

COMPLETE OPPORTUNITY CULTURE DESIGN, FOR ALL: SUMMARY

Opportunity Culture Vision: Excellent teaching for all students, excellent careers for all educators

Complete Opportunity Culture Implementation Reaches All Students and Staff, and is Long-Lasting

Research shows that multi-classroom leaders lead teaching teams to move from achieving *average* student learning growth to growth like or approaching that of *top teachers*. Surveys show 98–99 percent of multi-classroom leaders want their roles to continue. Complete Opportunity Culture design and implementation maintains these results and extends to all pre-K–12 students and both current and aspiring educators (see Figure 1). All schools use the Opportunity Culture Principles (see page 2).

Multi-Classroom Leadership: Multi-classroom leaders (MCLs), the center of Opportunity Culture design, achieved high-growth student learning as teachers and now lead a small teaching team. MCLs ensure strong lessons and teaching methods through guidance and **frequent, on-the-job development**, while continuing to teach part of the time. They are accountable for the team’s student learning growth. School design teams reallocate existing funds to pay MCLs more, within school budgets, and redesign schedules to provide school-day time for MCL teams to plan and collaborate.

Team Reach: Teachers on MCL teams who reach significantly more students than average are known as team reach teachers (TRTs). After achieving high-growth student learning, some may become master team reach teachers, who help MCLs lead large teams and may reach even more students. TRTs earn more, within regular school budgets. They often use more small-group instructional time and may be supported by advanced paraprofessionals on the team, known as reach associates. **Research** has shown that paraprofessionals are just as effective as teachers in teaching small groups.

Paid Residencies, Within Budget: Aspiring teachers earn salaries, within school budgets, for a yearlong placement on an MCL’s team, with heavy guidance and feedback from the MCL and team. The MCL coordinates resident training with the degree/certification program, which collaborates with the district to swap some academic time for on-the-job learning.

Multi-School Leadership: Multi-school leaders, who have led Opportunity Culture schools with high-growth student learning, lead a small group of related or closely located schools for more pay, funded within the budgets of their schools. They may continue to directly lead one school. They have time to guide and develop principals and principal residents, and they are accountable for the student learning growth of all their schools.

Monitoring Systems: Multi-school leaders (MSLs), principals, MCLs, and team teachers adopt new routines to view and use key digital data at the state, district, school, and classroom levels. The data cover district and school design, curriculum quality, instructional practices, school culture, and student learning, and are used to guide everyone to improve fast.

Support Systems: Some systems must adapt to support Opportunity Culture implementation, and all achieve their intended benefits better for student learning and educator success. In addition to supportive state policies, key district systems include:

- **Administration:** Finance, human resources, data, and training, among others, supportive of implementation.
- **Curricula & Instruction:** High-standards, differentiated, research-based; social-emotional approaches included; all educators receive ongoing professional learning to increase instructional leadership and excellence in all roles.
- **Student Support:** Provided directly and through local organizations and government—student access to needed food, housing, personal safety, and trauma-informed physical and mental health services.
- **Equity:** Training, clear expectations for all staff and students, and periodic review of practices through equity lens.
- **Base pay:** In addition to supplements for MCLs, MSLs, and team reach teachers, more funds pushed to the school level to raise base pay for all educators who are accountable for student learning.



Figure 1: Complete Opportunity Culture Elements

Your Opportunity Culture Implementation: Long-Lasting Change That Supports All

Schedule for Complete, Lasting Opportunity Culture Implementation

This table illustrates recommended pacing for an example district* of medium size.

Figure 2. Example District

District Size	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Medium District (30-74 Schools)	MCL: 8 Schools D	8 Schools I 15 Schools D	23 Schools I 20 Schools D	43 Schools I 20 Schools D	63 Schools I Rest of Schools D	All Schools Implement
		Residencies: D	Implement	Improve		
			MSL: Design	Implement	Improve	
	M&I: Design	Implement	Improve			
	SS: Design	Implement	Improve			

Key: D = Design I = Implement

MCL: Multi-Classroom Leadership + Team Reach Roles

Paid Residencies

SS = Support Systems

MSL: Multi-School Leadership

M&I: Monitoring & Improvement

Notes: Paid residency design and monitoring & improvement (M&I) system design and implementation may start as early as Year 1.

Multi-school leadership design may start as early as Year 2.

* Including charter management organizations.

Figure 3. Statewide Opportunity Culture Implementation in 10 Years

Each cohort is approximately 15-20 percent of the state’s districts. Transition assistance lasts five years, in most cases.

Districts	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Cohort 1	Design	Implement	→							
Cohort 2		Design	Implement	→						
Cohort 3			Design	Implement	→					
Cohort 4				Design	Implement	→				
Cohort 5					Design	Implement	→			
Cohort 6						Design	Implement	→		

Figure 4. The Opportunity Culture Principles

The Opportunity Culture Principles

Teams of teachers & 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

Similar principles apply to teams of **principals and district/network leaders**

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Opportunity Culture implementation meets ESSA requirements for an evidence-based intervention for schools in need of improvement. Research from AIR and Brookings conducted through the CALDER Center.