

# Equitable Access to Excellent Teachers

Reaching All Students with Excellent  
Teaching and Transforming the Profession

San Diego, CA

February 3-4, 2015



# Reflections

- On a scale of 1 to 10.....
  - Where do you think the quality of your teacher workforce is RIGHT NOW? (10 = all superstars)
  - How equitably do ALL students in your state have access to excellent teachers RIGHT NOW? (10 = equal access)



# Looking Ahead

- Policy Levers
- Educator Preparation and Certification

• Recruitment, Selection, and Hiring

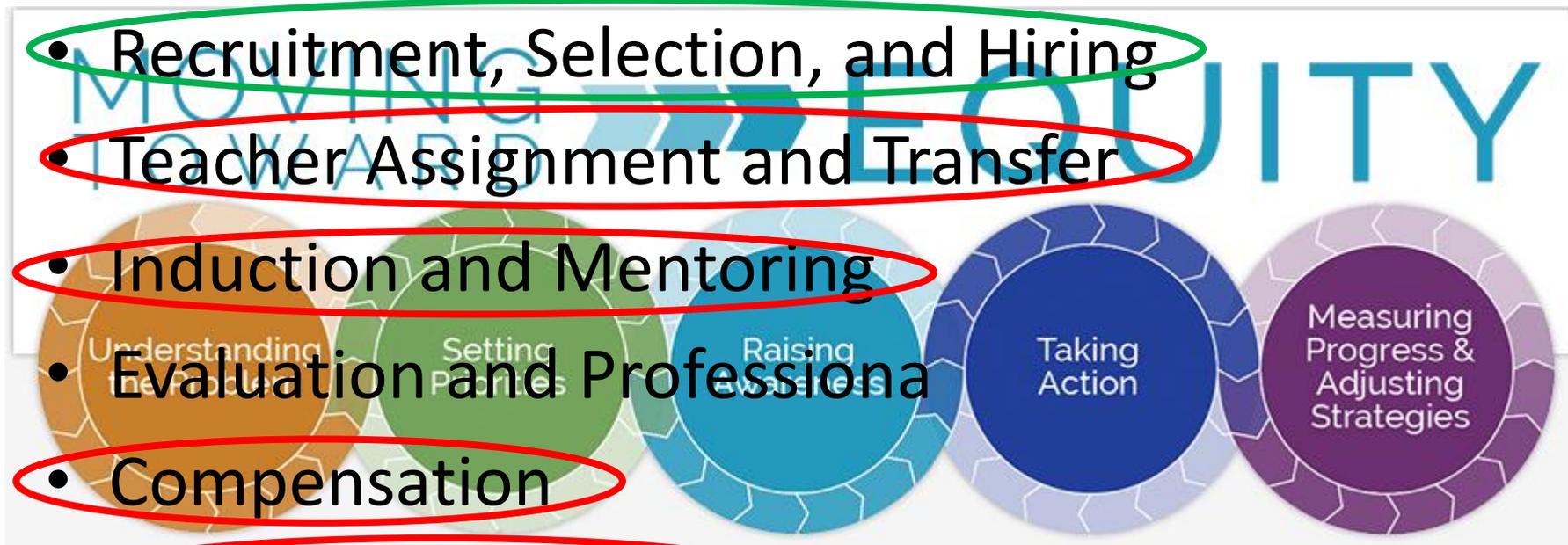
• Teacher Assignment and Transfer

• Induction and Mentoring

• Evaluation and Professional Development

• Compensation

• Educator Environment



# Why New Staffing Models?

## Challenges:

- “Solo practice”—one-teacher-one-classroom model
- Absence of teams allowing leadership, professional learning, pay
- Too few students experience excellent teaching
- High teacher turnover in high-poverty, low-performing, and turnaround schools

## Focal Point 1:

Give more students access to excellent teaching

## Focal Point 2:

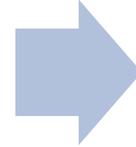
Transform teaching into a highly paid, high-impact profession

# Consistent Excellence Makes the Difference

With excellent teachers, students who...



Start 1 year  
behind...



Catch up by having excellent  
teachers 2 years in a row

Start 2 years  
behind...



Catch up by having excellent  
teachers 4 years in a row

Start on grade  
level...



Leap further ahead like  
“gifted” peers every year they  
have excellent teachers

Catch up from  
behind...



Can then leap ahead like  
“gifted” peers every year they  
have excellent teachers

(Sanders and Rivers, 1996)

# Could New School Models Help?

## Yes, if they:

- Extend the **reach** of excellent teachers and their teams to more students
- **Pay** teachers more for extending their reach
- **Fund** pay within regular budgets
- **Provide** protected in-school time and clarity about how to use it for planning, collaboration, and development
- **Match** authority and accountability to each person's responsibilities

# New School Models

## Five Basic Models:

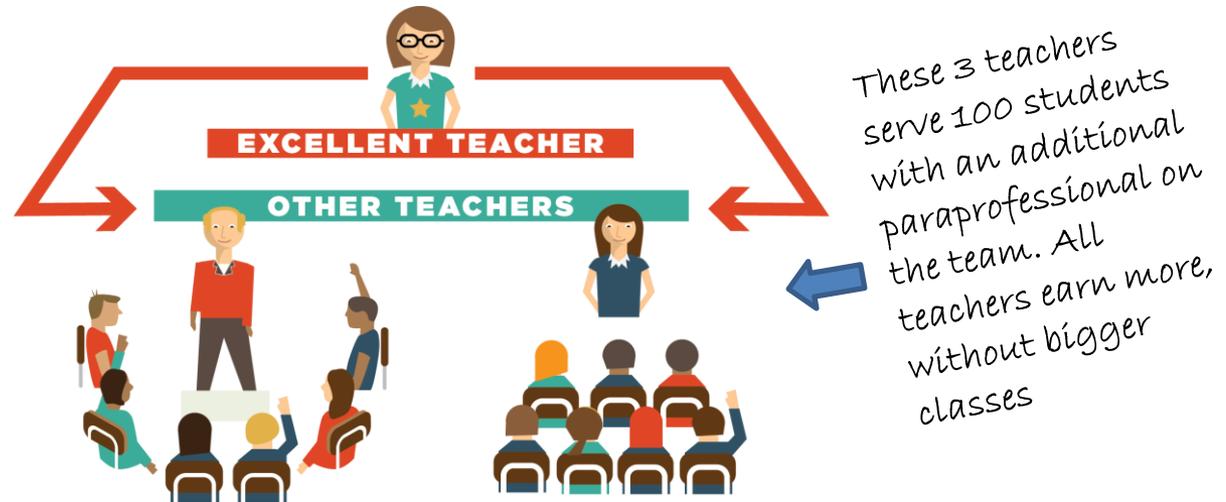
- Multi-Classroom Leadership
- Elementary Specialization
- Time-Technology Swaps
- Class-Size Changes
- Remotely Located Teaching

## Note:

- This is not a “one size fits all” approach
- Schools are encouraged to blend/customize the models to meet their individualized needs

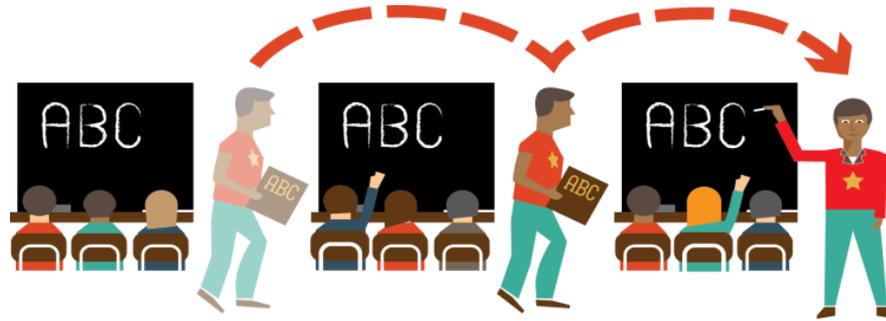
# Model: Multi-Classroom Leadership

Teachers with leadership skills both teach and lead teams of teachers & assistants, sharing strategies and best practices.



The teacher-leader determines how students spend time and tailors teachers' roles according to strengths. Accountable for the results of all students in her "pod," she earns far more.

# Model: Elementary Specialization



Excellent teachers specialize in high-priority subjects and the most crucial, challenging roles.

Teammates take care of students the rest of the time and cover administrative paperwork.

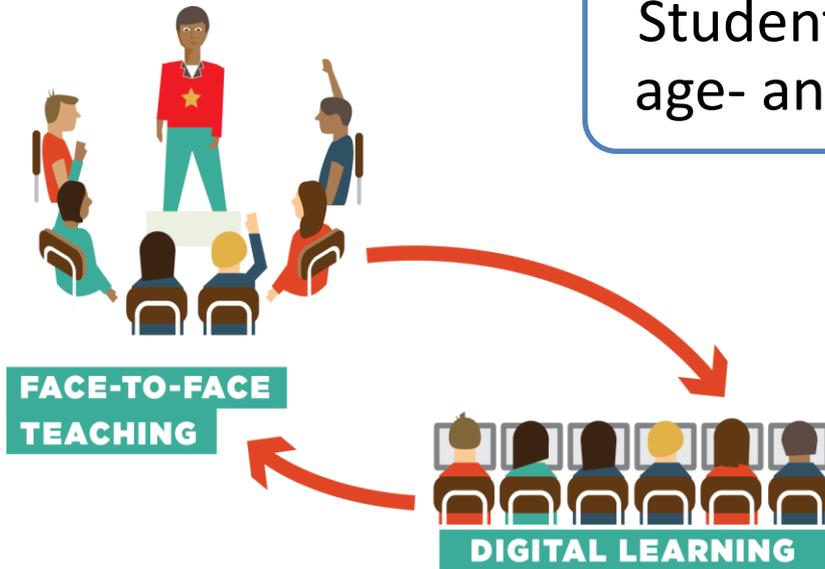
Specializing teachers instruct up to three times the students, earn more, and gain time for planning, development, and collaboration.

# Model: Time-Technology Swaps

Students spend part of the day engaged in age- and child-appropriate digital learning.

Digital instruction and offline skills practice and projects—as an hour daily—replace enough teacher time that they can teach more students, plan more, and earn more.

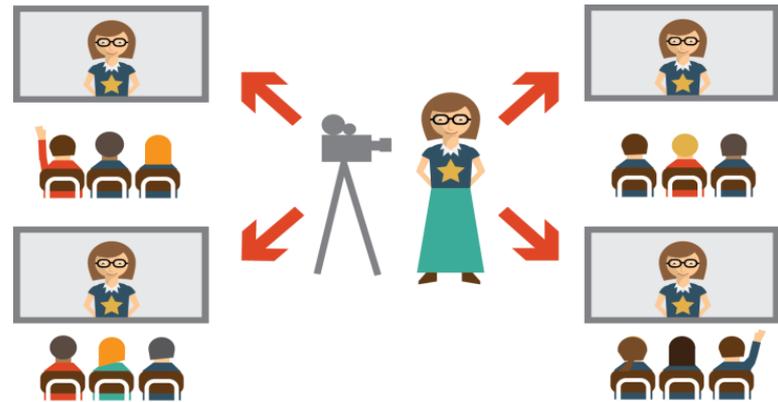
Teachers use face-to-face teaching time for higher-order learning and personalized follow-up.



# Model: Remote Teaching

Schools without enough excellent teachers enlist accountable remote teachers down the street—or across the nation.

Remote teachers use technology to provide live, but not in-person, instruction.



On-site teammates manage administrative duties and keep students engaged.

# An Interactive Exercise

Front of the Room (Audience)

Row 1  
(Sitting)

Participant  
1

Participant  
2

Participant  
3

Participant  
4

Row 2  
(Standing)

Participant  
5

Participant  
6

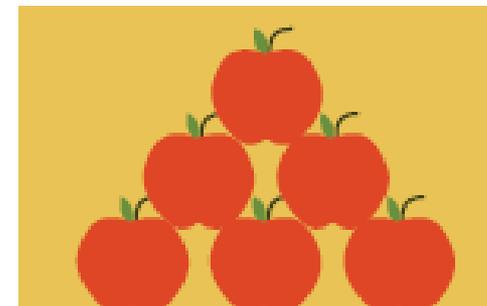
Participant  
7

Participant  
8

# 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

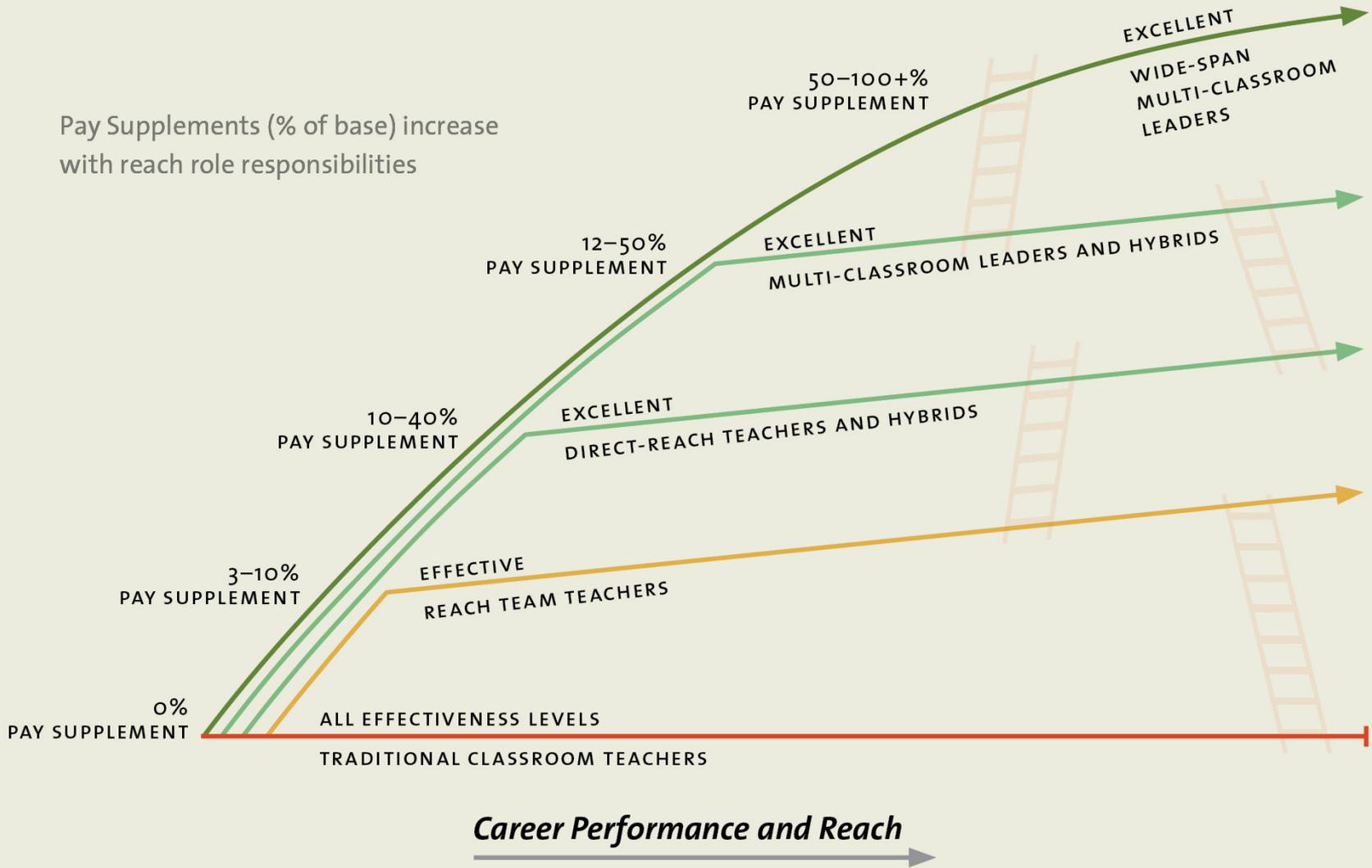


# How to Pay More, within Budget

- Replace a team-teaching position with a paraprofessional
- Shift some non-classroom teaching specialists back into classrooms (except for English Language Learners and special needs)
- Reallocate other spending
- Reduce new facilities costs by constructing fewer walls
- Offer some team-teaching roles with shorter work hours
- Increase class sizes slightly (within limits, and by a teacher's choice)

# Career and Pay Progression

Pay Supplements (% of base) increase with reach role responsibilities



# Implementation Sites

## Who's Extending Teachers' Reach for More Pay?

- Districts *and* charters
- Starting in high-poverty schools
- Scaling up in diverse schools, too
- And now a state education agency!



# Toolkit: Phases

The toolkit is organized into the following key design and implementation phases of building an Opportunity Culture:

Phase 1: Commit to Building an Opportunity Culture

Phase 2: Make District-Level Design Decisions

Phase 3: Secure School-Level Commitment & Pre-Plan for Success

Phase 4: Make Major School-Level Design Decisions

Phase 5: Communicate and Prepare for Classroom Implementation

Phase 6: Implement Reach Models and Opportunity Culture Supports

Phase 7: Evaluate and Refine

# Online Toolkit

---

Under development:

<http://opportunityculture.org/opportunity-culture-toolkit/>

Current toolkit:

<http://opportunityculture.org/reach/tools-for-school-design-teams/>

# Questions?



# What Can You Do?

**Establish a transition fund to help districts transition to new staffing models.**

## **What support is needed?**

External assistance to facilitate change process, school design teams, and system redesign

Funding for technology ramp up and infrastructure changes, as needed

## **Which districts to support?**

Key: leader commitment and capacity to manage change.

Various selection options, from hand picking early examples to mandating all districts to transition over time.

# What Else Can You Do?

**Identify policy barriers that impede a district's ability to extend the reach of excellent teachers and establish sustainably-funded career pathways.**

## **Barriers to reach extension**

- Limits on class size or teacher-student ratios
- Seat time requirements
- Line of sight requirements
- Inability to create new teaching roles

## **Barriers to sustainably-funded supplements**

- Limits on reallocating state funding across budget categories

# What Can You Do?

- How can these concepts be built into your state's equitable access plan?
- What are some challenges/obstacles to be addressed?

Toolkit Links:

<http://opportunityculture.org/opportunity-culture-toolkit/>

<http://opportunityculture.org/reach/tools-for-school-design-teams/>

# Group Discussion



# Closing Thoughts



**Thank You!**

[www.publicimpact.com](http://www.publicimpact.com)

**PUBLIC IMPACT**

