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Introduction: Opportunity Culture Models
• All the Opportunity Culture schools across the nation share a common commitment that brings each of us to this work—a shared understanding that the Opportunity Culture initiative is not a program, but a commitment to serve both students and teachers.

• Opportunity Culture schools commit to reaching all students with excellent teaching, consistently, and reaching all educators with outstanding, paid career opportunities, including on-the-job development and well-paid career advancement that keeps great educators working directly with students.

• This leads to dramatically higher learning growth. The growing coalition of Opportunity Culture educators producing high-growth learning together leads to much higher pay for all, sustaining results long-term.

• And while those are fixed principles, Public Impact, which created these models and helps schools plan to implement them, continuously improves its recommendations, based on data, to help schools achieve those goals.
Opportunity Culture models address challenges that you all are familiar with, and you may have experienced these challenges personally. This graphic represents what a typical school looks like. You have one principal, leading 16 teachers, each teacher with a class of about 25 students. That principal is responsible for leading all instruction in the building and ensuring that each teacher is helping students learn.

But we know that is a tall order for principals, and we also know that some teachers are dramatically helping students grow—usually about a quarter of the teachers in a building. Research shows us that this top quartile of teachers leads students to gain at least 1 and a half years’ worth of learning within one school year.

Now, most Opportunity Culture schools engage in this work for the same reasons—because they face these challenges due to the way most schools are set up.
• How exactly do Opportunity Culture schools address their greatest challenges? Through advanced roles and team-based teaching structures. Opportunity Culture schools transform their roles, pay, budgets, and schedules to support instructional excellence and student learning for whole grades and subjects.

• Through the transformation created by these new roles and structures, Opportunity Culture districts create support and career path opportunities, and give students the consistent access they need to excellent teaching.

  • This means that students will have more consistent access to great teaching and small-group tutoring.
  • Great teachers have opportunities to move into leadership positions and earn more, without leaving the classroom,
  • Teachers receive daily, personalized support from teacher-leaders, and may earn more, too,
  • And principals can delegate some responsibility for developing instructional excellence to teacher-leaders through distributed leadership.
What Opportunity Culture Schools Do

Opportunity Culture schools transform roles, pay, budget usage, and schedules to make the best use of time and talent for high-growth student learning—while increasing teacher collaboration, teamwork, and small-group teaching and tutoring.

Excellent teachers in the Multi-Classroom Leader role and their teams lead to excellent teaching for all, because each adult plays a crucial instructional role with the guidance, support, and materials they need.

Data and research show that all the educators on the team—teachers and paraprofessionals as well as those in the Multi-Classroom Leader role—are crucial for achieving students’ full learning growth potential. This takes commitment by districts and school leaders, and teamwork by all.

• Briefly, here is what Opportunity Culture schools do.
• Opportunity Culture schools transform their roles, pay, budgets, and schedules to support instructional excellence and student learning for whole grades and subjects.
• Opportunity Culture schools have excellent teachers serving in the Multi-Classroom Leader role, leading small teaching teams. These Multi-Classroom Leader teams are the foundation of Opportunity Culture schools.
• New roles and schedules help every adult contribute to student learning success.
• This approach transforms instructional methods and has already increased teachers’ effectiveness and student learning growth by 27 percentile points, on average.
• But we now know that even more is possible for more students.
• Data and research now show us how these team roles can use every adult’s time and talent to boost student learning results even higher than the average Opportunity Culture school in the past.
• All of this happens when districts and schools follow the five Opportunity Culture Principles on the next slide.
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.

• All Opportunity Culture schools implement new roles that meet each of these five principles:
• Extend the **reach of excellent teachers and their teams** to more students.
• **Pay teachers more** for extending their reach. And not just a little bit more, but a substantial amount that corresponds to the increase in responsibilities and would attract and retain high-quality teachers in roles that don’t take them out of the classroom.
• **Fund pay within regular budgets**. Sustainability is a hallmark of Opportunity Culture designs—teacher pay supplements are funded by reallocations of regular budgets, not temporary grants, so educators can trust the roles and pay will last. Each school determines how to reallocate funds to best suit its needs.
• **Provide protected in-school time and clarity about how to use it** for planning, collaboration, and development. Much of Opportunity Culture design—and ongoing refinement each year—involves finding adequate time for teacher-leaders in the Multi-Classroom Leader, or MCL, role to meet with their teams; collaborate with other MCLs; and work with more students.
• **Match authority and accountability to each person’s responsibilities**. This principle is one major piece of what distinguishes Opportunity Culture roles, which have some similarities to other teacher-leader roles, from positions like instructional coaches and facilitators.
• With each of these principles in place, every student has the opportunity to have a great teacher every year, and nearly all students can leap ahead like never before—and enjoy learning more, too.
These are the roles available for Opportunity Culture implementation. The goal is to build a complete Opportunity Culture implementation in a way that makes sense for each district, schools, students, and teachers.

- The foundation of an Opportunity Culture school is the Multi-Classroom Leadership model, which features small, collaborative teaching teams led by teachers with leadership skills and a record of high-growth student learning.
- The Multi-Classroom Leadership role is at the center, but Public Impact’s research and experience shows us that we need roles at multiple levels to make the biggest impact on student learning. Every adult role in the building is focused on contributing to teaching excellence and high-growth student learning.
Opportunity Culture Teaching Roles

**Multi-Classroom Leader (MCL)**
Teacher with record of high-growth student learning who leads small teaching team in lesson planning, data analysis, instructional changes, and creation of a tutoring culture. Observes, gives feedback, and coaches team teachers; co-teaches and models. Continues to teach some portion of the time.

**Team Reach Teacher & Master Team Reach Teacher**
Teaches on a team led by an MCL that reaches more students. *Master Team Reach Teachers*, who also have a track record of high-growth student learning, assist the MCL with team leadership and/or reach significantly more students.

**Reach Associate & Teacher Resident**
Reach Associates (RAs) are advanced paraprofessionals who support MCL team, with focus on small-group tutoring, with heavy MCL guidance. Residents also co-teach, learn student data analysis, and get observation/feedback.

- Educators in the *Multi-Classroom Leader*, or *MCL*, role ensure high-standards lesson plans, frequent review of data about student progress, and constant improvement so all students learn. They grow their teaching teams’ skills, and help teachers and administrators align any volunteer and after-school support time to student learning goals. They also guide and direct any reach associates with whom they work—the advanced paraprofessionals who support MCL teams.
- MCLs have significant autonomy to establish the responsibilities for their team members and the collaborative team processes necessary to produce strong student learning. They work with principals and their team to plan total small-group time per student, using time and talent of all available adults, to achieve greater learning boosts at school.
- **School design teams establish schedules that create 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.
- Meanwhile, districts establish pay and career paths for MCLs and the other roles that are sustainable for schools with different funding levels.
- MCLs earn significantly more for their leadership and accountability.
- Additionally, an MCL may serve as the primary mentor for a teacher resident.
- Schools also use the roles of Team Reach Teacher, or TRTs, who directly teach more students than usual, but without raising instructional group sizes, and *Master Team Reach Teachers*, or MTRTs, who have a track record of high-growth student learning.
and assist an MCL with leading a larger team. They reach significantly more students and may also coach one or more other teachers on the team.

- TRTs and MTRTs are always on MCL teams.
- And they work alongside advanced paraprofessionals in the Reach Associate role.
- Reach Associates, or RAs, free up time for MCLs to work with team teachers and for TRTs to work with more students by instructing students in small groups or individually, supporting students while they work on projects, skills practice, and digital learning, and supporting the team on other noninstructional tasks.
- Everything the RA does is directed by the MCL or TRTs, with heavy guidance on lessons and classroom management. Small groups are determined by student data analysis that is led by the MCL.
- Likewise, a team may include a teacher resident—a yearlong, paid role for an aspiring teacher—who can serve some of the functions of an RA, supporting the team while getting on-the-job training from the MCL.
Creating a Tutoring Culture

In a tutoring culture, **all students** have access to more small-group learning during school, and **all adults provide small-group tutoring and teaching**.

Adults in a tutoring culture focus on **any adult-led small-group instruction that each student in the group needs for learning growth**. This may include pre-teaching, concept introduction or discussion, focused skill teaching, assignment completion help, reteaching, extension, and other similar help.

- One hallmark of an MCL team can be its ability to create a true tutoring culture within a school, led by MCLs.
- **In a tutoring culture, all students have access to more adult-led small-group instruction during school, and all adults provide small-group tutoring and teaching.**
- “Small for all” is our catchphrase. Including all students reduces stigma and ensures continued growth as students who start behind catch up and begin to leap ahead. Using the talents of all available adults provides more small-group time, so that all students are included.
- **Adults in a tutoring culture focus on any adult-led small-group instruction that each student in the group needs for learning growth.** This may include pre-teaching, concept introduction or discussion, focused skill teaching, assignment completion help, reteaching, extension, and other similar help.
- You may be used to tutoring focused on one student at a time, but we know small groups are at least as effective as individual tutoring, and they make it possible to reach **all students** during the school day, not just a select few.
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

• Multi-School Leadership is an Opportunity Culture role built on the cornerstone of Multi-Classroom Leadership, to create a principal career path that extends the reach of excellent principals.
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 and MSLs—excellent educators and leaders
• Earn course credit
• Earn free/reduced tuition and/or a salary and benefits, within school budgets

The Opportunity Culture model makes it possible for schools and districts to build a pipeline of strong instructional and leadership excellence by including educator residency roles, where aspiring teachers and principals have the opportunity to learn on the job, under an excellent leader, with compensation.
OC career ladders create a **pipeline** for teachers to grow their skills while reaching more students and allow teachers to **earn significantly** more for extending their reach.

Each level of this career ladder is significantly different from the next, and the **pay differences from one level to the next are substantial**, with the exception of RA to residents—residents earn the same as RAs in exchange for providing service to the school and to avoid unpaid student teaching.
Opportunity Culture Models

The standard choice:
Multi-Classroom Leadership + Team Reach
• MCLs lead teams, and all (or most) teachers reach more students.
• Paraprofessional reach associates focus on small-group tutoring, which replaces long-term subs and other less effective time.
• All (or most) teachers earn more.

When the standard is not possible:
Standalone Multi-Classroom Leadership
• Team teachers are led by an MCL but continue teaching in a traditional model.
• Small-group teaching/tutoring happens but to a lesser extent, with fewer dedicated roles. Long-term subs may still be common.
• Teachers do not earn more.

In both options, MCLs lead all staff toward a tutoring culture focused on use small-group teaching and tutoring. Multi-team reach associates or other paraprofessionals give partial-release MCLs time to observe and coach. Pre-existing teaching assistant positions, if any, typically remain but now tutor more.

• Here we can see the two main options for school staffing models in Opportunity Culture schools; these are brief overviews, as the slides I will get into next have more detail.
• First, the standard model in OC design is Multi-Classroom Leadership with Team Reach. This model helps ensure that, first, MCLs can sustainably reach across a school building; second, that teachers on the MCL team get paid more for their work with the MCL as well as for extending their reach to more students; and, third, that all students have access to increased in-school tutoring from their team-level paraprofessional.
• Most or all team teachers reach more students because a teacher vacancy remains unfilled; funding for that vacancy is repurposed to pay supplements for the team—for the MCL and team teachers now reaching more students, and for a paraprofessional who supports the team, with a focus on small-group tutoring.
• When it’s not possible to have team reach teachers on an MCL’s team, the other option is Standalone Multi-Classroom Leadership. This is the case if there is no available vacancy for you to trade in for a particular grade level, and you can sustainably fund another way to ensure that the grade level is reached by an MCL’s leadership—though teachers on the team will not get paid more for extending their reach and students will have less access to embedded small-group tutoring.
• Although MCL with Team Reach is the preferred model, both models are significantly more effective than traditional classroom models, because the multi-classroom leader leads instructional planning, delivery and improvement—and increases student
learning by an extra half-year annually, on average.

- [Note that even districts and schools using MCL + Team Reach may need the standalone Multi-Classroom Leadership temporarily in some grades or subjects as schools wait for classroom teacher vacancies to become available to allow Team Reach. In other schools, vacancies are so substantial that schoolwide MCL + Team Reach will be possible very quickly, with a faster rollout of tutoring-focused paraprofessional roles.
- Let’s look more deeply at the differences between these models.
The data 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 can catch up by the end of second grade—and spend the rest of their school careers on advanced work, on average.

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.
Opportunity Culture Student Impact

Research shows significant additional student learning, comparable to having top-quartile teachers teamwide

Team teachers start here on average...

50th Percentile

Reading & Math

...and teach this well after joining an MCL team

77th percentile on average

66th-89th Percentile

69th-85th Percentile

Reading

Math

These gains equate to an extra half-year of learning for students each year, on average

Research from two studies compared Opportunity Culture (OC) and non-OC classrooms:

2018 Study: 15,000 students, 3 districts

2021 Study: 20,000 students, 1 district

- When teachers join MCL teams, rigorous third-party research shows that students get extra half-year of learning growth in reading and math, on average. This means that an average teacher on an MCL’s team gets student growth as high as today’s top 25% of teachers.
- Schools are much more likely to make this type of high growth when teachers on MCL teams have Team Reach roles and earn more for reaching more students, in addition to the MCLs themselves. One important reason why: Schools no longer need to assign students to low-growth long-term subs when they use these Multi-Classroom Leadership plus Team Reach models.
- Finally, The MCL team structure makes it possible to reach all students with in-school, routine small-group tutoring – and more than a hundred studies show that small group tutoring by paraprofessionals and teachers boosts student learning by an extra year or more.
- Using the method, we see that converting the data into years of learning equated to an extra 0.2 to 0.8 years of learning in reading and an extra 0.3 to 0.7 years of learning in math.]
What This Means for Teachers

In schools with MCL teaching teams in which all teachers reach more students, for more pay, and with a tutoring culture, educators get...

**Better Roles**
- **Opportunity to learn** on the job and improve, every day
- **Schedules with more collaboration, teamwork, and small-group teaching and tutoring time**
- **Instruction-supporting paraprofessional roles**—surveys show high satisfaction
- **More time with roles proven to boost student learning**
- **Paid, yearlong residencies on MCL teams**

**Better Results**
- **Higher-growth learning with far more students**, consistently

**Better Rewards**
- **Chance to earn more** by being on a team reaching more students
- **Opportunities to keep teaching and advance to team leadership**
- **Extra pay that lasts**, because it’s built into school budget
- **Higher satisfaction overall** in Team Reach roles...which correlates to higher-growth student learning
- **Equitable pathway** of paid residencies
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.
- 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/contact-public-impact/