OPPORTUNITY CULTURE®
STAFFING AND INSTRUCTIONAL DESIGN

Excellent **Student** Results. Excellent **Educator** Careers.

WHY?

- ✓ **Give all students access to excellent teaching**
- ✓ **Boost student learning** now
- ✓ **Retain** top talent—in better roles
- ✓ **Pay teachers more**—ongoing
- ✓ **Pay apprentices** using regular budgets
- ✓ **Get results** from new curricula and training
- ✓ **Support all teachers**! Week in, week out
- ✓ **Reduce vacancies** due to burnout and low pay

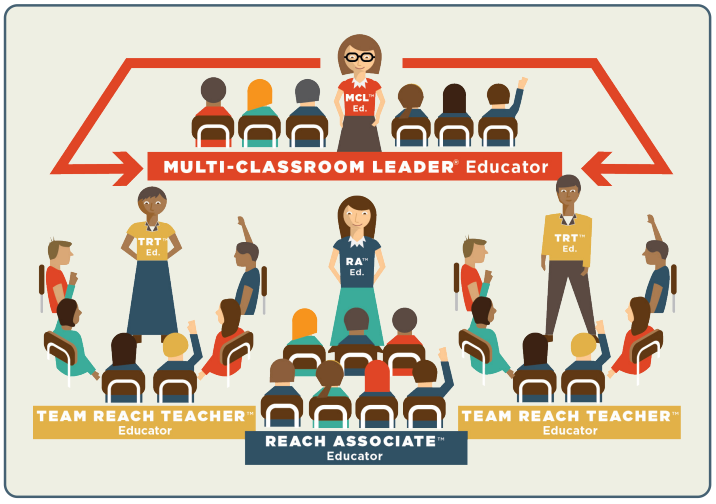
And help add tens of billions to the U.S. economy, because results are scalable and sustainable

WHAT Is Opportunity Culture® Staffing and Instructional Design?

Teachers with prior high student learning growth lead curricula-based instruction for grade and subject teams, earn more within regular budgets, and teach part of the time.

In this Multi-Classroom Leader® (MCL™) role, they lead instruction using high standards, differentiation, and increased small-group tutoring. Redesigned team roles, time, and budgets make the most of every adult's talent, reach more students with high-growth learning, and boost pay with recurring funds.

- **MCL educators guide planning and delivery of all curricula, lessons, and teaching methods** to align whole-class, small-group, and individual instruction. They provide teacher lesson practice and coaching using the curriculum and aligned materials needed for high growth by all. And they lead data-driven cycles to improve and differentiate instruction for high-growth learning—up to and far beyond grade level.
- **Opportunity Culture (OC®) materials guide MCL teams** to ensure that curricula and lessons have high standards, differentiate with prerequisite and advanced lessons for high growth without low-group tracking, increase small-group tutoring time to build a "tutoring culture" for all, and foster higher-order thinking. OC guidance does not cap instruction at grade level for any students.



- Team teachers and paraprofessionals who directly **reach more students** in a variety of roles also **earn more.**
- All adults **tutor small groups** more; teams tailor tutoring for high-growth learning aligned with data and the curriculum.
- **Apprentices/residents** fill paid paraprofessional Reach Associate™ roles—and are more likely to stay in the school.
- **Revamped schedules allow planning, coaching, and data-driven cycles** during school hours.
- **Instructional leaders have authority to lead, and educators share accountability** for student results.
- **Principals focus their support on a "team of leaders,"** rather than directly managing dozens of teachers.

Opportunity Culture®, OC®, and Multi-Classroom Leader® are registered trademarks; Reach Associate™, and Team Reach Teacher™ are trademarked terms; for details, see https://www.opportunityculture.org/terms-of-use/

OPPORTUNITY CULTURE® An Initiative of Public Impact

HOW Do Schools & Districts Use Opportunity Culture Design?

- Teams of district and school staff and teachers plan their staffing and instructional redesign, tailoring to each school's needs.
- Principals, academic staff, HR, finance, union representatives, and others contribute.
- While following data-driven design standards, schools and districts keep control over team structures, schedules, curriculum, funding sources, and what to reallocate, matching these to each school's needs.

WHAT Are Opportunity Culture Results Nationally?

For Educators: **Satisfaction Up, Turnover Down**

97–99%
SATISFACTION

97–99% of OC teacher-leaders have said every year for a decade that they want OC® models to continue; >90% in all team roles want them to continue

⬇54%
TURNOVER

Two districts' data: Reduced turnover 54%; reduced vacancies 90% with OC® roles and companion changes

For Students: **Extra Learning Growth**

2–3X
LEARNING

Schoolwide growth: Schools meeting OC® design standards and certifying are **2X–3X more likely to have high growth** schoolwide

+1/2 year
EXTRA LEARNING

Third-party studies: nearly an *extra* half-year of learning growth per school year

CERTIFICATION Protects Results at Scale—Allowing Enduring, Legacy Leadership

Certification standards lock in detail backed by 15+ years of research plus annual data

- Schools follow standards correlated with student learning while keeping **control over other design details.**
- Schools redesign to implement instructional excellence with a **variety of strong curricula and methods.**
- Professional learning/coaching help principals and **team leaders lead instructional excellence.**

Certification elements correlated with high-growth student learning include:

- All instructional staff have direct **access to all design, instructional, and leadership tools** and modules.
- Correctly designed **MCL roles reach more students** with instructional leadership in required percentages.
- **Teachers directly reach more students, for more pay,** reducing vacancies and the need for long-term subs.
- Students increase time in **adult-led, data-driven small groups** with lessons planned by MCL team—a "tutoring culture."
- **MCL and other instructional leadership roles require prior high-growth** learning in the same/similar subject.
- All pay and roles are **funded sustainably** with recurring monies.
- **Pay supplements** meet required standards for all roles.
- **Protected planning and collaboration time** during school hours meets standards for all duties.
- **Principals communicate about OC roles** and their purpose clearly and often, focusing everyone's efforts.
- Job descriptions and actual **accountability match** each role's responsibilities for students.

Annual data analytics, educator survey, & additional research:

- Inform changes
- Further boost student learning and educator satisfaction
- Make process easier for schools and lower cost per student

Contact to discuss and get the details right for students, families, and educators.
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