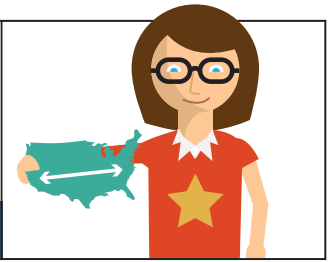


REDESIGNING SCHOOLS

TO PAY TEACHERS MORE BY EXTENDING THEIR REACH

COMPARING PAY INCREASES IN EXTENDED-REACH MODELS



How much more can schools pay great teachers and their excellence-focused teams for extending their reach to more students? These tables show the savings and cost calculations of some of the most-used of Public Impact’s school models that use job redesign and technology to extend the reach of excellent teachers to more students, for more pay, within budget. Most of these models create new roles and collaborative teams, enabling all teachers and staff to develop and contribute to excellence.

Savings and cost calculations of three school models, alone and in combination — **Multi-Classroom Leadership**, **Elementary Subject Specialization**, and the **elementary-** and **secondary-**level Rotation versions of a Time-Technology Swap — illustrate that schools could substantially increase teachers’ pay, *within existing budgets and while keeping classes the same size or even smaller*. Far more students can have excellent teachers in charge of their learning, and far fewer would have truly ineffective teachers. We call this an “Opportunity Culture.” In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach. Development toward excellence is possible for all staff, in every role.

Potential Pay Increase Percentages Available to Excellent Teachers in Three **Elementary-Level** Reach-Extension Models

<i>Ways to Extend Reach</i> →	Elementary Subject Specialization	Multi-Classroom Leadership	Time-Technology Swap—Rotation
	<i>Classroom Specialist Can Earn:</i>	<i>Teacher-Leader Can Earn:</i>	<i>Blended-Learning Teacher Can Earn:</i>
With Low Starting Percentage of Non-Classroom Specialists	22%–31% More	67%–97% More	23%–27% More
With High Starting Percentage of Non-Classroom Specialists	33%–43% More	104%–134% More	36%–41% More
When Also Paying Team Teachers up to 25% More	N/A	Up to 79% More	N/A
When Also Paying Team Teachers up to 10% More	N/A	Up to 109% More	N/A

Note 1. Figures expressed as “percentage more than average pay.” Schools save more when starting with higher percentages of non-classroom specialists, because savings are higher per class as these teachers’ positions are shifted back into classroom roles.

Note 2. In some districts, non-classroom positions may be paid for out of the district budget rather than school-level budgets. The district should work with schools designing Opportunity Culture models to allow them to reallocate those positions.

Note 3. Some portion of savings may be reallocated to all teaching staff or other priorities, not just excellent teachers. We present two example figures in the Multi-Classroom Leadership column when paying team teachers 10% and 25% more than average, which are modeled in the companion brief listed below.

Note 4. See the following briefs for detailed calculations and multiple scenarios of net savings and pay increase potential, including data sources, at <http://opportunityculture.org/reach/pay-teachers-more>: *Financial Planning for Elementary Subject Specialization*, *Financial Planning for Multi-Classroom Leadership*, and *Financial Planning for Time-Technology Swap—Rotation Model*.

Potential Pay Increase Percentages Available to Excellent Teachers in Two **Secondary-Level** Reach-Extension Models

Ways to Extend Reach → in a Large Secondary School	Time-Technology Swap	Time-Technology Swap + Multi-Classroom Leadership
	<i>Blended Learning Teacher Can Earn:</i>	<i>Teacher-Leader Can Earn:</i>
Teaching 22 or 23 periods a week, freeing 7 or 8 additional planning periods	Up to 26% more	N/A
Blended-learning team teacher: Teaching 25 periods per week, freeing 5 additional planning periods Multi-Classroom Leader: Teaching 15 periods per week, freeing 15 additional leadership/planning periods	Up to 22% more	Up to 67% more

Ways to Extend Reach → in an Average-Size Secondary School	Time-Technology Swap	Time-Technology Swap + Multi-Classroom Leadership
	<i>Blended Learning Teacher Can Earn:</i>	<i>Teacher-Leader Can Earn:</i>
Teaching 16 or 19 periods per week, freeing 4 to 9 additional planning periods	Up to 24% more	N/A
Blended-learning team teacher: Teaching 19 or 21 periods per week, freeing 4 to 6 additional planning periods Multi-Classroom Leader: Teaching 15 periods per week, freeing 10 additional leadership/planning periods	Up to 20% more	Up to 67% more

Note 1. These assume a reduction in 2 to 4 non-classroom specialists, depending on the scenario.

Note 2. Some portion of savings may be reallocated to all teaching staff or other priorities, not just teachers who extend their reach.

Note 3. The number of class periods teachers teach affects both the pay increases and number of new free periods that reach models provide to teachers. See *Financial Planning for Secondary-Level Time-Technology Swap + Multi-Classroom Leadership* for detailed calculations and multiple scenarios of net savings and pay increase potential, including data sources, at <http://opportunityculture.org/reach/pay-teachers-more>.

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