

OPPORTUNITY CULTURE® INSIGHTS

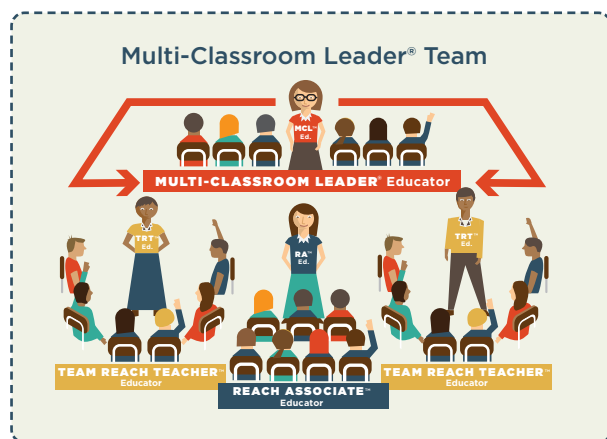
STATE SCALE ESSENTIALS: STAFFING AND INSTRUCTIONAL DESIGN

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

How Does Opportunity Culture® Design Reach All Students with Excellent Teaching?

Schools using Opportunity Culture® models redesign their instructional roles, schedules, and budgets to make the most of every adult's talent and reach more students with high-growth learning—and boost pay sustainably with recurring funds. To ensure instructional excellence: Teaching team leaders with a record of student success lead all use of curricula and instructional methods and materials.

- Teachers selected for their prior high-growth learning **lead small instructional teams**, earn much more, and continue to teach—and are accountable for high growth teamwide.
- Teachers and paraprofessionals on these teams also earn more when they **reach more students** in a variety of roles.
- All adults tutor **small groups** more, and teams tailor lessons for high-growth learning using data and the curriculum.
- Apprentices/residents** can fill paraprofessional roles; more stay in their schools post-residency because of paid career paths.
- Each school's **design team** of teachers and administrators **creates a plan adhering to standards** correlated to student learning growth—with **flexibility** to choose *many* details to fit school needs.



Results

Research shows far higher student learning growth and **nearly universal educator satisfaction**.

State Scale Essentials

States that want **cost-effective staffing and instructional design—with results—should adopt:**

- ✓ **Vision** for high-growth learning for all students—and strong communication to recruit and keep districts
- ✓ **Standards** for design based on data and research about results—with flexibility on other elements
- ✓ **Support** via data-driven portal-based design, skilled design coaching, PD, and optional extra funding
- ✓ **Transparency** and documentation about what school systems and schools implement
- ✓ **Accountability** to keep support flowing to school systems that follow standards and transparency requirements
- ✓ **Instructional alignment**, with high-quality curricula and instruction led through accountable team leaders
- ✓ **Sustainability** through cost-efficient delivery, long-term budgeting, and removal of policy barriers

Public Impact created detailed policy guidance in 2012 and updates it often. **Contact us** to help your state.

Details of the Scale Essentials

VISION: State leaders set goals to reach students and educators, recruit sites, and communicate progress.

STANDARDS

Design guidance starts with **five Opportunity Culture® principles** based on research, first used in 2012.

Certification standards build on the principles—adding critical guidance and more staffing and instructional elements that affect high-growth student learning and educator satisfaction, based on nearly 15 years of data. Schools and local systems keep **control and flexibility** over all other details.

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

States should use **Certified Opportunity Culture® standards** for maximum effects on learning and educators; if they **choose to use just some of the standards**, Public Impact® will provide guidance about likely lower effects on learning and teacher satisfaction. States **may require preferred curricula and methods**.

SUPPORT

- **Design portal:**
 - States provide access to a **design portal** with tools, skilled **design facilitation**, **professional development for new roles**, and optional extra funding for districts.
 - To guide their design teams, which all include educators, schools and systems use the online **portal that contains design and implementation modules matching the standards**.
 - **All educators** have portal access.
 - States may use the **standard portal** or designate **unique state design or instructional content**.
 - The portal is **updated annually using data** and new research, keeping the guidance fresh.
- **All schools may choose to gain Certified Opportunity Culture® status**, in addition to any unique certifications for their state, by certifying that they meet standards in the portal.
- **States optionally may add extra funding for educator pay** and cost of **district directors** of this work (see Sustainability, below).

TRANSPARENCY

- **Transparency and documentation** about what staffing and instructional designs schools implement—and educator satisfaction—are part of the support embedded in the portal.
- States may require **documentation of other instructional and staffing practices**.
- **Transparency allows analysis to learn what works—to inform future materials and policy**.

ACCOUNTABILITY

- States continue to **pay for design supports, and any extra funding for districts**, only if systems 1) use the supports and funding to **meet standards** and 2) provide **transparent documentation** in the portal about the staffing and instructional designs implemented.
- States may choose other **modes of accountability** fitting local preferences.

INSTRUCTIONAL ALIGNMENT

- States and systems **implement preferred instructional materials and methods**, if any, **through the selective team leader roles** accountable for high-growth learning.
- In states with no preferences, the Opportunity Culture® initiative recommends but does not require green-rated curricula on **EdReports**.
- Curriculum and instructional **specialists within a state or system (or external providers) focus on deep curriculum, content, and method know-how**, training team leaders in new or unfamiliar content. They preserve the leaders' time to lead teams through their lesson planning and preparation, observation and coaching, and data-driven instructional cycles.

SUSTAINABILITY

- New roles and pay that meet standards **must be funded entirely within recurring school budgets**, a practice within most states now using Opportunity Culture® design.
- States may choose to provide extra funding, such as stipend round-ups for some or all districts, or district staff funding, or other costs. Public Impact® can work with states to plan **long-term budgeting** for this as well as for initial organizing and communication, design and redesign support, transparency, and accountability.
- States can **avoid deteriorating design and learning results over time** by continuing portal access for schools and, if/when needed, funding periodic coaching calls for design tune-ups.
- Public Impact® helps states identify and remove **policy barriers** to scale-up and results.