive to great teachers—keeping the ones you have and attracting new ones—by both paying teachers more and offering them a great place to work.

Basic Assignment

1. Explain, in either pictures or words, your plan to put an excellent teacher in charge of every student's learning.
2. Does your plan meet each of the lettered requirements above?
3. What are the strengths and weaknesses of your approach?

Detailed Discussion Questions

1. What further information about the school would help you hone your model?

2. Which teachers benefit most from your model? Why? Are any teachers negatively affected by your model? How could the school or district minimize or eliminate any negative effects?
3. Which students might benefit most? Why? Are any students negatively affected by your model? How could the school or district minimize or eliminate any negative effects?
4. What, if any, "system" changes would you need to make to implement your model? Consider human resource practices, facilities, technology, budgeting, and any others that occur to you.
5. Would your design be different in a school that is not high-poverty? How or how not?
6. What, if any, public policies might need to change to allow full implementation in more schools?
7. Now that you have discussed your model, how would you improve it?

FIVE REACH EXTENSION PRINCIPLES

Explicitly and rigorously aim to:

1. **Reach more children successfully with excellent teachers** who produce high-growth learning and more.
2. **Pay excellent teachers—and eventually all teachers—far more** for reaching more students.
3. **Achieve permanent financial sustainability**, after transition, by funding new models within regular budgets.
4. **Include roles that develop other teachers**, by working with excellent peers to produce excellent outcomes immediately.
5. **Identify the adults who are accountable for each student's outcomes**, and clarify what people, technology, and other resources they are empowered to choose and manage.

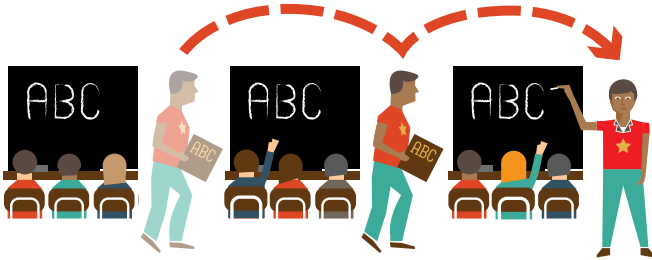


Notes

MODELS

Primary Models

Multiple implementation sites have chosen these, alone or in combination.



ELEMENTARY SUBJECT SPECIALIZATION

- Excellent teachers specialize in high-priority subjects and the most crucial, challenging roles.
- Teammates take care of students the rest of the time and cover administrative paperwork.
- Specializing teachers instruct up to three times the students, earn more, and gain time for planning, development, and collaboration.



MULTI-CLASSROOM LEADERSHIP

- Teachers with leadership skills both teach and lead teams of other teachers, sharing strategies and best practices.
- The teacher-leader determines how students spend time and tailors teachers' roles according to strengths. Accountable for the results of all students in her "pod," she earns more.



FACE-TO-FACE
TEACHING

TIME-TECHNOLOGY SWAP

- Students spend part of the day engaged in age- and child-appropriate digital learning.
- Digital instruction—as little as an hour daily per student— replaces enough of top teachers' time that they can teach more students and earn more.
- Teachers use face-to-face teaching time for higher-order learning and personalized follow-up.



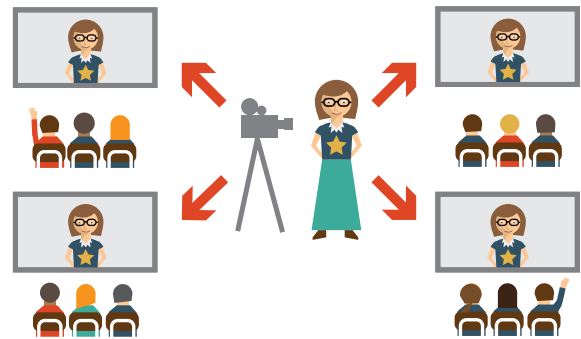
Supplementary Models

Few sites have chosen these, but they may be useful in some cases.



CLASS-SIZE CHANGES

- Excellent teachers choose to teach larger classes, for more pay, within limits appropriate for each teacher, the students, and each school.
- Schools could increase class sizes for willing, excellent teachers without reducing other class sizes.
- Another option is to *shift students from some teachers' classrooms* into the classes of willing, excellent teachers. *Some schools do this today, but do not pay teachers more.*



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 and emotionally connective, but not in-person, instruction.
- On-site teammates manage administrative duties and keep students engaged.

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Share Your Ideas!

Did you create a new school model or variation that reaches more students with excellent teaching within the five Reach Extension Principles? Share your idea at opportunityculture.org/our-initiative/feedback/ and we'll credit you publicly!

