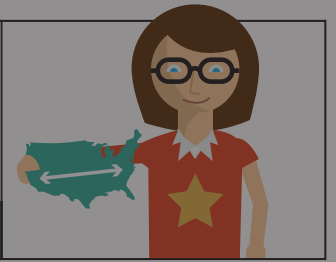


REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

SCHEDULE EXAMPLE: ELEMENTARY SUBJECT SPECIALIZATION



This example... for more pay... extension mo... teachers and teams in... In this schedule exa... studies (LA/SS). Each... that may include hom... time.

NOTE: An updated version of this publication can be found here:
https://opportunityculture.org/wp-content/uploads/2018/10/Schedule_Example_MCL_Team_Reach_Elementary-Public_Impact.pdf

reach to more students, opportunity Culture reach- and retaining excellent language arts/social who oversees a block "specials" class during this

- * This example assumes a 6.5-hour school day for students. Core academic periods (1, 2, 5, and 6) are 66 minutes. Periods 3 and 4 (specials and lunch/recess) are 55 minutes.
- * Total weekly time in the core subjects is the same as in traditional schools—22 hours: 11 with LA/SS teacher, 5.5 with M/S teacher, and 5.5 in time spent with the learning coach.
- * A teacher’s assistant may also take care of students during homeroom and class transitions, and help supervise during lunch/recess. The learning coach may help with some of these duties.
- * Periods 3 and 4 are potential planning and professional development times for teachers A, B, and C—individually or as a team.
- * Table 1 shows where students are through the day; Table 2 shows how the teachers’ and learning coach’s schedules line up.

OPPORTUNITY CULTURE PRINCIPLES

Teams of teachers and school leaders must 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



$$\text{A Teacher's Impact} = \text{Student Outcomes} \times \text{Number of Students Reached}$$