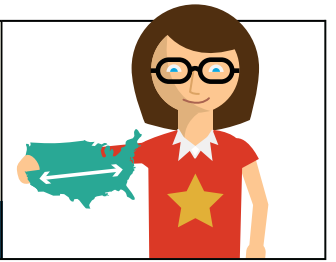# REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

SUMMARY OF TEACHER CAREER PATHS

These career paths match Public Impact's school models that use job redesign and technology to extend the reach of excellent teachers to more students, for more pay, within budget. Most models create new roles and teams enabling all teachers and staff to develop and contribute to excellence.

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. When teachers reach more students, per-pupil funds are freed to cover higher pay and other priorities. For more information, see OpportunityCulture.org.

* In **reach-extended roles,** excellent teachers take responsibility for more students or contribute intellectual and performance abilities to produce digitized instruction or instructional tools that other teachers or students may use.

* In **support roles,** other teachers work with reach-extending teachers, contribute to excellence, and develop their teaching prowess.

Teachers most often will work in person in schools, but they also may teach from remote locations using interactive audio and video technology.

Teachers may move among paths during their careers, and some roles may be combined. Pay for a given level will vary across paths. Schools using these models also may continue to offer **traditional teaching roles,** for example to new teachers and to those not working in reach-extended classrooms.

For other teaching and paraprofessional roles and complete leadership career paths, see the detailed **career paths** at Opportunity Culture.org. And see school model summaries and detailed models and tools for more information.

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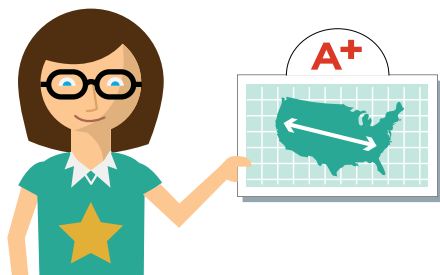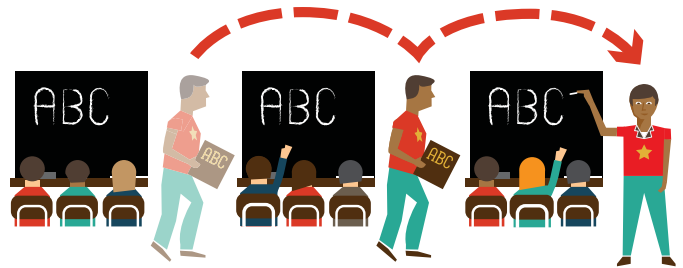
A Teacher's Impact =
Student Outcomes x
Number of Students Reached

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.

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.
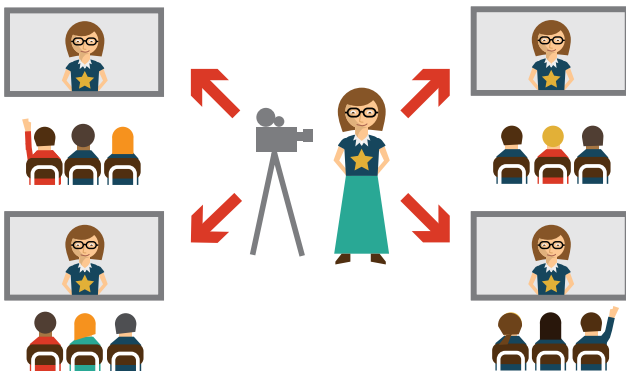
EXCELLENT TEACHER
OTHER TEACHERS

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.

FACE-TO-FACE TEACHING
DIGITAL LEARNING
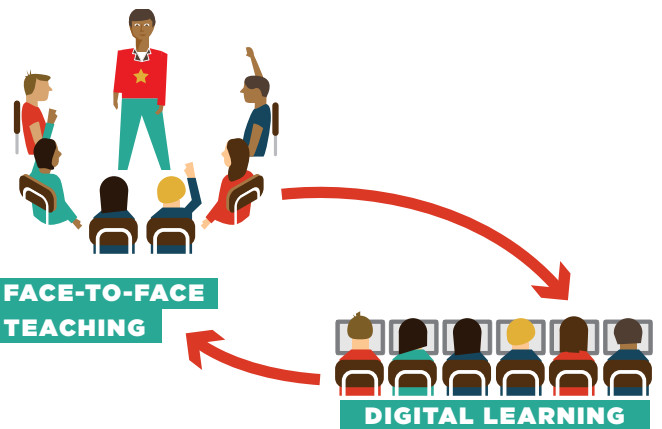
TIME-TECHNOLOGY SWAPS

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.

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.

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.

Teacher Career Paths: Summary Descriptions

In-Person and Remotely Located Teachers	**Classroom Teacher:** Extends reach by increasing class sizes taught remotely or in person, within limits and by choice. Career progress by teaching larger classes with excellent outcomes.	***Extended Reach***
	Blended-Learning Teacher: Extends reach by swapping enough teaching time with digital instruction to teach more students, in person or remotely. Career progress by teaching more students with excellent outcomes.	
	Specialized Teacher: Extends reach by teaching best subject(s) to more classes and students, while reducing other duties, in person or remotely. Career progress by teaching additional classes and students with excellent outcomes.	
	Teacher-Leader: Extends reach by leading multiple classrooms (in a school or remotely located) and a teaching team. Responsible for team and all students. Career progress by leading more classes with excellent outcomes.	
	Team Teacher: Teaches in subject/roles assigned by teacher-leader and collaborates with team. Roles may include tutoring, grading, project supervising, lecturing, analyzing student data, planning instruction, assisting with technology, and others. Career progress by demonstrating excellence in multiple instructional roles and/or peer leadership.	***Support***
	Professional Tutor: Delivers assigned small-group and individual instruction; professional tutor is certified or experienced teacher now delivering this focused instruction. Career progress by adding data assessment and planning, or by teaching advanced or specialized content, to allow teachers and teacher-leaders to extend their reach.	
Boundless Roles	**Video-Teacher:** Records video units of instruction for repeated use by students learning digitally—in school, at home, or in community-based organizations. Career progress by reaching more students with excellence.	***Extended Reach***
	Digital Designer: Contributes to design of instructional software, using knowledge of subject matter content and student motivation. Career progress by reaching more students with excellence.	
	Design Specialist: Designs curricula, assessments, and/or student diagnostic tools for use by schools. Career progress by reaching more students with excellence.	
Traditional Roles	**Classroom Teacher:** Plans and delivers instruction to assigned classroom(s). No extended reach. Career progression to master recognition. Additional pay dependent on special funding.	***Traditional***
	Mentor: Coaches and develops classroom teachers. May not be accountable for learning of mentees' students, and may not have formal authority. Additional pay dependent on special funding.	

BUILDING AN OPPORTUNITY CULTURE FOR AMERICA'S TEACHERS

PUBLIC IMPACT