An Opportunity Culture for All

Career Paths that Work for Teachers and Students

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Why Career Paths?

Challenges:
• “Solo practice”—one-teacher-one-classroom model
• Absence of teams allowing leadership, learning, pay
• Too few students experience excellent teaching

Focal Point 1: Give more students access to excellent teaching

Focal Point 2: Transform teaching into a highly paid, high-impact profession
Consistent Excellence Makes the Difference

With excellent teachers, students who...

- Start 1 year behind...
  - Catch up by having excellent teachers 2 years in a row

- Start 2 years behind...
  - Catch up by having excellent teachers 4 years in a row

- Start on grade level...
  - Leap further ahead like “gifted” peers every year they have excellent teachers

- Catch up from behind...
  - Can then leap ahead like “gifted” peers every year they have excellent teachers

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Today’s “Year’s Worth of Growth” Isn’t Enough

In contrast, solid teachers *working alone* achieve an average of about 1 year of student learning growth annually.

With solid teachers, students who...

- Start 1 year behind...
  - Stay one year behind

- Start 2 years behind...
  - Stay two years behind

- Start on grade level...
  - Aren’t likely to leap ahead like “gifted” peers
Stagnant Pay over 40 Years

- Per-Pupil Spending: Up 146% in real terms
- Teacher Pay: Up only 11%
- Teacher Work Hours: Up 11%
- Teacher Pay per Hour: FLAT
- If even 2/3 of the per-pupil spending rise had gone to teacher pay....

... the average would be about $100k

Huge New Demands

- Deliver measurable results, for all
- Meet diverse individual students’ needs
- “Results” now include thinking and problem-solving skills, not just basics

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## The Teaching Profession

### The Job Market
- Teaching: once the go-to profession for educated women
- Other professions begin seeking gender diversity...
- ...and offering pay differentiation and career opportunities for men and women
- Meanwhile, teachers are still working alone

### Fewer Top Students Become Teachers
- 23% of new teachers, and just 14% in high-poverty schools, come from the top 1/3 of college classes
- From 1963 to 2000, the % of new female teachers from top colleges fell from 5% to 1%
- % from bottom colleges rose from 16% to 36%
Yes, if they:

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

• Pay teachers more for extending their reach

• Fund that pay within regular budgets

• Provide protected in-school time and clarity about how to use it for **planning, collaboration, and development**

• Match **authority** and **accountability** to each person’s responsibilities
New School Models

- Multi-Classroom Leadership
- Subject & Role Specialization
- Time-Technology Swaps
- Class-Size Changes
- Remotely Located Teaching

Use technology to teach *and* save time

Teachers love the team-based models!
Teachers with leadership skills both teach and lead teams of teachers & assistants, 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 far more.

Based on Models for Extending the Reach of Excellent Teachers
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.

Based on Models for Extending the Reach of Excellent Teachers

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Model: Time-Technology Swaps

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.

Based on [Models for Extending the Reach of Excellent Teachers](http://OpportunityCulture.org)
## Opportunity Culture Career Paths

### Summary of Teacher Career Paths and Roles in Opportunity Culture School Models

<table>
<thead>
<tr>
<th>Path</th>
<th>Direct-Reach Teacher</th>
<th>Multi-Classroom Leader</th>
<th>Support Teacher</th>
<th>District-Funded Teacher-Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles</td>
<td></td>
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<tr>
<td></td>
<td>Elementary Specialized Teacher</td>
<td>Blended-Learning Teacher</td>
<td>Multi-Classroom Leader</td>
<td>Design Specialist*</td>
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<tr>
<td></td>
<td></td>
<td>Expanded-Impact Teacher (low-tech)</td>
<td></td>
<td>Leadership Coach (of Multi-Classroom Leaders)</td>
</tr>
<tr>
<td>How is reach extended?</td>
<td>Teaching best subject to more classes, while reducing other duties</td>
<td>Swapping portion of time with paraprofessional-supervised skills practice and projects—digital or offline—to teach more students</td>
<td>Increasing class sizes, within limits and by choice</td>
<td>Video Teacher</td>
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<td>Leading multiple classrooms’ worth of students with a teaching team for whom leader is responsible</td>
<td>Supporting multi-classroom leader or efficient team, and/or addressing subject or teaching role(s) delegated by team leader</td>
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<td>Supporting multi-classroom leader or efficient team, and/or addressing subject or teaching role(s) delegated by team leader</td>
<td>Producing materials that reach students across schools in the district, or coaching multi-classroom leaders across schools</td>
</tr>
</tbody>
</table>

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<tr>
<th>School Model</th>
<th>Subject Specialization (Elementary)</th>
<th>Time-Tech Swap Time-Time Swap</th>
<th>Class-Size Changes</th>
<th>Multi-Classroom Leadership</th>
<th>All School Models</th>
</tr>
</thead>
</table>

*Curriculum and assessment designers are common examples.*

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Opportunity Culture Career Paths

Opportunity Culture: Whole Careers’ Worth of Learning, Advancement, and Pay Opportunity

Pay Supplements (% of base) increase with reach role responsibilities*

Career Performance and Reach

*Pay supplement figures are examples only and are expressed as a percent of average pay.
Who’s Extending Teachers’ Reach for More Pay?
• District *and* charters
• Starting in high-poverty schools
• Scaling up in diverse schools, too

Interesting Tidbits
• Strong recruiting effect—pull teachers back to classroom
• Favorite models: Multi-Classroom Leadership and all things team
• Mix of digital learning and low-tech models
• No class-size “increases” without team-based models, too; staying below national average class sizes
An Opportunity Culture for All

How to Reach Every Student with Excellent Teaching: A New Virtuous Cycle

Extend Excellent Teachers’ Reach to More Students

Directly and Through On-the-Job Leadership

Opportunity

Extended Reach Allows:
- Career Advancement
- On-the-Job Learning for All

Selectivity

Increasingly Strong For:
- Who Enters
- Who Stays

Opportunity Culture

FOR ALL

Pay

Sustainably Higher Through:
- Greater Reach
- Reallocated Funds

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

• Two-pager for teachers—just imagine a profession like this
• Redesigning Schools—summarizes reach-extension model options
• School Models—model details and schedules
• How to Pay Teachers More—20 to 130 percent more—within budget by making the best use of great teachers’ time
• New Career Paths—sustainable, paid career advancement using reach school models
• Tools for School Design Teams—regularly updated list of all OC materials
• Selection, Development, & Evaluation Tools

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