Introduction to an Opportunity Culture
The Opportunity Culture Commitment

- Opportunity Culture is not a program.
- Opportunity Culture is a commitment to serve both students and teachers.

- It’s a commitment to:
  - Reach all students with excellent teaching, consistently, and
  - Reach all educators with outstanding career opportunities, including
    - On-the-job development
    - Paid career advancement opportunities.
In most schools today:

- Teachers work alone without the support they crave
- Excellent teachers have no roles that help all others excel
- Students lose excellent teachers to district jobs and other careers that pay more
- So, too few students experience excellent teaching consistently
- Principals feel overwhelmed with too many teachers to guide and support

Too many of the best teachers leave teaching to advance their careers.
How an Opportunity Culture Helps

1. **Gives all students access to excellent teaching:**
   all teachers join small, collaborative teams led by excellent teachers

2. **Transforms teaching profession:**
   better preparation, collaboration, pay, career opportunity, and support—for all teachers
An Opportunity Culture extends the reach of excellent teachers

When great teachers lead small teams:

• Students gain consistent access to excellent teaching through leadership and collaboration
• Great teachers advance by moving up but not out of classroom, earn more
• Teachers get the daily support from great teacher-leaders that they want, so they can keep improving
• Principals drive change through distributed leadership, saving time and improving instruction

An Opportunity Culture creates the support and career paths teachers crave, and gives students the consistent access they need to excellent teaching. This is all built on the key, must-follow principles of an Opportunity Culture [see next slide].
Oppportunity Culture Principles

Teams of teachers and school leaders choose and tailor school 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.
• The cornerstone of an Opportunity Culture is Multi-Classroom Leadership, which features small, collaborative teaching teams led by teachers with leadership skills and a record of high-growth student learning.
• Multi-classroom leaders have significant autonomy to establish the responsibilities for their team members and the collaborative team processes necessary to produce strong student learning.
• MCLs also teach part of the time—either their own classes or by teaching small groups within their teams’ classrooms.
• Schools change schedules to allow extra planning and team collaboration time, and they balance keeping MCL teams small with reaching all grades and core subjects with MCLs as soon as possible.
• Districts establish pay and career paths for each role that are sustainable for schools with different funding levels.
MCLs vs. Facilitators/Coaches

**Multi-Classroom Leaders**
- Lead a *small* teaching team
- Lead fully: set vision, goals, roles, lessons, methods, data monitoring & improvements; and observe/coach teachers
- Teach students directly
- Take *formal accountability* for all student results on team
- Earn 20% pay supplement, on average

**Facilitators / Coaches**
- Work with *many* teachers in a school (or schools)
- Are excellent teachers with adult leadership responsibilities
- Observe and coach teachers to help them improve their practice
- Typically earn little or no more.

- Traditional facilitator, coach, and specialist positions leaves out some of the most important roles of a highly effective leader.
- Several key aspects distinguish MCLs from facilitators or coaches:
  - MCLs have protected time to work intensively with a small teaching team (typically 5 to 6 teachers).
  - Multi-Classroom Leadership is a full leadership role—more on that in a moment.
  - MCLs continue to teach students directly in a class of their own and/or by co-teaching; modeling instruction in other classrooms; and leading small groups
  - MCLs are accountable for results of all the students on the team.
  - Many facilitators earn no extra pay or very little; MCLs earn an extra 20 percent, on average—some far more.

- The MCL role is a *full leadership* role. That includes:
  - clarifying team *vision* and goals,
  - planning *roles* and team processes,
  - leading *lesson planning*,
  - guiding *teaching methods*,
  - leading *data monitoring and instructional improvement*,
  - and *coaching* teachers, co-teaching with them, modeling instruction, and providing feedback.
Multi-classroom leaders aren’t the only new role in some Opportunity Culture schools.

Some or all of the teachers on a multi-classroom leader’s team may be “team reach teachers,” who directly teach more students than usual, but typically without raising instructional group sizes.

Students rotate among teachers and paraprofessionals (“reach associates”) or teacher residents, who may tutor individuals and small groups and supervise skills practice, project work, and limited, age-appropriate digital instruction.

Team reach teachers use their face-to-face teaching time for higher-order learning and personalized follow-up, often using more small-group instruction.

In elementary schools, teacher may specialize by subject.

Team reach teachers with prior, consistently high growth may assume an advanced role as a master team reach teacher, to assist a multi-classroom leader with a larger team (such as by helping coach other teachers) and/or to reach significantly more students than other teachers.
Other Ways to Extend the Reach

- When schools face a persistent scarcity of teachers in subjects, particularly in secondary schools, teams may include remotely located teachers.
- Remotely located teachers use technology to provide live, but not in-person, instruction.
- They teach students served and supervised by school-based teachers and staff, who typically are on a team led by a multi-classroom leader. Some MCLs in schools may lead a team of all or mostly remotely located teachers, typically in schools that are very hard to staff.
- Remotely located teachers also may have a remotely located multi-classroom leader (MCL), who leads a team of remotely located teachers serving many geographically dispersed schools and students. MCLs monitor and improve instruction collaboratively across the team, including both on-site and remotely located teachers, schools, and students.
An independent study showed very strong student learning gains with small teams led by multi-classroom leaders:

The study found strong gains for teachers on MCL teams.

- Teachers were on average at the 50th percentile in terms of student learning gains before joining a team led by an MCL.
- After joining the teams, they produced:
  - Learning gains equivalent to teachers from the 66th to 72nd percentile in reading (statistically significant in six of the seven statistical models),
  - and equivalent to teachers from the 75th to 85th percentile in math (statistically significant across all 7 statistical models used).

(Study details:
- The study covered about 15,000 students and about 300 teachers, looking at two to three years of data for North Carolina’s Charlotte-Mecklenburg Schools and Cabarrus County Schools and New York’s Syracuse City School District.
- About 90 percent of the students included were in Charlotte-Mecklenburg.
- In these three districts in 2015–16, 74 percent of Opportunity Culture schools were eligible for Title I funding based on the percentage of low-income students.)
What This Means for Students

- The results of this study illustrate how powerful it can be for students **when an MCL is at the helm of their learning**, and they consistently have great teaching.
- When these results are repeated each year, students who begin kindergarten one year behind [CLICK] can catch up by the end of second grade — [CLICK] and spend the rest of their school careers on advanced math. The study results suggest a longer haul for reading, but still, a kindergartner who starts one year behind could catch up before middle school.
- These results are also powerful for students who start on track, helping them progress to advanced work.
- To achieve this type of **consistency and cumulative growth** for student learning, schools need to **implement the MCL model schoolwide, K–12**.
What This Means for Teachers

- More teachers achieve high growth.
- More teachers can advance to MCL or advanced team roles.
- More money is shifted to higher teacher pay.

The MCL model enables more teachers to show high growth. Teachers who might otherwise have plateaued in their practice achieve much greater student learning growth.

Over time, some of these teachers can move from their roles on a teaching team into selective MCL roles or advanced team roles, such as master team reach.

Opportunity Culture shifts large amounts of spending to teachers. For example, in just the first four, small-scale years of implementation, Opportunity Culture sites shifted more than $10 million of existing funding back to teachers.
An Opportunity Culture creates a true career ladder for teachers that lets them advance without leaving the classroom.

Teachers progress by achieving student learning growth, reaching more students in teams, and leading colleagues to help everyone excel collaboratively.

Note that while not shown on this slide, some schools and districts also have two level of MCLs, depending on the number of students reached and teachers on a team.
Creating a Career Ladder

- Executive Multi-School Leader
- Multi-School Leader
- Principal
- Assistant Principal/Principal Resident
- Multi-Classroom Leader (MCL)
- Master Team Reach Teacher (MTRT)
- Team Reach Teacher (TRT)
- Team Teacher (TT)
- Teacher Resident (TR)
- Reach Associate (RA)

- And the opportunities to advance can extend to great school leaders as well, using Multi-School Leadership.
Multi-School Leadership

Built on the cornerstone of Multi-Classroom Leadership, **Multi-School Leadership provides a principal career path** to extend the reach of excellent principals.

The multi-school leader:

• **Leads 2–8 schools**

• **Focuses on excellent instruction**, with an operations manager handling noninstructional functions

• **Earns more**, through school budget reallocations

• **Guides and develops** each school’s leaders

• **Takes accountability** for all the schools’ outcomes
Also building on the cornerstone of Multi-Classroom Leadership, **educator residencies provide aspiring teachers and principals with the opportunity to learn** instructional and leadership excellence from the start, while providing districts with a strong hiring pipeline.

**Teacher and Principal Residents:**

- **Learn on the job** while working
- **Are supervised by MCLs or MSLs**—excellent educators
- **Earn course credit**
- **Earn free/reduced tuition and/or a salary and benefits**, within school budgets
• Multi-classroom leaders (MCLs) lead teams of teachers, team reach teachers, and/or teacher residents...

• Principals, or APs/principal residents working closely with multi-school leader, each lead their school’s team of MCLs...

• And a multi-school leader leads the principals

• All take accountability for outcomes of the teams they lead
Higher Pay for Reach & Leadership

In early years of Opportunity Culture:

MCLs led an average of 6 teachers, reaching 500% more students
Average MCL supplement as % of U.S. average teacher salary: 21%
Reallocated to higher teacher pay every year: Millions of $--& growing

How?

Reallocate flexible spending, such as Title I and II
Shift some non-classroom teaching specialists back into classrooms (except for ESL and SPED)
Replace a teaching vacancy with a paraprofessional
What Can States and Districts Do?

• **Make the Opportunity Culture Commitment**
• **Fund planning, implementation, and training:**
  • Tap streams including Title I, Title II, state $$
  • Fund only the costs of transition to Opportunity Culture, not pay supplements, which are funded by school budgets
  • Use funding power to ensure schoolwide MCLs and addition of MSLs by year 3 of implementation per district
• **Remove policy barriers:** categorical funding, class-size limits (allowing student supervision by teacher-led paraprofessionals), growth score calculations
• **Analyze and elevate:** gather data, analyze outcomes, foster networks to improve, and scale up to serve all

• The first step is to make the Opportunity Culture Commitment:
  o To reach *all students* with excellent teaching, consistently
  o And to provide all educators with outstanding career opportunities, to learn and to advance when ready.

• Do this by using Multi-Classroom Leadership and Multi-School Leadership, consistently.

• Some other steps are needed to do this at scale, noted in the slide’s last two bullets: clear policy barriers and analyze data to scale up and improve.
At OpportunityCulture.org, you can find much more information:

- Contact information to get started in your state or district.
- More information about the research supporting Opportunity Culture’s positive impact on students and teachers.
- The Opportunity Culture dashboard, updated annually with statistics and results from Opportunity Culture sites around the U.S.
- If your district or school makes the Opportunity Culture Commitment, you’ll also see here that we provide free instructional and leadership tools, videos, study guides, teacher columns, and more for every Opportunity Culture role.
Thank You

Contact Public Impact to transform your schools into a high-growth Opportunity Culture: https://publicimpact.com/about-public-impact/contact-public-impact/