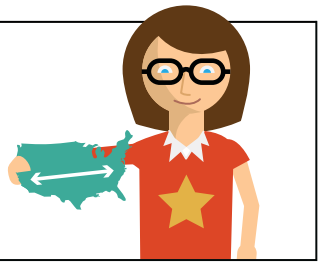
TEACHER PAY & CAREER ADVANCEMENT

A LEADER'S GUIDE TO SUSTAINABLY FUNDED EXCELLENCE

PART OF THE OPPORTUNITY CULTURE SERIES



OVERVIEW

As new evaluation systems begin to enable school and district leaders to identify their excellent teachers, states and school systems are looking ahead to the next step. Leaders ask: Now that we know who our great teachers are, how can we give them the opportunity to take on **new roles** and advance in their careers? How can we **pay them more**—ideally a lot more? How can we do this **sustainably,** so these rewards don't end when a special grant runs out? And how can we design new roles so that **students benefit,** by gaining access to top teachers?

This brief provides answers to these questions. It explains the ways that schools can offer **sustainably funded career advancement and higher pay to teachers,** while reaching more students with excellent teaching. Research indicates that teachers in approximately the top 25 percent produce well over a year of learning growth. Students who start behind must have that growth to catch up, and it helps all students leap ahead of their beginnings. Schools must expand the impact of these top teachers, and pay them more.

How could it be possible to pay great teachers more, but within available budgets? At first glance, the math might not seem to add up. But it can—with new school models that redesign jobs and use technology to extend the reach of excellent teachers to more students.

Using these models, **schools can increase pay up to 40% for their top teachers and up to 130% for those excellent teachers who work as teacher-leaders, *within available budgets.* Schools do not need to increase class sizes, and in some variations, schools may pay *all* teachers more, sustainably.** Most of these models also create new roles and collaborative teams that enable all teachers to develop and contribute to excellence. And many models free time during the school day for team planning and development.

We call this an "Opportunity Culture." In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach, which can help attract and retain excellent teachers over time.[1] Development toward excellence is possible for all staff, in every role.

In this brief, we summarize:

- **School models** for extending the reach of excellent teachers
- **Career paths** that expand the impact and pay of teachers who demonstrate excellence and leadership
- **The pay increase potential** for excellent teachers, and for all teachers pursuing excellence in teams
- **The promise of an Opportunity Culture** in which excellence leads to more impact, pay, and job options.

Links to practical tools and more information are provided throughout the brief and at www.opportunityculture.org.

SCHOOL MODELS TO BUILD AN OPPORTUNITY CULTURE

As we show in Public Impact's school models (see snapshots on page 2), excellent teachers can extend their reach through various roles by: *specializing* in their best subjects and difficult teaching roles; *swapping teaching time* for technology using digital instruction in age- and child-appropriate quantities; *leading other teachers* while co-teaching with them; or teaching *larger classes* (within reason, and by choice).

When the shortage of teachers is extreme, great teachers can work *remotely,* with help from on-site paraprofessionals who nurture the whole child. Remotely located teachers can use tools such as webcams, online whiteboards, and email to teach and connect with students who are down the hall or across the nation.

Combining models can help great teachers make the best use of time and talent—expanding their impact on students and peers, while saving some school-day time for planning, collaboration, and development. Different models will be right for different schools and teachers, and no one model will fit all.

Each of these reach models creates meaningful career paths for teachers *and* generates savings that schools can use to pay excellent teachers—in some cases all teachers—a lot more, within available budgets.

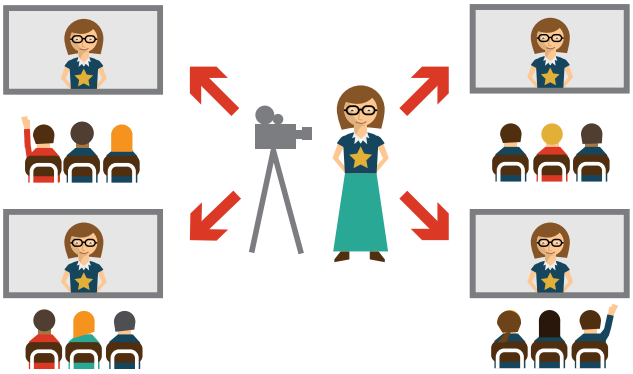
School Model Snapshots

CLASS-SIZE INCREASES

Excellent teachers teach larger classes, by choice and within limits, in some cases shifting students from other teachers' classrooms.

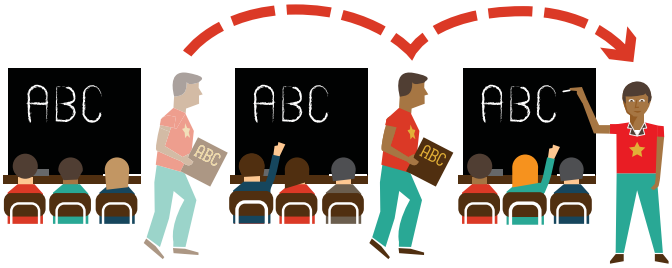
MULTI-CLASSROOM LEADERSHIP

Teachers with leadership skills both teach and lead teams or "pods" of other teachers in order to share strategies and best practices for classroom success. Responsible for achieving high growth for all classrooms in the pod, the teacher-leader determines how students spend time and tailors teachers' roles according to their strengths.



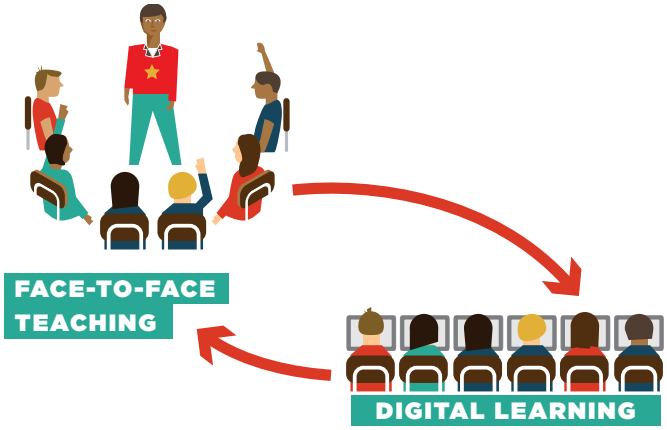
REMOTE TEACHING

Schools without enough excellent teachers can enlist accountable remote teachers down the street or across the nation. Remote teachers use technology to provide live, but not in-person, instruction, while on-site teammates manage administrative duties and develop the whole child.



ELEMENTARY SPECIALIZATION

A school's best teachers teach one of two core subject pairs: math/science or language arts/social studies, while teammates take care of students the rest of the time and cover administrative work. This allows specialized teachers to instruct multiple classrooms of students and gain more time for planning and collaboration.



TIME-TECHNOLOGY SWAPS

Students spend part of the day engaged in self-paced digital learning. Digital instruction replaces enough of top teachers' time that they can teach more students, using face-to-face teaching time for higher-order learning and personalized follow-up. Teachers can use part of their freed time for planning and collaboration.

CAREER PATHS FOR TEACHERS IN AN OPPORTUNITY CULTURE

In most schools, "career advancement" for teachers involves leaving the classroom and direct work with students for a role as a school principal or other administrator. The few "master" or "mentor" specialist roles available rarely give mentors real authority or credit for the results of those they mentor. Many actually remove great teachers from direct responsibility for student outcomes. When they pay more, these roles are often supported by temporary funds.

In an Opportunity Culture, reach extension models create multiple career paths that enable all teachers and staff to develop and contribute to excellence immediately, within budget. All models also let excellent teachers continue their direct interaction with students.

- *Reach-extended roles* enable excellent teachers to take responsibility for more students.
- *Support roles* allow all teachers, working in teams with reach-extending teachers, to contribute to excellence while developing their teaching prowess.

Teachers have a variety of **sustainably paid career paths in reach-extended roles** that match different school models. For example:

- In a **time-technology swap,** students spend some time learning basic material through digital instruction—as little as an hour online per day. This allows **blended-learning teachers** to teach additional students, and to focus on personalized instruction and students' higher-order thinking skills. Schools can provide these teachers with additional planning time by limiting student loads. Teachers advance by teaching more students with excellent outcomes.
- **In elementary specialization, classroom specialists** teach their best subject(s). Schools can reduce teachers' noninstructional duties so they can reach more students and have time for planning and collaboration. Teachers advance by teaching additional classes with excellent outcomes.
- **In multi-classroom leadership, teacher-leaders** lead and develop pods of other teachers who use their methods and materials with multiple classrooms of students. Teacher-leaders, who are accountable for all students' learning, advance by leading more classes and teachers with excellent outcomes.
- **In a class-size increase model, large-class teachers** advance by teaching more students with excellent outcomes (within limits, and by choice).

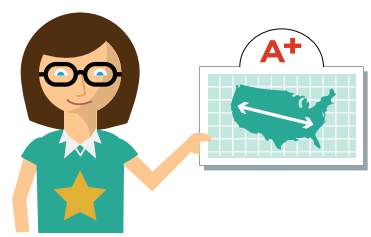
In each school model, **schools increase teachers' responsibility, pay, and impact with each designated level** of increased student reach (see table on page 4).

Teachers whose reach is not yet extended can serve in **team roles** in an Opportunity Culture. For example, new teachers, experienced teachers who want to achieve higher levels of excellence, and those who prefer focused roles can work as team teachers led by teacher-leaders, who are responsible for each team member's success and development. Team teachers can learn from teacher-leaders' methods and materials, while teaching specific subjects/topics or playing focused roles. Team teachers can advance their careers by demonstrating excellence and playing broader roles that allow teacher-leaders to lead more classrooms successfully. Team teachers who demonstrate consistent excellence and peer leadership can move into teacher-leader roles, too.

Another example is professional tutoring, a highly focused team role. These teachers routinely deliver small-group and individual instruction to students as assigned by their lead teachers. Professional tutors can advance their careers by adding data assessment and planning that enables other teachers to extend their reach (in multi-classroom models, for example), or by teaching advanced or specialized content.

Schools can tailor roles and positions to match teachers' demonstrated capabilities and career interests closely, helping them retain and **increase the impact of the excellent teachers schools already have—while developing more teachers' excellence.** Teachers can move across these paths over the course of their careers, and some roles may be combined. Pay will vary at each level and across paths, but each design makes it possible for teachers to earn significantly more based on their excellence, leadership, and student impact. Most of the models also provide teachers with unprecedented time during school hours for team collaboration and development—helping new teachers and good, solid teachers produce much better outcomes through teamwork with their already-excellent peers. For more detailed information on career paths in an Opportunity Culture, see Public Impact's brief on Teacher, Leader, and Paraprofessional Career Paths and the Summary of Teacher Career Paths.

In an **Opportunity Culture,** all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach.



Career Paths for Extending the Reach of Excellent Teachers*

	Reach-Extended Teacher Roles				Supporting Teacher Roles	
	Large-Class Teacher	**Blended-Learning Teacher**	**Specialized Teacher (Elementary)**	**Teacher-Leader**	**Team Teacher**	**Professional Tutor**
How is Reach Extended?	*Increasing or shifting class sizes, within limits and by choice*	*Swapping portion of teaching time with digital instruction to teach more students*	*Teaching best subject to more classes, while reducing other duties*	*Leading multiple classrooms' worth of students with a teaching team for whom leader is responsible*	*Supporting multi-class teacher-leader; addressing subject or teaching role(s) delegated by leader*	*Supporting teacher(s) with assigned targeted instruction*
6	—	BLT6: Student Load Over 200% of Average	ST6: Student Load Up to 400% of Average	MTL6: 6 classes' worth of students		
5	CT5: Over 40 Students	BLT5: Student Load Up to 200% of Average	ST5: Student Load Up to 300% of Average	MCTL5: 5 classes' worth of students		
4	CT4: 36–40 Students	BLT4 Student Load Up to 175% of Average	ST4: Student Load Up to 250% of Average	MCTL4: 4 classes' worth of students		
3	CT3: 31–35 Students	BLT3: Student Load Up to 150% of Average	ST3: Student Load Up to 200% of Average	MCTL3: 3 classes' worth of students		
2	Classroom Teacher (CT) 2: 26–30 Students	Blended-Learning Teacher (BLT) 2: Student Load Up to 133% of Average	Specialized Teacher (ST) 2: Student Load Up to 150% of Average	Multi-Classroom Teacher-Leader (MCTL) 2: 2 classes' worth of students	Team Teacher 2: Plays advanced roles (e.g., data assessment and planning) that support additional leader reach	Master Tutor: Supports additional teacher reach by a) taking on data assessment/planning or b) teaching specialized or advanced content
1	Classroom Teacher 1, Team Teacher 1, or Professional Tutor (These are non-reach extended roles. Reach-extended roles begin at Level 2.)				Team Teacher 1: Plays assigned instructional role; collaborates with team	Tutor: Delivers assigned small-group and individual instruction
Role	**Large-Class Teacher**	**Blended-Learning Teacher**	**Specialized Teacher (Elementary)**	**Teacher-Leader**	**Team Teacher**	**Professional Tutor**
Model	**Class-Size Change**	**Time-Technology Swap**	**Specialization**	**Multi-Class Leadership**		**All Models**

*Teachers may be there in person (in schools) or remotely located.

Notes:

1) In some cases, teachers serving more students may be supported by assistants and tutors. 2) Remotely located teachers need supporting in-person monitors. 3) Reach extension opportunities available based on excellent results, role fit, and existence of the right advanced position funded with regular funding stream. 4) Some people may move among paths or skip steps in the same path, depending on demonstrated capability and available roles/jobs. 5) Additional teacher roles that are not part of extending the reach of excellent teachers to more students for more pay within budget: Mentor—coaches and develops other teachers, but is not accountable for learning of those teachers' students; Master Teacher—provides consistently excellent instruction. 6) Remotely located teachers may enter these tracks as in-person teachers who prove their excellence teaching face to face, or as remotely located teachers with traditional student loads. 7) ***Reach = Student Load***, the total number of students for whom a teacher is responsible. Student load is different from class size and instructional group size. Most reach models *maintain or decrease* class or group size. 8) Professional Tutors are certified or experienced teachers. 9) Elementary specialists' reach is higher than blended-learning teachers' reach, because specialists team-teach with teachers of other subjects (who have students the rest of the day). Elementary specialization and blended learning may be combined to increase teachers' reach and free time for team planning, collaboration, and development.

PAYING TEACHERS MORE IN AN OPPORTUNITY CULTURE

All of the models to extend excellent teachers' reach free funds, which schools can use to pay teachers more and invest in other school priorities. Using reach extension models, schools can increase pay for excellent teachers by at least 20 percent and as much as 130 percent—within current budgets, and without increasing class sizes.

Reach extension enables excellent teachers to reach more students, which frees per-pupil funds that then become available to support those teachers' work. This is the fundamental way that each model produces financial savings to fund higher pay. But schools can use reach extension models to free additional funds in other ways, too. These include:

- Adding less-expensive paraprofessional positions to cover noninstructional tasks for multiple, excellent teachers who extend their reach (e.g., digital learning monitors and learning coaches)
- Shifting excellent, non-classroom instructional specialists back into classrooms, when not needed to achieve excellent outcomes (keeping staff to support English language learners and students with special needs)
- Offering some teacher roles with lighter workloads than typical teaching positions (for example, teaching fewer students or working shorter hours, such as 40-hour weeks instead of today's 50-hour average)
- Reducing construction costs in new schools by having fewer, larger rooms for digital labs or combined digital/face-to-face classrooms.[2]

The savings available in each reach model depend on schoolwide implementation in most cases. Small efforts in just a few classrooms will not generally produce the same educational benefits for students and financial benefits for teachers. In addition, the savings are partially offset by new costs, such as: purchasing digital-learning software and other tools to support technology- and remote-based models; making facilities changes in existing schools; and obtaining design assistance to choose and tailor reach models. In schools choosing to make fast transitions, tenured and contract-protected teachers who do not continue as full classroom teachers or take reach-extended roles may need to be paid above the going rate of their new positions.

Schools can use their newfound savings for higher teacher pay and other important priorities (see summary table on page 6). District leaders and school design teams can pay all participating teachers equally more based on student reach, and use this enhanced pay to strengthen recruiting and hiring criteria. Schools might choose instead to pay all participating teachers somewhat more, but reserve even higher salaries for their most effective teachers who take responsibility for more students. Or, schools can reserve pay supplements only for participating teachers who achieve a threshold level of excellence with students with some consistency (e.g., two out of three years). For example:

- An elementary school using *subject specialization* schoolwide can distribute freed funds equally among all its specializing teachers by paying each of them more, within available budgets. Specializing teachers' pay can rise an estimated 22 to 43 percent in this model, depending on the number of non-classroom specialists who moved back into classroom roles.[3] This enables reach-extended teachers to earn as much as $24,000 annually over today's average teacher salaries.[4]
- Teacher-leaders in the *multi-classroom leadership* model can engage paraprofessionals instead of teachers to complete paperwork and supervise students' noninstructional time. This shift frees school funds to pay all team teachers more, and still provide a substantial additional supplement to teacher-leaders. If a school dedicates its entire savings to paying teacher-leaders more, their pay can rise an estimated 67 to 134 percent, depending on the number of classrooms they oversee and the number of non-classroom specialists returning to classroom roles. This can enable teacher-leaders to earn as much as $73,000 annually *above* today's average teacher salaries.[5]
- Using the time-technology swap (rotation) model schoolwide, a school can pay all participating teachers an estimated 23 to 41 percent more, depending on the amount of time students spent in digital learning, and the number of non-classroom specialists. This enables participating teachers to earn as much as $22,000 annually over today's average teacher salaries. If the school chooses to reserve or increase pay supplements for blended-learning teachers who consistently achieve a specific level of growth with their students, those teachers can earn even more.[6]

In each of these models, schools and districts can also dedicate money saved by reach models to other school priorities. They can, for example, fund excellent teachers' time to contribute to schoolwide development, such as by developing, leading, training, and evaluating other teachers and staff. Schools can increase development and collaboration of all teachers, such as by funding time for teachers to collaborate with teammates. Or they may choose to increase learning personalization and enrichment, such as by adding instructional time to students' days or school years, or by providing more small-group and individual instruction.

Potential Pay Increase Percentages Available to Excellent Teachers in Three Reach Models

Ways to Extend Reach →	Elementary Subject Specialization	Multi-Classroom Leadership	Time-Technology Swap—Rotation
	Classroom Specialist Can Earn:	*Teacher-Leader Can Earn:*	*Blended-Learning Teacher Can Earn:*
With Low Starting Percentage of Non-Classroom Specialists	22%–31% More	67%–97% More	23%–27% More
With High Starting Percentage of Non-Classroom Specialists	33%–43% More	104%–134% More	36%–41% More
When Also Paying Team Teachers up to 25% More	N/A	Up to 79% More	N/A
When Also Paying Team Teachers up to 10% More	N/A	Up to 109% More	N/A

Note 1. Figures expressed as "percentage more than average pay." Schools save more when starting with higher percentages of non-classroom specialists, because savings are higher per class as these teachers' positions are shifted back into classroom roles.

Note 2. Some portion of savings may be reallocated to all teaching staff or other priorities, not just excellent teachers. We present two example figures in the Multi-Classroom Leadership column when paying team teachers 10% and 25% more than average, which are modeled in the companion brief listed below.

Note 3. See the following briefs for detailed calculations and multiple scenarios of net savings and pay increase potential, including data sources, at http://opportunityculture.org/reach/pay-teachers-more: *Financial Planning for Elementary Subject Specialization*, *Financial Planning for Multi-Classroom Leadership*, and *Financial Planning for Time-Technology Swap—Rotation Model*.

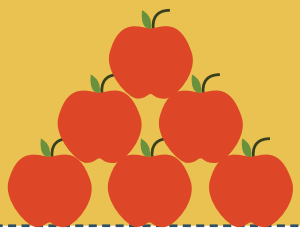
THE PROMISE OF AN OPPORTUNITY CULTURE

For many teachers, the **chances to pursue teaching excellence, reach more students, continue advancing their careers, and help their peers succeed** are the best benefits of an Opportunity Culture. Appealing opportunities also arise for greater job flexibility, such as part-time work, focused roles with shorter-than-average workweeks, and other individualized arrangements—options already available to strong performers in most other professions.

But by adopting one or more of the school models described here to extend the reach of excellent teachers, state and district leaders can also pay excellent teachers, and in some cases *all* teachers, significantly more—within available budgets. Schools can offer all teachers meaningful opportunities for development, collaboration, and career advancement. Better still, education leaders can advance student achievement by providing more students with access to the excellent teachers they need and deserve.

THE REACH EXTENSION PRINCIPLES

1. **Reach more children successfully** with excellent teachers.
2. **Pay excellent teachers more** for reaching more children successfully.
3. **Achieve permanent financial sustainability,** keeping post-transition costs within the budgets available from regular per-pupil funding sources.
4. **Include roles for other educators** that enable solid performers both to learn from excellent peers and to contribute to excellent outcomes for children.
5. **Identify the adult who is accountable for each student's outcomes,** and clarify what people, technology, and other resources (s)he is empowered to choose and manage.



Notes

1. See, e.g.: Ableidinger, J., & Kowal, J. (2010). *Shooting for stars: Cross-sector lessons for retaining high-performing educators.* (Chapel Hill, NC: Public Impact). Retrieved from http://opportunityculture.org/images/stories/shooting_for_stars_2010.pdf; Auguste, B., Kihn, P., & Miller, M. (2010). *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching.* (McKinsey & Company). Retrieved from http://mckinseyonsociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf; TNTP. (2012). *The irreplaceables: Understanding the real retention crisis in America's public schools.* (Brooklyn, NY: Author). Retrieved from http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf; Teach Plus. (2010).*The cost of loyalty: Teachers' stay-or-leave decisions in Indianapolis Public Schools.* (Boston: Author). Retrieved from http://www.teachplus.org/uploads/Documents/1292958940_TheCostOfLoyalty.pdf

2. In practice, the net savings available to pay teachers more and fund other priorities differs by school model, local wage differentials between teachers and other school staff, and the specific staffing and technology decisions made by school design teams. For more information, see Public Impact's *Financial Planning Summary* and financial planning briefs for selected reach models at http://opportunityculture.org/reach/pay-teachers-more/.

3. We use the term "non-classroom specialists" to refer to individuals who coach teachers and/or teach non-special population students in core subjects, such as literacy or math specialists, and remedial or gifted specialists.

4. For more detail about financial savings in this model and information about data sources and assumptions, see Public Impact's brief on financial planning for elementary subject specialization at http://opportunityculture.org/wp-content/uploads/2012/07/Financial_Planning_Elem_Subject_Specialization-Public_Impact.pdf.

5. Average salaries for teachers, paraprofessionals, and non-classroom specialists are based on authors' tabulations of data from Bureau of Labor Statistics, *Occupational employment and wages* (May 2011), retrieved from http://www.bls.gov/oes/2011/may/oes_nat.htm. For more detail about financial savings in this model and information about data sources and assumptions, see Public Impact's brief on financial planning for multi-classroom leadership at http://opportunityculture.org/wp-content/uploads/2012/07/Financial_Planning_Multi-Classroom_Leadership-Public_Impact.pdf.

6. For more detail about financial savings in this model and information about data sources and assumptions, see Public Impact's brief on financial planning for time-technology swap—rotation at http://opportunityculture.org/wp-content/uploads/2012/07/Financial_Planning_Time-Tech_Swap_Rotation-Public_Impact.pdf.

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BUILDING AN OPPORTUNITY CULTURE FOR AMERICA'S TEACHERS

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