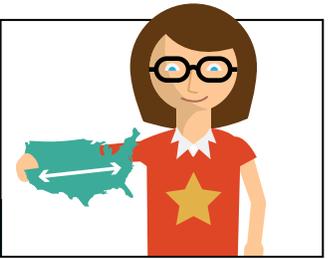# REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

IN-PERSON ROTATION + MULTI-CLASSROOM LEADERSHIP (ELEMENTARY SCHOOL)

Combining an elementary-level Rotation model with multi-classroom leadership means students typically spend 25% of their in-school time in the four core subjects—about an hour daily total—engaged in personalized digital learning or offline work. They rotate on a fixed schedule between a learning lab and face-to-face time with teachers in regular classrooms—a "Time Swap" when work is mainly offline skills practice and project work, or "Time-Technology Swap" when digital instruction is used primarily (both are referred to as "Time Swap" hereafter for brevity). This lab time, supervised by paraprofessionals, frees the time of teachers—working in teams led by multi-classroom leaders—to teach additional classes and to plan and collaborate with their teammates. Teachers on these teams may also specialize by subject, subject pairs (e.g., math and science), role (e.g., small-group/large-group instruction), or in other ways. The multi-classroom leader works to use each teacher's strengths and ensure that the team serves students very well, while also improving professionally. In-person class time is focused primarily on engaging portions of instruction that are best taught in person and in small-group follow-up. Learning lab work is chosen and directed by the multi-classroom leaders and their teams, personalized to each student. Team teachers can earn up to 25% more, and multi-classroom leaders can earn up to 100% more.

Estimated Reach Extension Effects: 100% of students in this combined model have one *or more* excellent teachers responsible for their learning. Multi-classroom leaders typically reach 200%–400% more students (three to five classrooms' worth), and sometimes more, by leading and teaching in multiple classrooms. Teachers using a Time Swap on a team at the elementary level typically reach 33% more students each; teachers who also specialize typically reach 100%–300% more students in their specialty subject (or role).

To understand more on these models individually, see http://opportunityculture.org/wp-content/uploads/2012/04/In-Person_Rotation_Elementary_School_Model-Public_Impact.pdf and http://opportunityculture.org/reach/multi-classroom-leadership-in-person/ and http://opportunityculture.org/wp-content/uploads/2014/04/Time-Time_Swap_School_Model-Public_Impact.pdf.

MORE DETAIL:

In **Multi-Classroom Leadership** in elementary schools, excellent teachers with leadership skills both teach and lead grade or subject teaching teams, co-planning, modeling, co-teaching, coaching, and collaborating in other ways to share their strategies and tools for classroom success. Multi-classroom leaders (MCLs) continue to teach, but may not have a "classroom" of their own, instead spending freed time sharing their strategies and tools for classroom success, and providing instruction where it has the biggest impact, such as introducing new topics with motivating lessons or serving small groups of students who need the most differentiated instruction. Responsible for achieving high growth for all the team's classrooms, and formally accountable for the learning results of all the team's students, the MCL determines how students spend time and tailors teachers' roles according to their strengths.

EXCELLENT TEACHER
OTHER TEACHERS

FACE-TO-FACE TEACHING
DIGITAL LEARNING
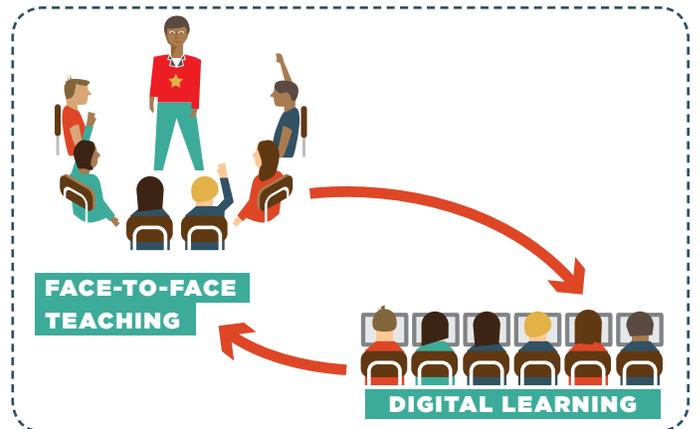
Combining the Time-Technology Swap—Rotation model at the elementary level with multi-classroom leaders enables a school to extend the reach of its teachers to more students, under the supervision of the excellent MCLs. In Rotation, teachers known as blended-learning or team teachers reach more students by replacing enough of their instructional time that they may teach additional classes, swapping some teaching time with technology-based instruction or offline projects—individual or small-group—and skills practice. Teachers do this by rotating students between digital and face-to-face learning on a schedule. Teachers doing a Time Swap with limited digital instruction may be called expanded-impact teachers or simply team teachers.

In traditional schools, teachers spend a portion of their instructional time covering basic knowledge and skills, content that is repeated from year to year and varies little across students. In Time Swaps, students learn basic material digitally, reducing this aspect of instruction in teachers' schedules. Students have significant time with teachers for personalized follow-up and developing higher-order thinking skills, and more students have teachers who *excel* in these challenging parts of instruction.

Team teachers who extend their reach using Time Swaps may be new, effective, or consistently excellent teachers. Schools will find it easier to schedule team teachers if the teachers also specialize by subject or teaching role. More advanced teachers who are extending their reach directly to students as part of a team may lead more instructional planning, data review, and differentiation, and they may mentor teammates, allowing MCLs to lead larger teams.

The teachers and MCLs can gain planning time as well, and ideal implementation in Opportunity Culture schools to date includes co-scheduling time for each team and its multi-classroom leader to co-plan, co-teach, model, and collaboratively review student data during school hours. Teachers may also use some of these periods to pull small groups out of the lab for targeted instruction.

The MCL and team teachers should be empowered to make or recommend changes in digital instruction. In the best versions, digital components are more personalized than the whole-group instruction they replaced, reflecting the current mastery of each student. Digital learning also includes frequent assessments and data that are reported to teachers for targeted follow-up in collaboration with the MCL. Digital instruction may include smart software, videos of the best teachers in a district, state, or the nation, or videos of the in-person teachers. See more about **excellent digital instruction** at **opportunityculture.org/reach/digital-instruction/.**

When a **Rotation Time Swap** is combined with **Multi-Classroom Leadership,** all teachers have a better chance of achieving excellence through high-standards leadership, collaborative planning, and on-the-job development.

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**

Impact on Students: Students who would not otherwise have an excellent teacher benefit from the standards, materials, and methods of the excellent MCL, and from the higher-order thinking skills and personalized follow-up to learning lab instruction from the team teachers. Students likely would learn online or offline in a learning lab for just a quarter of the day's four core subjects—meaning about an hour a day, at most.

Students at all levels can spend more time with digital materials that meet them at their current levels of mastery. Students who are ahead can pursue advanced instruction digitally. Students who are behind or struggling with a discrete unit can repeat digital lessons and complete additional practice until they understand, with follow-up from a teacher, MCL, or tutor as needed.

Impact on Schools: Many kinds of schools find this model useful for reaching more students with excellent teachers, especially in hard-to-staff subjects such as STEM (science, technology, engineering, and math). Schools may implement this model in some grades but not others during the first two years of transition, or across whole schools immediately. Schools may choose to have *all* teachers swap a portion of their time with learning lab instruction regardless of prior effectiveness—with MCLs leading each grade team—to free all teachers' time for collaboration and planning and to free funds to pay all teachers more.

Schools implementing schoolwide with multiple MCLs who have prior track records of highly effective teaching are able to achieve

faster culture change, including support for other teachers, leading to better student outcomes. Schoolwide implementation also allows all the multi-classroom leaders to serve as a team of leaders who support the principal and ensure excellence schoolwide.

Time-Technology Swaps rely on having solid digital instruction in core skills and knowledge in the reach-extended classes and subjects, and lab monitors who are able to supervise students during digital learning time. In all Time Swaps, teachers can be paid more, and technology can be funded, by paying learning lab monitors less than certified teachers, having the monitors supervise somewhat larger groups, and by reallocating some funds for instructional specialists (except ESL or special needs).

Note: Rotation Time Swaps can work without students moving to a learning lab. Instead, students can rotate between "stations" within a classroom, including a station in which they engage in digital learning. Teachers can also vary the portion of learning that each student does online in a **"flex"** model. Here, however, we focus on the implications of lab rotations. Labs may be located close to the classrooms of the teachers they serve or centrally located.

ROLE CHANGES FOR TEACHERS:

Team teachers use blended learning, projects, or other skills practice supervised by paraprofessionals to have time to teach more students, spending less time on whole-group instruction and basic knowledge and skills. Team teachers may specialize in their best subjects or subject pairs, or in their best roles. Teachers use student data from digital and other instruction to plan individual or small-group lessons, in collaboration with the MCL. They spend more of their time on personalized follow-up and on developing students' higher-order thinking skills, with more students overall but in instructional groups no bigger, or even smaller, than previously taught. Class sizes can also be reduced by lowering the size of each rotating class; teachers still reach more students as long as the total number of students served increases.

If schedules are designed accordingly, teachers may teach additional students for more pay, while also increasing and/or consolidating their planning time. These team teachers typically have titles such as blended-learning teachers (when digital learning is substantial), expanded-impact teachers, or simply team teachers; they may have multiple levels of advancement within such a team, with more skilled instructional planners and differentiators mentoring others on the team and assisting the MCL with more complex duties.

The **multi-classroom leader** works collaboratively with the team of teachers, inviting new ideas to improve individuals' and team performance. But the MCL must make final decisions, because (s)he is ultimately responsible for the team's methods and suc-

cess, and must guide the team to achieve excellent outcomes for students. While each team will vary based on the team teachers' capabilities and the student population, most MCLs have at least these responsibilities:

* Selecting, with the principal, the team's teachers.
* Setting high standards for instruction, including expectations for interim assessments, targeted student progress during the year, and higher-order thinking goals.
* Clarifying team members' roles, including his/her own, such as who: monitors student progress; plans instructional changes; supervises digital instruction; completes noninstructional tasks, etc.
* Teaching the subjects, students, and instructional elements with which the leader excels.
* Providing co-teaching, modeling, coaching, and co-planning so team teachers understand his/her techniques.
* Providing on-the-job feedback and development for team teachers.
* Organizing and scheduling time for members of the team to monitor progress, plan instruction (individually and collaboratively), and collaborate to improve instruction.
* Evaluating team teachers for potential role changes and increased responsibility.
* With the principal, dismissing team members who do not meet the MCL's standards.

New Roles for Other Staff: Learning lab monitors supervise students while they are engaged in digital instruction or offline projects and skill practice, and may supervise students who are working with tutors.

These monitors are sometimes called reach associates; some districts create a career path with higher tiers of teaching assistants for these more autonomous paraprofessional roles. Reach associates may also relieve teachers of administrative work.

Tutors may provide small-group and individual instruction at the direction of teachers, usually during learning lab time, or at other times. Tutors may work in person or be remotely located when necessary.

Scheduling Changes: Schedule changes—for both students and teachers—are essential for allowing the MCL to have the time to lead the team to achieve excellent outcomes with all students collaboratively, and for team teachers to have the necessary additional free time at school to do the extra planning, team collaboration, and student work review that come with greater reach.

If schedules are designed carefully, teachers may teach more students for more pay, while also increasing and/or consolidating their planning time.

The team must be free during several common periods each week for team planning and individual coaching. The MCL must be free for some periods when team members are teaching to co-teach, model, and observe.

Students' schedules make this possible by rotating between the lab and face-to-face instruction in each class period on a fixed schedule. Coordinating the learning lab and classroom instruction schedules is a critical aspect of organizing this model.

Pay Changes: Using a Rotation Time Swap schoolwide in elementary schools with Multi-Classroom Leadership gives schools several options. A school could pay *all* teachers more, within regular budgets, with team teachers earning far more. Or it could pay more only to those extending their reach. Or, it could pay all teachers who extend their reach *somewhat* more while paying its most effective teachers *far* more—perhaps for taking on more challenging instructional duties and team mentoring—again within budget. In all cases, the MCLs can earn a substantial supplement. Analyses indicate that many schools could pay team teachers on an MCL team up to 25% more within budget, and also pay multi-classroom leaders up to 100% more within budget. Pilot Opportunity Culture schools typically have paid supplements between 10% and 25% of average pay to blended-learning/team teachers and up to 50% to MCLs. Some schools also increase paraprofessional pay higher than that of traditional teaching assistants. For more, see the **detailed model** of the financial planning and benefits of this combination, available at **http://opportunityculture.org/wp-content/uploads/2012/07/Financial_Planning_Multi-Classroom_Leadership-Public_Impact.pdf.**

Cost Savings To Be Shared by Teachers and School: This model can be budget neutral. Schools can save money by paying less for learning lab monitors than classroom teachers, and by reducing the number of non-classroom instructional specialists (except ESL and special needs). Learning lab monitors can supervise multiple classrooms of students if the school has lab rooms large enough to accommodate two or more classes of students. Schools can then share that financial benefit through higher salaries for teachers who reach more students, and with MCLs who develop their teams to reach all students with excellent teaching. Additional costs may also include new technology costs and pay for optional new tutor positions.

A Teacher's Impact =
Student Outcomes x
Number of Students Reached

Changes to Class/Group Size: None needed in classrooms. Students may be in larger groups during learning lab time. Schools may decrease class sizes, though this will limit reach and decrease pay supplements.

Facilities Changes: Learning labs must have an Internet connection and ideally are in rooms large enough to hold two or more classes of students simultaneously working at computers and/or project tables. New facilities may save funds by building fewer, larger rooms for learning labs.

Technology Needs: Digital learning labs must have Internet connectivity and necessary hardware and software. If teachers will be recording their own lessons, recording equipment will also be necessary.

Estimated Reach Effect Calculation Assumptions:

✳ Multi-classroom leaders' reach increases 100% when they double the number of students reached. So, if an MCL keeps all the students he or she would have taught and also leads four other teachers, her reach is 500% of typical and has increased 400%. The MCL is accountable for all of the students served by the team, not just those whom he or she teaches primarily.

✳ Larger schools may have two or more leaders within each grade who take responsibility for a portion of the grade, or for certain subjects if subject specialization is used. Smaller schools may have MCLs overseeing two or three grades.

Critical Implementation Decisions, Among Others, Include:

✳ Which **teachers** will lead teams? Consider past learning results and classroom management skills, along with demonstrated competencies such as peer-team leadership, initiative, goal-setting, directiveness, communication skills with adults, and prior success developing other teachers (formally or informally).

✳ How will MCLs be **trained**?

✳ How will authority over **personnel decisions** be shared between principals and MCLs?

✳ **How many teachers and classes of what size** will each MCL manage? At first? Later goal?

✳ Which **teachers** will extend their reach as blended-learning/team teachers? Consider past learning results in particular subjects, and efficiency in monitoring learning and in planning instruction.

✳ Will blended-learning team teachers also **specialize** in a subject/subject pair, or role?

✳ **When will teachers extend** their reach?

✳ **How many classes of what size** will each extended-reach teacher teach? At first? Later goal?

✳ Will there be **student load maximums applying to all teachers, or** will this be **determined individually with each teacher?**

* Will **new teachers enter** as blended-learning/team teachers? What learning paths for new and developing teachers will the school create to train them in blended learning?
* How will **new, experienced and effective, and outstanding teachers be spread among teams** with MCLs? Will larger teams have at least one excellent teacher to co-plan instruction and mentor others in support of the MCL?
* Will teachers need **training or additional tools** to integrate classroom learning experiences with digital instruction?
* How will **data from digital instruction** inform classroom learning experiences?
* What **instructional content** will teachers cover, and what will be addressed with digital instruction? Will this be uniform or semi-structured, and will the MCL decide this?
* To what extent and in what ways will the MCL and teachers be empowered to make or recommend **changes to digital instruction?** Consider their roles vetting and selecting content and interacting with software to align digital lessons with students' individual needs.
* Will some noninstructional time also be reallocated (if so, what)?
* Which **students** will be included? Consider which students will benefit most, as well as the student mix across classrooms, the appropriateness of available digital instruction for students with different needs, and the demonstrated strengths of available teachers with differing students.
* How much **time will students spend** in digital instruction? Consider percentages for students that also work for scheduling teachers, digital materials, and facilities.
* How many students will be in the **learning lab** at one time? Will tutors be scheduled during this time? By whom?
* Will all digital learning occur **at school, or will homework time be included?** Consider current homework completion rates and students' home access to hardware and high-speed Internet.
* How will **student scheduling changes** be integrated with other classes and activities?
* When will the MCL's team have **time to monitor** student learning **and plan** instruction?
* How will **pay** change for MCLs and the team teachers who reach more students? Learning lab monitors? For reach-extending team teachers, what, if any, portion of pay will be contingent on student outcomes?
* How will the allocation of **teacher aides and non-classroom specialists, if any,** change? Will an aide be needed to help teachers replace noninstructional time with more instructional planning? Can some non-classroom instructional specialist roles be eliminated? Might some specialists shift to classrooms?
* For existing schools changing to Time Swaps (rather than new schools), consider **options for transitioning** positions that are eventually eliminated, if any. Voluntary attrition, early retirement, voluntary shifting of current teachers into alternative positions, or (where warranted) dismissal of ineffective teacher(s) are some options.
* What changes in policies and practices related to **hiring, retention, dismissal, professional development, leadership and teacher evaluation** are needed? Consult with your district to ensure that these systems support your school.
* What **scale of change** is needed to fund digital labs and to reduce the number of non-classroom specialists?
* What, if any, changes in **facilities** are necessary? Are larger rooms for learning labs possible in existing buildings? Can doorways and windows be added to walls to connect rooms, reducing major construction costs?
* How will the change to Multi-Classroom Leadership and Time Swaps be **communicated** to convey the value to teachers and children?

Schedule Examples

In this example, in which teachers specialize by subject, use a Time Swap and have an MCL leading the team, the teaching team consists of four people: the MCL and Teacher A, who both teach language arts and social studies, Teacher B, who teaches math and science, and the Lab Monitor.

Before using Rotation + MCL: This grade had 4 classes, with a teacher for each class.

After implementing Rotation + MCL: 3 teachers—rather than the original 4—cover the core subjects for 4 classes. One of these 3 is the MCL. Four days a week, students are in a lab with the new lab monitor for just one period; on the fifth day (shown in blue), they have two lab periods. The extra lab that day is when they would otherwise be taught by the MCL.

This rotation gives the MCL four free periods a week to coach, model, or co-teach with Teacher A or B. Teachers A and B now get two joint teaching days per week (shown in blue) with the MCL. The MCL and teachers also have 10 hours a week of co-scheduled planning/collaboration time in the middle of the day.

This modeling assumes subject specialization. However, teachers may use role specialization plus team teaching, as long as roles are clearly defined and time allocated according to student needs in each subject—and to free the right amount of time for each teacher. See more about rotation with team teaching (but not MCLs) at **http://opportunityculture.org/wp-content/uploads/2012/05/Quarter_Time_Digital_Elem_Rotation_Team.pdf.**

TABLE 1: STUDENT SCHEDULE—4 CLASSES OF STUDENTS IN TEAM OF 1 MCL, 2 SPECIALIZING TEAM TEACHERS (A&B), AND LAB MONITOR

	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Class 1	LA/SS Block Part 1 With MCL / Mondays, Class 1 in ELA Lab while MCL works with Teacher A	LA/SS Block Part 2 With Teacher A	Lunch/Recess	Special (Art, Music, Etc)	Math/Science With Teacher B	Learning Lab with Monitor
Class 2	LA/SS Block Part 1 With Teacher A	LA/SS Block Part 2 With MCL / Tuesdays, Class 2 in ELA Lab while MCL works with Teacher B	Special (Art, Music, Etc)	Lunch/Recess	Learning Lab with Monitor	Math/Science With Teacher B
Class 3	Math/Science With Teacher B	Learning Lab with Monitor	Lunch/Recess	Special (Art, Music, Etc)	LA/SS Block Part 1 With MCL / Wednesdays, Class 3 in ELA Lab while MCL works with Teacher A	LA/SS Block Part 2 With Teacher A
Class 4	Learning Lab with Monitor	Math/Science With Teacher B	Special (Art, Music, Etc)	Lunch/Recess	LA/SS Block Part 1 With Teacher A	LA/SS Block Part 2 With MCL / Thursdays, Class 4 in ELA Lab while MCL works with Teacher B

TABLE 2: MCL'S SCHEDULE

DAY	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
Monday	With Teacher A	LA/SS Block Part 1 with Class 2	Planning Time	Lunch/ Planning Time	LA/SS Block Part 1 with Class 3	LA/SS Block Part 1 with Class 4
Tuesday	LA/SS Block Part 1 with Class 1	With Teacher B			LA/SS Block Part 1 with Class 3	LA/SS Block Part 1 with Class 4
Wednesday	LA/SS Block Part 1 with Class 1	LA/SS Block Part 1 with Class 2			With Teacher A	LA/SS Block Part 1 with Class 4
Thursday	LA/SS Block Part 1 with Class 1	LA/SS Block Part 1 with Class 2			LA/SS Block Part 1 with Class 3	With Teacher B
Friday	LA/SS Block Part 1 with Class 1	LA/SS Block Part 1 with Class 2			LA/SS Block Part 1 with Class 3	LA/SS Block Part 1 with Class 4

TABLE 3: TEACHER A'S SCHEDULE

Classes 1–4	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
	LA/SS Block Part 1 With Class 2 (MCL joins on Mondays)	LA/SS Block Part 2 With Class 1	Planning Time	Lunch/ Planning Time	LA/SS Block Part 1 with Class 4 (MCL joins on Wednesdays)	LA/SS Block Part 2 with Class 3

TABLE 4: TEACHER B'S SCHEDULE

Classes 1–4	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
	Math/Science with Class 3	Math/Science with Class 4 (MCL joins on Tuesdays)	Planning Time	Lunch/ Planning Time	Math/Science with Class 1	Math/Science with Class 2 (MCL joins on Thursdays)

TABLE 5: LEARNING LAB MONITOR'S SCHEDULE

Classes 1–4	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
	Monitor Class 4	Monitor Class 3	Lunch/Recess Monitoring	Lunch/Recess Monitoring	Monitor Class 2	Monitor Class 1

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