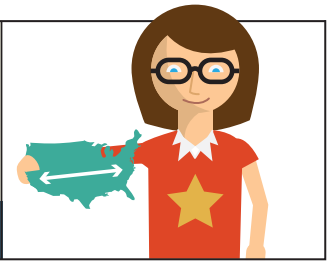


TEACHER PAY AND CAREER PATHS IN AN OPPORTUNITY CULTURE

A PRACTICAL POLICY GUIDE

BY PUBLIC IMPACT



INTRODUCTION

To help all students reach their potential, district leaders must ensure that every student has consistent access to excellent teaching. Opportunity Culture compensation and career path structures help make that possible, and this guide shows how.

In the following pages, Public Impact details the steps districts can take to design teacher career paths that will keep excellent teachers in the classroom and extend their reach to more students, for more pay, within budget. When districts design these paths, they create opportunities for *excellent* teachers to reach more students directly and by leading teaching teams, for *solid* teachers to contribute to excellence immediately, and for *all* teachers to receive the support and development they deserve.

Why do students need consistent, excellent teaching?

Research confirms that without excellent teaching consistently, students who start behind stay behind. Even hardworking, solid teachers who achieve one year of learning progress each year leave achievement gaps intact. By providing all students with excellent teachers—those in today’s top 20 to 25 percent who achieve well over one year of learning progress—schools can close gaps fast. But with traditional staffing plans, most schools can provide students with excellent teachers in only one out of four classrooms.

How can all students have access to excellent teaching?

- * **Recruit.** Nations now surging ahead in education have limited who can teach to top high school or college students who also exhibit other qualities needed for great teaching. U.S. school districts should follow their lead. But this alone would be inadequate in the U.S. economy, where higher-paid careers attract top candidates, too.
- * **Retain.** Top-performing professionals want rapid on-the-job development that leads to paid career advancement opportunities; districts and states must provide these to make teaching an attractive, long-term career option (see Figure 1).
- * **Extend.** Most teachers today work alone. Excellent teachers rarely have authority, time, or sustained incentives to lead while teaching. Solid teachers are on their own, with few chances to learn on the job from excellent peers. To ensure that every student has access to excellent teaching consistently, districts must help excellent teachers extend their reach to far more students, directly and by leading teaching teams. “Reach extension” also creates new roles and in-school time for all teachers to learn on the job from the best, contribute to excellence immediately, and pursue sustainably paid career advancement.

In short, district leaders must establish an “Opportunity Culture” for students *and* teachers (see Figure 2).

How can district leaders make this a reality?

- * **First,** district leaders must commit to reaching every student with excellent teaching consistently. Districts implementing Opportunity Culture models commit to five Opportunity Culture Principles that support this goal (see Figure 3).
- * **Second,** leaders must change how teaching roles are organized, by engaging teachers and principals to craft school models that reach all students with excellent teaching. OpportunityCulture.org provides materials to help.
- * **Third,** districts must align pay and other systems to support teaching excellence and learning. This practical guide helps districts design **career paths and pay** that reflect community values, as well as the core goals of an Opportunity Culture—excellent instruction for all students and excellent career opportunities for all teachers.

Early schools and districts implementing an Opportunity Culture have been ambitious. All districts are aiming to:

- reach at least 80 percent of students with truly excellent teachers** who are formally accountable for their learning,
- pay supplements of 10 to 50 percent** to highly effective teachers from the start,
- fund pay supplements within regular budgets,**
- add time for teacher planning and collaboration,** and
- adapt evaluation and accountability systems** to reflect the responsibilities of new roles.

Opportunity Culture Principles (see Figure 3) make a range of sustainable, high-impact career path options possible, with more or fewer levels of advancement, and with higher or lower pay supplements available to each role.

WHY USE OPPORTUNITY CULTURE PAY AND PATHS?

For decades, schools and districts have attempted to design career paths for teachers and to align compensation with instructional excellence and leadership. But most of these efforts have not let teachers reorganize their schools in ways that best support instructional excellence—by extending the reach of the best teachers and providing daily, in-school professional learning opportunities.

In most schools, “career advancement” for teachers involves leaving the classroom and direct work with students to be a school principal or other administrator. The few master teacher, mentor, or specialist roles available rarely include real authority or credit for the results of the mentored teachers, and actually remove great teachers from formal responsibility for student outcomes. Moreover, these roles only sometimes pay more, and when they do, those salary bumps are often modest and rely on temporary or politically tenuous funds.

In contrast, this guide describes how districts and schools can design career paths and compensation structures to support an

Early sites have paid supplements up to 50 percent of average salaries, *within regular budgets*.

Opportunity Culture, in which all teachers have career opportunities that build their professional competence and maximize their positive impact on student learning. As they advance in an Opportunity Culture, teachers reach more students, for more pay—much more: **The first sites have paid supplements of up to 50 percent of average salaries, within regular budgets, even before implementing the highest-level teacher-leader roles.** Teachers have many advancement options, but nearly all advanced roles keep excellent teachers teaching—taking advantage of their instructional mastery while developing their teamwork, organizing, and leadership skills, and enabling all teachers to learn on the job (see Figure 1).

IN THIS GUIDE

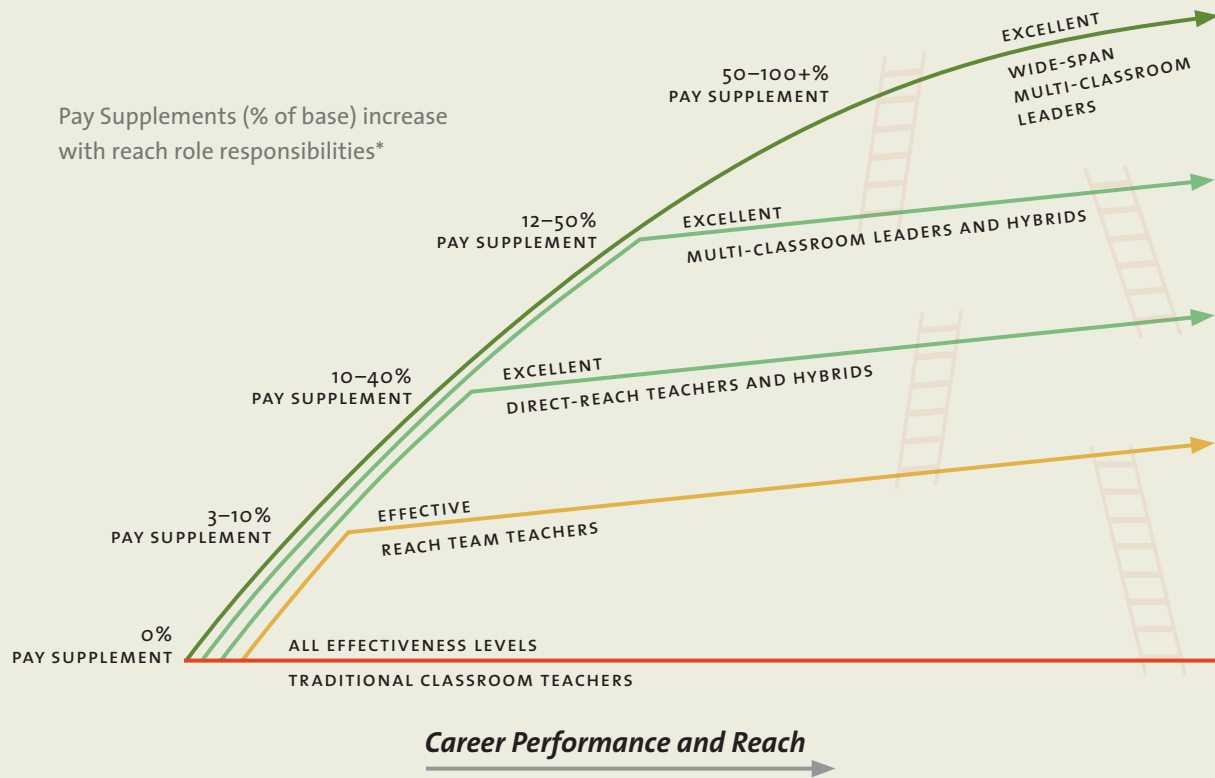
Following an overview of key Opportunity Culture concepts, including basic mechanics and school design principles, this guide describes the steps essential to launching a successful redesign of career paths and compensation structures. Step-by-step instructions support the parallel efforts of district leaders and analytical teams.

At-A-Glance materials at the beginning of each section include concise text about the key concepts and decisions that a **district leadership team** would need to understand and address when transitioning compensation and career paths to an Opportunity Culture. District leaders will want to review state policy barriers to changes. The two-page resource *Seizing Opportunity at the Top II: Policymakers’ Checklist* provides a concise set of policy conditions for piloting and scaling up Opportunity Culture models in a district or across a state.

More detailed material follows the At-A-Glance sections, and covers the full range of considerations for an **analytical team** to evaluate the impact of different career path and compensation design choices. Their analyses inform district leaders’ decisions about key design choices. Resources include step-by-step guides for defining and assessing design trade-offs, and linked references to additional materials for redesigning schools and aligning state-level policies.

FIGURE 1.

Opportunity Culture: Whole Careers' Worth of Learning, Advancement, and Pay Opportunity



*Pay supplement figures are examples only and are expressed as a percent of average pay.

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OVERVIEW OF AN OPPORTUNITY CULTURE

In an **Opportunity Culture**, school teams redesign jobs to extend the reach of excellent teachers and those striving for excellence to more students, for more pay, within budget. Schools reallocate funds currently spent on other costs to cover higher pay and enhanced on-the-job planning, collaboration, and learning time for teachers. Teachers gain sustainably funded, well-paid opportunities to learn from and lead their peers while continuing to teach. New or enhanced funding, if any, flows into these new roles and career paths, rather than perpetuating professional isolation in the one-teacher-one-classroom model. In traditional schools, a teacher's career options are static and limited. In an Opportunity Culture, the career options are dynamic and numerous.

Research shows that the top 25 percent of teachers, as measured by student growth, produce well more than a year's worth of student learning each year they teach. On average, students with these excellent teachers make approximately three times the progress of students with teachers in the bottom 20 to 25 percent of teachers, and show an extra half-year's growth over students with typical—that is, good, solid—teachers.¹ These great teachers are also more successful at developing students' higher-order thinking skills.² Although good teachers work hard to produce about a year's worth of growth on average, their efforts leave achievement gaps intact—students who start behind rarely catch up—and leave most students falling short of their potential. Students who start behind need years of high growth consistently to close gaps, and all students need this level of growth plus the higher-order thinking skills that great teachers convey to meet rising global standards.

Yet today's classroom structure rarely differentiates between these high-flying teachers and other teachers, giving each teacher sole control of a classroom. Less-effective teachers struggle in isolation, without access to the highly effective peers who could help them leap toward excellence. And students must rely on the luck of the classroom assignments draw.

Opportunity Culture or “reach-extension” models position excellent teachers to take responsibility for more students by both providing direct student instruction and leading and developing good teachers on the job, in roles fully accountable for students' outcomes. These models give far more students access to excellent instruction, and they give all teachers the chance to improve.

In traditional schools, a teacher's career options are static and limited. In an Opportunity Culture, the career options are dynamic and numerous.

All Opportunity Culture roles and paths allow teachers to learn and lead while teaching.

This report shows how a **diverse array of advanced roles can be structured to provide sustainably funded career paths.**

All roles and paths described here are financially sustainable: They generate savings that can be used to pay teachers more for advancement, without increasing the budget. Although new funding that is well spent can support Opportunity Culture models, none of the career paths shown here depends on new funding for pay increases. And **all roles and paths allow teachers to learn and lead while teaching.** These are key elements of the Opportunity Culture virtuous cycle, because sustainably higher pay and advancement opportunities attract more great candidates to the teaching profession, help to retain top performers, and enable schools to be more selective in hiring (see Figure 3).

Districts can implement these new paths alongside or in place of other career and pay systems (see “Building a Better Base,” page 8.) We briefly describe companion pay reforms, although Opportunity Culture pay and career paths work with typical base pay progressions, too. Roles described here align with the Opportunity Culture **Teacher & Staff Selection, Development, and Evaluation Toolkit**, **school models**, and **financial analyses**, available online at OpportunityCulture.org. Most schools use combinations or variations of the published models. See the website to learn more about schools implementing these models.

Opportunity Culture: Basic Mechanics

The goals of Opportunity Culture schools are to **reach many more students with excellent teaching** and to provide **outstanding career opportunities for teachers**. Opportunity Culture schools use new roles and age-appropriate technology so teachers have time to reach more students and can align their responsibilities with their teaching and leadership strengths. Paraprofessionals on teaching teams handle paperwork and supervise students' digital learning time, project work, skills practice, and (in elementary schools) transitions and noninstructional time. Paraprofessional support means that teachers have more time and opportunities to plan, collaborate in teams, and improve on the job.

Pre-service teachers may fill paraprofessional roles to prepare for the teamwork required in new school models. This allows schools to screen them for the competencies needed for success in a collaborative environment with a deep commitment to excellent out-

FIGURE 2. Opportunity Culture Virtuous Cycle



comes for all students. This option extends the Opportunity Culture enhanced pay structures to teachers in their pre-service year and acts as a recruiting pipeline for Opportunity Culture schools.

Opportunity Culture schools empower better teachers to lead and develop their peers, and provide them with the time to do it. All teachers can earn more when Opportunity Culture models are implemented fully, because staffing changes free funds for higher pay. Non-classroom teachers, such as math or literacy coaches, can return to classrooms in reach roles with higher pay, and all teachers can focus their time on the most critical aspects of their teaching.

Opportunity Culture schools focus on their teachers: They let **teachers reshape their profession to respect their time and talents and to incorporate collaborative, on-the-job leadership and learning** to help everyone—teachers and students—excel.

That takes us back to the virtuous cycle pictured above: With these opportunities, we expect that more teachers committed to instructional excellence will enter and stay in the profession, and more will advance their skills. Early Opportunity Culture implementers have experienced surges in the number of job applicants, even in high-poverty, hard-to-staff schools.

All Opportunity Culture schools must include teachers in choosing their models and implementation steps.

Opportunity Culture: School Design Principles

Opportunity Culture school design teams, **which must include teachers**, choose the models and implementation steps to fit their school, and their designs must align with the five Opportunity Culture Principles (see Figure 3).

FIGURE 3. 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

Design teams must follow each principle, because each builds on another. These principles help districts avoid the mistakes of other pay and career path programs, which remove great teachers from responsibility for students, pay little or use temporary grants for advanced roles, and fail to give teachers the planning or collaboration time new roles require.

In contrast, each Opportunity Culture Principle was carefully chosen to ensure that great teachers continue to teach, reach more students, earn commensurate rewards (not just titles), and have time to plan, collaborate, lead, and learn at school. Principle 5 ensures that advanced roles come with formal responsibility for increased student and peer success.

Before and After Transition to an Opportunity Culture

In traditional schools, teachers typically lack time to collaborate and learn together at school. Great teachers do not have the roles, time, responsibility, or authority to help good teachers excel. Many good, solid teachers feel frustrated, knowing they fall short of their goals for some students. And they all do many tasks that other professionals routinely delegate. As a result, teachers earn less than their potential and lack sustainably funded, well-paid career advancement opportunities that allow them to continue to teach. Most important, students lack access to outstanding teaching in most classes. Opportunity Culture models that adhere to the five principles explicitly address these problems (see Figure 4).

FIGURE 4. Before and After Transition to an Opportunity Culture

	Before	After
Time	Not enough planning and collaboration time	More planning and collaboration <i>during</i> school hours
Teamwork	Solo practice, except for occasional professional learning community meetings	Teamwork and collaboration that emphasizes everyone's strengths, with team time during school hours
Teacher-Leadership	Low-authority mentoring and coaching of willing peers	Empowered teacher-leaders
	No accountability of mentors/coaches for student outcomes	Teacher-leaders held accountable for mentees' development and their students' outcomes
	Low or no pay supplements	Substantial pay supplements
Professional Learning	Occasional training and PLC meetings, not necessarily led by better teachers	On-the-job learning, every week, led by great teachers trained to co-plan and co-improve instruction
	Substitute coverage for training/PLC meetings required during school year	Paraprofessionals on the team routinely cover professional learning time
Career Advancement	Best teachers must leave classroom to advance	Best teachers keep teaching and advance by reaching more students, directly or by leading peers
School Leadership	Constant shortage of principals equipped to lead and manage excellent schools for all students and staff	Surge in number of teachers with leadership and management skills, honed as teacher-leaders Teacher-leaders help principals lead schools well
Higher Pay	Rare	Potentially available for <i>all</i> working on reach teams
	Amounts are small	Substantial amounts
	Funded by temporary grants or superintendent-dependent reallocations	Built into school-determined budgets
School Culture	Defensive about student outcomes	Happy to embrace pursuit of excellence in teaching and learning
	No mutual accountability for teachers	Mutually accountable teammates solve problems
Student Learning	On average, most students get today's "year's worth" of learning, leaving most gaps intact and middling students below honors level	Most students get more than today's "year's worth," and more students learn habits of success
	Less-effective higher-order thinking instruction	Advanced higher-order thinking skills
	Failure entrenched among disadvantaged students	More students close gaps
	Mediocrity entrenched among other students	More students advance like international peers

BUILDING A BETTER BASE

Total compensation for teachers typically includes base pay and benefits. A small portion of districts add performance bonuses.

By far the largest component is base pay, which in most states and districts includes “lanes” of advancement, typically based on advanced degrees. Extra pay sometimes is available for working in hard-to-staff subjects and schools. Teachers also progress up through “steps” of incremental increases within each lane, based on experience.

Opportunity Culture career paths and compensation can supplement most existing base pay systems without replacing them. Pilot schools have implemented supplements on top of traditional step-and-lane systems.

Modifying the Traditional Pay System

Districts and states are increasingly considering alternative base pay systems, such as those described in Public Impact’s 2007 report *Improving Teaching Through Pay for Contribution*, for the bipartisan National Governor’s Association.

Pay for contribution simply means investing more in the teachers and teaching roles that contribute measurably more to student learning. It can include multiple traditional and new elements in addition to paying for early years of experience: pay for performance; for working in hard-to-staff schools and subjects (“market pay”); for advanced roles; for skill and knowledge acquisition; for advanced degrees that affect student learning; and to retain better teachers. Well-designed pay for contribution is particularly attractive to higher contributors. For this reason, it can help shape not only the performance of current teachers, but also the quality of the future teaching workforce by shifting who enters and stays in the profession.

In 2008, Duke University economist Jacob Vigdor elevated the idea of **paying teachers more earlier in their careers**, as in other professions. This shift can allow all teachers to earn more over a career, even when annual end-of-career pay is somewhat lower. Education Resource Strategies, in the 2012 *Strategic Design of Teacher Compensation*, elevated making strategic decisions about how to allocate spending to various elements of teacher compensation. TNTP re-elevated the logic of alternative base pay systems in *Shortchanged: The Hidden Costs of Lockstep Teacher Pay*.

In recent years, a wide range of organizations including the Center for Teaching Quality (CTQ) and Teach Plus have also

crafted new, advanced roles—peer leadership on the job in high-poverty schools (Teach Plus’s T3 program) and hybrid roles (CTQ’s Teacherpreneurs) that let the most effective teachers continue teaching while playing other roles. Advocates for excellent teachers, such as the National Network of State Teachers of the Year (NNSTOY), have called for a new set of career pathways, not just one-off roles, that let teachers advance in selective, increasingly high-impact, better-paid roles over a career, while teaching. Pay for advanced roles is a relatively non-controversial model of paying more for higher contributions and strategically targeting dollars, starting early and continuing throughout teachers’ careers.

Some districts also provide pay supplements to increase “market” competitiveness of pay at varying career stages and for similar knowledge and skills in hard-to-staff subjects, particularly for STEM teachers with degrees in their subjects. Some districts consider teacher pay rates in nearby districts (recognizing they may also have a different cost of living).

All of these modifications to base pay systems can be implemented alongside or as part of Opportunity Culture school models, or districts can keep traditional base systems intact.



See: Hassel, E. A., & Hassel, B. C. (2007). *Improving teaching through pay for contribution*. Washington, DC: National Governors Association Center for Best Practices. Retrieved from <http://www.nga.org/files/live/sites/NGA/files/pdf/0711IMPROVINGTEACHING.PDF>; Vigdor, J. (2008, Fall). *Scrap the sacrosanct salary schedule: How about more pay for new teachers, less for older ones?* Education Next. Retrieved from <http://educationnext.org/scrap-the-sacrosanct-salary-schedule/#comments>; Education Resource Strategies. (2012, October). *Strategic design of teacher compensation*. Watertown, MA: Author. Retrieved from <http://www.erstrategies.org/cms/files/1900-strategic-design-of-teacher-compensation.pdf>; TNTP. (2014). *Shortchanged: The hidden costs of lockstep teacher pay*. Brooklyn, NY: Author. Retrieved from http://tntp.org/assets/documents/TNTP_Shortchanged_2014.pdf; Natale, C. F., Bassett, K., Gaddis, L., & McKnight, K. (2013). *Creating sustainable teacher career pathways: A 21st century imperative*. National Network of State Teachers of the Year and Center for Educator Effectiveness at Pearson. Retrieved from http://www.nnstoy.org/download/VariouS/CSTCP_21CI_pk_final_web.pdf

Bottom-Up or Leadership-Driven Process

The design of Opportunity Culture career paths and pay can precede pilot school designs, or it can follow. Early sites allowed a handful of schools to pilot their models first, and developed temporary pay structures to support these schools. The first district to scale up these models, Charlotte-Mecklenburg Schools, designed its career paths and pay to reflect the designs already chosen by pilot schools and the cost and staffing structures of all its schools. Districts may use this process, or they may develop career paths and pay structures in advance, still leaving schools considerable design flexibility within the Opportunity Culture Principles. Whether bottom-up or driven by district leadership, the new paths and pay can reflect the values of the district by engaging teachers and schoolwide leaders in the design process.

HOW TO DESIGN NEW PAY AND CAREER PATHS

If your district is considering adopting Opportunity Culture (OC) models—or similar staffing redesign or teacher-leadership roles—it will need to design new compensation and career paths. The following sections walk you through the steps:

- * **Step 1: Get Organized**
- * **Step 2: Understand School Models and Roles in an Opportunity Culture**
- * **Step 3: Design Career Paths and Compensation**
- * **Step 4: Ensure Financial Sustainability**
- * **Step 5: Design a Complete Career Lattice**

Step 1: Get Organized

At-A-Glance: Establish a Team and Set a Vision

The district leadership team, perhaps assisted by an OC implementation or compensation design coordinator, will need to:

- * Determine who will provide input and make final pay and career path design decisions; and
- * Set a vision for pay redesign that will guide detailed decisions about how advanced roles are rewarded.

Establish a Team and Set a Vision

ESTABLISH A TEAM AND PROCESS FOR DISTRICT COMPENSATION AND CAREER PATH DESIGN

District leadership, ideally the superintendent, must decide who will organize the pay and career path design process, who will make final design decisions, and who will contribute in other ways.

At least the following people should participate in some way:

- * Superintendent
- * Person or people responsible for implementing your overall Opportunity Culture initiative
- * Head of human resources (and the compensation department, if any)
- * Head of finance or budget office
- * Teachers from implementing schools (representatives on design team, or have many provide input)
- * Principals from implementing schools (representatives on design team, or have many provide input)
- * Union leader(s)
- * Others critical to successful change in your district

Activities include:

- * **Organizing** the design process.
- * **Providing input and review** of vision and design via interviews, focus group(s), online surveys, or other feedback mechanisms.
- * **Developing concrete design options** to include career paths with specific pay supplements, entry and advancement criteria, and scenario analyses to ensure budget neutrality of all options.
- * **Reviewing and discussing options** based on district vision and values.
- * **Making final decisions** about pay and career path design.
- * **Communicating** final pay and career path design decisions to principals, teachers, and others.

First, the district must **make one person responsible for organizing the compensation and career path design process** from start to finish and communicating with all participants. This will save significant time and prevent miscommunications. The district may also engage a compensation design expert or other technical assistance provider to organize the process and/or to provide technical advice, particularly if district staff are already overburdened.

Next, **determine which of the people listed above will participate in each of the activities**. Determine early which individuals from schools will be invited to participate. District leaders will need to choose the level of teacher involvement based on the district culture and on the speed with which new pay and paths must be designed. We recommend that teachers provide input into career paths and pay designs whenever possible, with representation across subjects and grades.

*In all cases, **teachers are critical to choosing or tailoring new school models, the roles within the models, and implementation steps in each school**. These are the foundation of new career paths, and including teachers in these decisions is essential to the spirit of an Opportunity Culture.*

FIGURE 5. Establish a Vision for Compensation and Career Paths

At your leadership team's meeting to establish the district's vision for compensation and career paths...

Begin with a brief overview of:

- The district's student learning outcomes by grade level, subject, and student subgroups; and
- The district's student learning improvement goals.

Set the context by asking:

- Will the new compensation and career path plan *add to or replace* the current compensation schedule?
- In most cases, your team will know the answer to this question and should answer the rest of the questions accordingly. If not, revisit it at the end of your discussion.

Walk the team through these questions about:

The district's current compensation plan and career paths

1. What *works well* in the district's compensation and career paths that you want to keep? Why?
2. What *does not work well* in the district's compensation and career paths? What is the consequence of those shortcomings?
3. Overall, do the district's compensation and career paths encourage a culture of excellence that supports your mission? How? How not?

Designing a new compensation plan and career paths

4. What features should the district's *new compensation and career path* plan have? How might each affect teachers and the district?
5. What features should the district's new compensation and career paths avoid?
6. Discuss how important each of the following is to the district's career paths and pay . . . and negative effects to avoid.

Features the new compensation plan could reward or prioritize	How important is the feature? 1. Essential 2. Important but not essential 3. Not very important 4. Must <i>not</i> include	Negative effects to avoid if including—or not including—this feature in a pay plan?
Experience as teacher		
Commitment to/experience in a new role		
Reaching more students with excellent teaching		
Ensuring that students are not subjected to ineffective teaching		
Leadership of peer teachers		
Student learning outcomes		
Teamwork		
Advanced degrees		
Teaching economically disadvantaged students		
Paying more for hard-to-staff subjects (e.g., STEM)		
Paying the same for the same job, regardless of above		

7. If you could summarize your vision for career paths and pay in one sentence, what would it be? (Suggestion: Individuals write down and read aloud).
8. What are the common elements to form your vision of teacher pay and career paths in our district? (Circle or otherwise indicate on flip chart, white board, etc.)
9. Leadership Check-In
 - a. Is this vision *ambitious enough* for your district's teachers?
 - b. Will the group *commit to designing and implementing* pay and paths that achieve this vision?
 - c. Will the group commit to *communicating with and leading others* to implement across the district?
10. Discuss and, if possible, determine *who* should be eligible for pay supplements: Excellent teachers; effective teachers; principals and/or assistant principals; paraprofessionals in new roles; certain subjects or grades; other?
11. Is this vision *feasible* for the district financially? What steps are needed to be sure? Who will take these steps? Will state policies inhibit or prohibit your vision? (Assign responsibility for identifying any state policy conflicts.)

SET A VISION

Your district's leadership team, with input from all interested parties, must **establish a vision to guide your compensation and career path design decisions**. This step includes setting parameters on school models, if any. (See OpportunityCulture.org for additional tools to help with setting parameters.)

Include in your vision how much you want your Opportunity Culture career paths to support specific values, such as reaching more students, excellent teaching, and leadership or mentoring of peers. Figure 5 provides guiding questions that your team can use to lead discussions and decision making about your vision.

Step 2: Understand School Models and Roles in an Opportunity Culture

This section provides basic information about the Opportunity Culture **school models and roles within individual schools, as well as roles serving multiple schools**. More detail about school models and roles is available on OpportunityCulture.org.

At-A-Glance:

Opportunity Culture School Models and Roles

School design teams select, combine, and customize Opportunity Culture school models (adhering to the five [Opportunity Culture Principles](#) in Figure 3). These models include Multi-Classroom Leadership; Elementary Subject Specialization; Time Swaps, with or without a digital learning element; reasonable, voluntary Class-Size Increases; and, in extreme shortages, teaching by remotely located teachers.

Roles include new teaching, leadership, and paraprofessional roles, all designed for on-the-job leadership and learning, and to make the most of each teacher's time and talents and reach more students with excellent teaching—for more pay.

The vast majority of Opportunity Culture roles are self-funded *at the school level* by the new staffing models. A much more limited number of roles—district curriculum and assessment designers, for example—may be funded by reallocation of *district-level* resources. Funding increases may supplement pay boosts in all of these roles, but none depend on additional funding for the core, substantial pay increases described here.

Opportunity Culture School Models

School design teams select, combine, and customize school models and roles (adhering to the five [Opportunity Culture Principles](#) in Figure 3). These models include Multi-Classroom Leadership; Elementary Subject Specialization; Time Swaps, with or without a digital learning element; reasonable, voluntary Class-Size Increases; and, in extreme shortages, teaching by remotely located teachers.

The core models and roles of an Opportunity Culture provide the foundation for building career and pay structures. Schools still have significant latitude for determining how each model and role operates within each school. Teachers themselves have significant autonomy to make the roles work well.

Figure 6 gives brief descriptions of each model with links to more detailed resources. All of these models create extended-reach classrooms and extended-reach roles that deliver great results for more students and better career options for teachers.

Roles in Opportunity Culture School Models

Opportunity Culture school models include new teaching, leadership, and paraprofessional roles designed for leading while teaching, learning on the job, making the most of each teacher's time and talents, and reaching more students with excellent teaching while also paying teachers more.

The vast majority of Opportunity Culture roles are self-funded *at the school level* by the new staffing models. A much more limited number of roles—district curriculum and assessment designers, for example—may be funded by reallocating *district-level* resources.

Below and in Figures 7A–7D, “Roles in an Opportunity Culture” (beginning on page 14), we offer details about the new roles, how they correspond to career paths in an Opportunity Culture, and funding sources for their pay supplements. Readers can find even more detail on OpportunityCulture.org, including sample job descriptions for most roles.

TEACHING ROLES

Most instructional roles fall into one of three teaching career paths: Multi-Classroom Leader, Direct-Reach Teacher, and Support Teacher. Teachers can progress to higher levels of responsibility and pay within a path, or move to a more advanced path.

Multi-classroom leaders (MCLs) in the Multi-Classroom Leadership model are excellent teachers with leadership competencies who reach more students by leading instructional teams, *while also continuing to teach* some students directly—in small-group pullouts or intact classes. MCLs are responsible for achieving high growth for all classrooms in the pod, determining how students spend time, and tailoring the team-teachers' roles according to their strengths. Their teams may include direct-reach teachers, team teachers, and/or paraprofessionals. They are accountable for all students' outcomes, and can advance by leading more classes and teachers while achieving excellent outcomes.

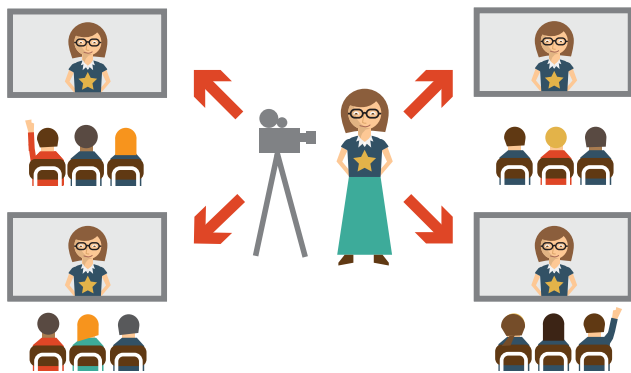
Direct-reach teachers reach more students directly, extending their reach alone or on a team. Blended-learning teachers, who use a Time-Technology Swap, and expanded-impact teachers, who use a Time Swap without online learning; subject specialization

FIGURE 6. School Model Snapshots



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.



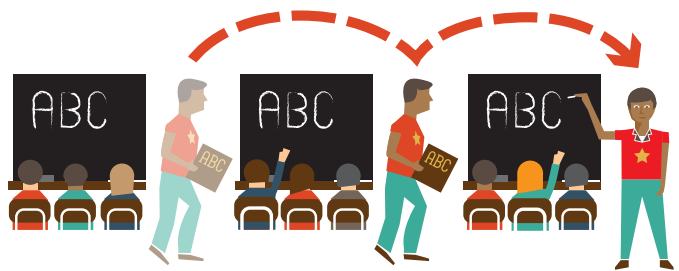
REMOTE TEACHING

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.



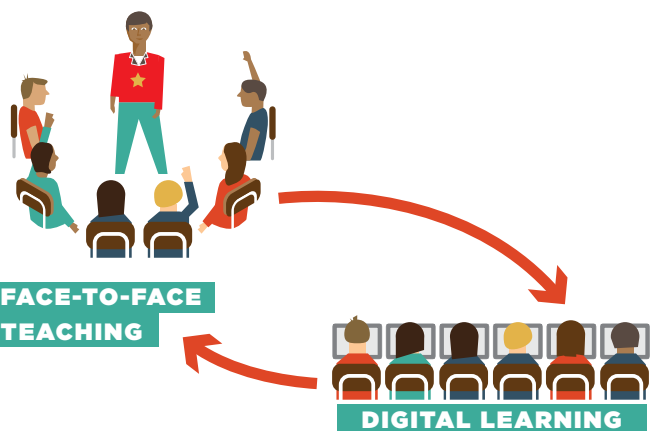
CLASS-SIZE INCREASES

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 only their best subject(s)—such as 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. A related model calls for a **Time Swap** without technology, replacing digital instruction time with time for offline skills practice and projects.

teachers; and large-class teachers are all “direct-reach teachers.” Districts may include not just excellent teachers, but also *effective* ones (good, solid teachers) in this path. These teachers also want opportunities to join teams on which they can collaborate, extend the reach of the team, learn from outstanding peers, and potentially earn more. Some districts require that good, solid teachers extending their reach work on a team led by a multi-classroom leader. Districts may differentiate among the direct-reach roles and pay for teachers of varying levels of effectiveness by having several levels within the direct-reach path.

But some districts may limit the direct-reach path to highly effective (excellent) teachers only, and instead place effective teachers in the support teacher path (see Figure 7B). Extending the reach of good, solid teachers does not by itself advance the goal of reaching more students with excellent teachers, but schools that *combine* this with team leadership by excellent teachers may develop more teachers who leap toward instructional excellence.

Pilot schools have offered these direct-reach roles only to highly effective teachers *in the initial year*. But the first district to scale up, Charlotte-Mecklenburg Schools, subsequently began providing smaller pay supplements to effective teachers who take on direct-reach roles on a team with highly effective peers. (See Figure 29a on page 36 to see an example from Charlotte.)

Schools typically fund MCL and direct-reach pay supplements within budget by swapping a teaching position for a paraprofessional support position on each team and/or by shifting instructional specialists and facilitators who were selected for their teaching prowess back into classroom roles, where they can reach more students for more pay. Schools also can fund higher pay by carefully planning the staffing ratio of advanced and newer teachers on each team. Each school should determine what reallocation methods will achieve the maximum benefit for students and for teachers’ professional learning on the job.

Support teachers are effective, but not yet highly effective, teachers who support reach teams or teach in traditional classrooms in a school that also has extended-reach classrooms. Support teachers include team teachers, professional tutors, and traditional classroom teachers. They may receive pay supplements depending on how each district chooses to reallocate funds freed by the position swaps described above. For example, schools may choose to carve out supplements for teachers who cannot extend reach feasibly, given their students and courses. (Some districts may choose to include roles for good, solid teachers who extend their reach as part of this support teacher path, and not as lower levels of the direct-reach path.)

PARAPROFESSIONAL ROLES

Paraprofessionals are critical in an Opportunity Culture. They support teachers in numerous capacities, saving teachers time to extend their reach, plan, and lead team meetings during school hours. Paraprofessionals can advance their careers by taking more responsibility for students in ways that help direct-reach teachers and multi-classroom leaders reach more students successfully. Pay supplements above teaching assistant rates may be included depending on how each district chooses to reallocate funds from the swaps described above.

Pre-service teachers may take roles that paraprofessionals would otherwise hold, earning a salary and benefits rather than teaching for free in their student teaching year. One Opportunity Culture pilot district selects and trains pre-service teachers to work in a team for a year with a multi-classroom leader responsible for their development. This arrangement prepares incoming teachers for the teamwork required by new school models; allows schools to screen for the competencies needed in a collaborative environment with a high commitment to excellent outcomes for all students; and serves as a recruiting pipeline for Opportunity Culture schools.

DISTRICT-FUNDED TEACHER-LEADER ROLES

These roles can support Opportunity Culture models and expand teachers’ impact across several schools or whole districts (and potentially beyond).

These roles may include **curriculum and assessment designers, coaches of multi-classroom leaders, and video and digital learning designers**, among others. (The designers’ influence may be “boundless,” extending far beyond their district.) Districts generally must reallocate *district spending* to fund these roles sustainably.³ Ideally, teachers in these roles still teach part time in Opportunity Culture schools.

MULTI-SCHOOL LEADER ROLES

Multi-School Leadership is also a possibility in an Opportunity Culture, maximizing the impact of excellent school leaders and enabling them to lead and mentor developing principals. A district could fund a multi-school leader by carefully planning school leadership staffing ratios to make higher-paid roles sustainable within budget, reorganizing assistant superintendent roles for enhanced accountability and authority, and combining advanced and developing school leaders across schools. We include this possibility here to show the full leadership continuum possible in an Opportunity Culture. Watch OpportunityCulture.org for future publications that explore the structure and funding reallocation to pay these roles sustainably.

FIGURE 7. Roles in an Opportunity Culture

7A. SCHOOL-LEVEL REACH ROLES IN AN OPPORTUNITY CULTURE

MULTI-CLASSROOM LEADERS (MCLs) continue to teach while leading and developing pods of teachers who use their methods and materials with multiple classrooms of students. The MCL is accountable for all the students' outcomes.

DIRECT-REACH TEACHERS extend their reach on a team by swapping enough teaching time with a paraprofessional so they can teach more students. Districts may include only highly effective teachers in the direct-reach path, or both highly effective and effective teachers working together on a team.

- **ELEMENTARY SPECIALIZED TEACHERS** teach only their best subject(s).
- **BLENDED-LEARNING TEACHERS** use Time-Technology Swaps to teach additional students, without increasing instructional group sizes, and focus on personalized instruction and students' higher-order thinking skills.
- **EXPANDED-IMPACT TEACHERS** use Time Swaps to teach additional students, without increasing instructional group sizes, and focus on personalized instruction and students' higher-order thinking skills.
- **LARGE-CLASS TEACHERS** extend reach by increasing class sizes, within limits and by choice.*
- **REMOTELY LOCATED TEACHERS** use technology to provide live, but not in-person, instruction, while on-site teammates manage administrative duties and develop the whole child.

**Few pilot Opportunity Culture schools have chosen to use this model alone. Although it requires the least change in school processes, it maintains the one-teacher-one-classroom mode, and does not create a natural team of teachers who can help one another succeed. By combining technical class-size increases (increased student:teacher ratios) with Time-Technology Swaps or Elementary Subject Specialization, teachers can reach more students while maintaining or decreasing the number of students in a class with a teacher at any given time. Teachers can gain school-day planning and collaboration time in some combinations, too. Schools must plan class-size increases carefully to serve students' and teachers' interests.*

7B. SUPPORT TEACHERS ROLES IN AN OPPORTUNITY CULTURE

These classroom roles typically do not extend reach directly.

TEAM TEACHERS* teach in subjects/roles assigned by a teacher-leader. Roles may include small-group or individual tutoring, grading, supervising projects, lecturing, analyzing student data, planning instruction, assisting with technology, and others. This may be constructed as an entry-level training role or as a teaching role with less responsibility and shorter hours than a full teaching role.

**Districts may choose to include good, solid teachers who extend their reach directly in this path, instead of the direct-reach path.*

PROFESSIONAL TUTORS** deliver assigned small-group and individual instruction. A professional tutor is a certified or experienced teacher who has opted for a role delivering focused instruction. Professional tutors advance their careers by adding data assessment and planning, or by teaching advanced or specialized content, to allow teachers and multi-classroom leaders to extend their reach. Tutors may be allowed to work limited or flexible hours.

***Teachers work an average of more than 50 hours per week in the U.S. These positions can be structured for part-time employment or a 40-hour week, with compensation adjustment proportional to the reduction in hours. Such positions may allow teachers who would otherwise retire or leave the workforce for family reasons to continue helping students.*

CLASSROOM TEACHERS teach in a traditional, one-teacher-one-classroom mode. These teachers may teach subjects, classes, or student populations for which extended-reach models are not appropriate. Alternatively, they may simply continue the traditional mode as an Opportunity Culture redesign is phased in, eventually converting to one of the new roles.

7C. PARAPROFESSIONAL ROLES IN AN OPPORTUNITY CULTURE

These roles may have individual titles or a single title such as “Reach Associate.”

TUTORS support teachers’ reach extension with targeted instruction prescribed by the teachers.*

LEARNING COACHES support reach by taking care of the “whole child” (social, emotional, behavioral, and time/task management), by supervising skills practice and projects as assigned by teachers, and by otherwise assisting teachers and teams extending their reach.

DIGITAL LAB MONITORS support reach by supervising students in a digital learning lab.

ASSISTANT TEACHERS support reach by reducing teachers’ noninstructional administrative workload and by otherwise assisting teachers, typically in a traditional classroom structure.

**Paraprofessional tutors do not have certification or experience as traditional classroom teachers, but do have the necessary subject-matter knowledge. Tutors may work in person at a school or remotely. All other paraprofessional positions work in schools. Tutor role may be combined with other roles.*

7D. DISTRICT-FUNDED TEACHER-LEADER ROLES IN AN OPPORTUNITY CULTURE

These roles, funded through district reallocations, support teachers by producing instructional materials or providing support to reach-extending teachers across schools. Though less common, these roles can be structured to generate substantial benefits across a district (and for all but leadership coaches, may have “boundless” influence far beyond the district). For example, teachers can be granted part-time release from classroom duties to take on district-level roles such as curriculum and assessment design. For more information, visit OpportunityCulture.org.

VIDEO TEACHERS record video units of instruction for repeated use by students learning digitally.

DESIGN SPECIALISTS design curricula, assessments, and/or student diagnostic tools schools can use.

LEADERSHIP COACHES coach multi-classroom leaders and possibly advanced direct-reach teachers who are informally mentoring other teachers. They provide support, guidance, and facilitation to improve instructional leadership by Opportunity Culture teachers responsible for helping other teachers succeed. They also continue to teach part time.

DIGITAL DESIGNERS contribute to the design of instructional software, using their knowledge of subject-matter content and student motivation.

FIGURE 8. Summary of Teacher Career Paths and Roles in Opportunity Culture School Models

Path	Direct-Reach Teacher			Multi-Classroom Leader	Support Teacher	District- Funded Teacher-Leader
Roles	Elementary Specialized Teacher	Blended-Learning Teacher Expanded- Impact Teacher (low-tech)	Large-Class Teacher	Multi-Classroom Leader	Team Teacher Professional Tutor	Design Specialist* Leadership Coach (of Multi-Classroom Leaders) Video Teacher Digital Designer
How is reach extended?	Teaching best subject to more classes, while reducing other duties	Swapping portion of time with paraprofessional-supervised skills practice and projects— digital or offline—to teach more students	Increasing class sizes, within limits and by choice	Leading multiple classrooms’ worth of students with a teaching team for whom leader is responsible	Supporting multi-classroom leader or efficient team, and/ or addressing subject or teaching role(s) delegated by team leader	Producing materials that reach students across schools in the district, or coaching multi-classroom leaders across schools
School Model	Subject Specialization (Elementary)	Time-Tech Swap Time-Time Swap	Class-Size Changes	Multi-Classroom Leadership		All School Models

*Curriculum and assessment designers are common examples.

The graphic in Figure 8 shows how the teaching roles relate to school models and career paths. Step 3 focuses on designing career paths and restructuring compensation accordingly.

Step 3: Design Career Paths and Compensation

Once your team has established a vision and understands the Opportunity Culture models and roles, you can begin to make decisions about your district’s career paths and compensation structure. Here we discuss critical design decisions for career paths and pay.

At-A-Glance: Critical Decisions for Opportunity Culture Career Paths and Pay

Critical design decisions for designing Opportunity Culture career paths and associated pay include these:

1. Who is eligible for pay supplements?
2. Will roles with similar cost structures be communicated as one or multiple paths?
3. What are the criteria for entry and advancement to the next level or into new roles?
4. What are the criteria for remaining in roles?
5. How many levels of progression will each path have?

6. What are the role descriptions/duties that show advanced responsibilities at each level on each path?
7. What pay supplements are available for each level on each path?
8. How will pay supplements be structured?

Critical Decisions for Opportunity Culture Career Paths and Pay

Revisit your vision to help with these questions. Your financial analysis (Step 4, beginning on page 22) also will determine how much money you have to spread among teachers who reach more students and lead peers. For now, think about how your values might affect answers to each of these questions, and how your answers might affect the behaviors you want to encourage and discourage in order to achieve outstanding student learning.

1. Who is ideally eligible for pay supplements?

Your design team will need to determine what positions are eligible for pay supplements and include these in your career paths. Adding more staff rewards more people, but will limit the level of pay for the advanced and leadership roles that may be most critical to student outcomes. Specifically:

- * Will both highly effective and effective teachers have paid roles in your career progression, or just highly effective teachers? Some districts may want to highlight the importance of performing at the highest level by rewarding only highly effective teachers who take new roles. Others may want to encourage good, solid teachers to join teams led by their outstanding peers and to reach more students efficiently and effectively.
- * In what grades and subjects will teachers have the opportunity to extend their reach? Core subjects? Others, too? Will teachers who cannot join reach teams receive a supplement of some kind?
- * Will paraprofessionals who support extended-reach teachers receive pay supplements?
- * Will principals and assistant principals receive pay supplements?

In most Opportunity Culture pilots, districts have provided supplements only to highly effective teachers who were actually extending their reach. However, the first district to scale up, Charlotte-Mecklenburg Schools, entering its second year in 2014–15, chose to pay smaller but still significant supplements to *effective* teachers who join reach teams with highly effective leaders, and to paraprofessionals, as well. This creates an incentive for effective teachers to join reach teams, learn from their highly effective peers, and support the teams’ efforts to improve student outcomes.

2. Will roles with similar cost structures be communicated as one or multiple paths?

Different classroom models create distinct roles. However, the cost effectiveness and potential pay supplements are very similar for most *direct-reach* roles, especially specialized teachers, blended-learning teachers and expanded-impact teachers.

Districts may choose to communicate these roles and associated paths separately or as one set of related “direct-reach” roles. Communicating them together clarifies that lateral movement among these roles can be fluid without affecting pay, allowing teachers to move within and across schools that have adopted diverse combinations of classroom models.

Figure 9 shows the teaching roles in one progression, with all direct-reach teaching roles merged into one path. Step 4 of this guide provides detailed guidance for the financial calculations to determine feasible pay supplement levels.

All of the career paths in the table (on page 18) can help transform traditional schools to produce outstanding results for students. *The paths for direct-reach teachers and multi-classroom leaders hold these teachers directly accountable for more students’*

learning, with increased paraprofessional support, and replace most of the existing instructional positions in Opportunity Culture schools.

3. What are the criteria for entry and advancement to the next level or new roles?

Districts may consider multiple criteria for entry and advancement into Opportunity Culture roles. These might include:

- * Past performance level and consistency, including evidence of student learning and other elements
- * Behavioral competencies, such as teamwork, leadership, and planning ahead (see Figure 10 for brief examples)
- * Experience in teaching and other relevant roles
- * Commitment to and experience working in Opportunity Culture models

All pilot districts required that candidates for advanced, extended-reach roles achieve a highly effective or equivalent performance level for some number of years to qualify for the position. One early district allowed effective teachers to become direct-reach teachers, but not multi-classroom leaders; positions for good, solid teachers did not count toward the goal of reaching 80 percent of students with highly effective teachers. Districts vary in whether entry and promotion within a progression, such as differing levels of multi-classroom leader, require prior experience in a very similar role.

The pilot schools received about 30 applications per open position on average, making increased selectivity possible, even in high-poverty, hard-to-staff schools. However, few districts have experience successfully selecting candidates for excellence in such large numbers, and for new roles, to boot. Over time and as more data become available about how hiring ratings predict teachers’ actual effectiveness in extending their reach, we expect that districts will improve their ability to select the best candidates for new roles.

The *Teacher & Staff Selection, Evaluation and Development Toolkit* on OpportunityCulture.org includes selection tools for many Opportunity Culture roles based on past performance and behavioral competencies. Figure 10 shows a snapshot of some behavioral competencies districts can use to select people into reach roles. Check OpportunityCulture.org for additional, free help for districts and schools screening many applicants for these roles. Some districts may also need technical assistance to reorganize the hiring processes.

4. What are the criteria for remaining in roles?

The vision of the Opportunity Culture models is to reach far more students with excellent teaching—and high-growth learning—

FIGURE 9. Teacher Career Paths and Roles in Opportunity Culture Models, with Direct-Reach Teachers Merged in One Path*

Direct-Reach Teacher	Multi-Classroom Leader	Support Teacher and Non-Reach	District-Funded Teacher-Leader
Elementary Specialized Teacher Blended-Learning Teacher Expanded-Impact Teacher Large-Class Teacher	Multi-Classroom Leader	Team Teacher Professional Tutor Traditional Classroom Teacher	Full-Time or Hybrid: Video Teacher Digital Designer Design Specialist— Curriculum & Assessment
Pay Supplement: 10–40% for Highly Effective 3–6%+ for Effective	Pay Supplement: 20–100%+	Pay Supplement: Depends on how savings distributed	Pay Supplement: Depends on current district spending
\$ Source: School Reallocation	\$ Source: School Reallocation	\$ Source: School Reallocation	\$ Source: District Reallocation

*Pay supplement figures are examples only and are expressed as a percent of *average* pay. Factors affecting supplements include current spending levels in schools, the number of roles to which spending is reallocated in a given school, and state policies allowing position swaps with full funding.

and far fewer with ineffective teaching. Criteria for remaining in reach-extended roles should, in most cases, be similar to those for entry, but with effectiveness determined in the new job responsibilities. Undoubtedly, however, some people who are excellent teachers alone will struggle with the planning, teamwork, or leadership required for excellence in some models, particularly in wider-span multi-classroom teacher-leader roles. Again, over time and with more data, districts will improve their ability to identify the best candidates for reach positions. Placement into reach roles should improve and reduce the number of teachers choosing the wrong roles and extending reach ineffectively. Additional training and preparation materials to help teachers prepare for extended-reach roles will be posted on OpportunityCulture.org.

5. How many levels of progression will each path have?

Districts must determine how many levels of differentiated responsibility and pay they will offer on each path. In each role, multiple levels are possible using performance and experience in reach roles (which we call “commitment to reach models”) as differentiators of levels. (See Figures 11–14.)

* **In a very flat structure, all teachers extending their reach receive the same supplement**, simply dividing the cost savings from an efficient school model by the number of teachers (see Figure 11). “Career paths” would not really be paths, but a set of single-level roles. Flat structures reward everyone similarly. But they do not recognize the more complicated

responsibilities of multi-classroom leaders compared to most direct-reach roles and would likely be a disincentive for teachers considering this challenging role. Flat structures that do not pay for experience and continued effectiveness or excellence in reach roles also do not reward commitment to Opportunity Culture roles and an ongoing development of teaching excellence and leadership.

- * **In a modestly differentiated structure, the more challenging role of multi-classroom leader might earn more than direct-reach roles**, and different spans of leadership may be recognized (see Figure 12).
- * **In a more differentiated structure, different roles, leadership spans, and levels for effective and highly effective teachers are recognized**, with the responsibility for informal mentoring and the most complex differentiation and instructional planning pushed to the most effective team members, for higher pay (see Figure 13).
- * **The most highly differentiated career structures include levels for different reach roles, leadership spans, effectiveness levels, and years of experience** that demonstrate commitment to working in Opportunity Culture models (see Figure 14). Highly differentiated paths and pay have the potential to reach the most staff members with a supplemental pay opportunity, because lower supplements in the bottom half of the continuum save funds that can be used to pay more to paraprofessionals, principals, and teachers who cannot extend

FIGURE 10. Example Competencies in Opportunity Culture Roles

Achievement	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Teamwork	The ability and actions needed to work with others to achieve shared goals.
Planning Ahead	A bias toward planning in order to reach goals and avoid problems.
Developing Others	Influence with the specific intent to increase the short- and long-term effectiveness of another person.
Impact & Influence	Acting with the purpose of influencing what other people think and do.
Flexibility	The ability to adapt one's approach to the requirements of a situation and to change tactics.
Monitoring & Directiveness	The drive and actions to set clear expectations and hold others accountable for performance.

FIGURE 11. Flat Career Structure

Role	Example Pay Supplement*
All Extended-Reach Teachers <i>Direct-Reach Teachers and Multi-Classroom Leaders</i>	25% of average pay
Classroom Teacher	0%

*Pay supplements are examples and are a percent of **average pay**.

FIGURE 12. Modestly Differentiated Structure

Role	Example Pay Supplement*
Multi-Classroom Leader	40% of average pay
Direct-Reach Teacher**	20%
Classroom Teacher	0%

*Pay supplements are examples and are a percent of **average pay**.

FIGURE 13. More Differentiated Structure

Role	Example Pay Supplement*
Multi-Classroom Leader II	50% of average pay
Multi-Classroom Leader I	30%
Direct-Reach Teacher — Highly Effective, Mentor**	20%
Direct-Reach Teacher — Effective, Team Teacher	5%
Classroom Teacher	0%

*Pay supplements are examples and are a percent of **average pay**.

FIGURE 14. Highly Differentiated Structure

Role	Example Pay Supplement*	
Multi-Classroom Leader IV: Leads 11+ teachers' worth of classes with team	75% of average pay	
Multi-Classroom Leader III: Leads 8–10 teachers' worth of classes with team	65%	
Multi-Classroom Leader II: Leads 4–7 teachers' worth of classes with team	50%	
Multi-Classroom Leader I: Leads 2–3 teachers' worth of classes with team	22%	
Master Reach Teacher — Highly Effective, Mentor, 3+ years on reach team**	22%	
Senior Reach Teacher — Highly Effective, Mentor, up to 3 years on reach team**	10%	
Team Teacher II — Effective, Team Teacher, 3+ years on reach team	Advanced Reach Teacher — Effective, 3+ years on reach team	6%
Team Teacher I — Effective, Team Teacher, up to 3 years on reach team	Reach Teacher — Effective, up to 3 years on reach team	3%
Paraprofessional	3%	
Classroom Teacher	0%	

*Pay supplement figures are examples only and are expressed as a percent of **average pay**.

**Includes blended-learning, expanded-impact, and specialized elementary teachers.

their reach, within budget. Higher levels of responsibility can also be rewarded accordingly.

Most early pilots used a modestly differentiated structure, paying direct-reach and leadership roles differently, but paying only highly effective teachers more. Effective teachers in pilot sites generally do not earn more, nor are pilot sites providing additional pay for experience levels.

Charlotte-Mecklenburg broke its own mold in its second year by creating two levels (and hence, pay supplements) of direct-reach team-teacher roles for effective teachers, and two levels of direct-reach roles for highly effective teachers. In this highly differentiated structure, teachers can earn more by maintaining their effective or highly effective evaluation ratings most years (two of the three or four of the five most recent years) while staying on their reach team. As a result of savings from the same position swaps that fund teacher supplements, the schools could also pay a supplement above the teaching assistant pay to paraprofessionals who support Opportunity Culture teams. More differentiation can actually spread the benefit to more staff, a key value adopted by this early scaling district.

Figure 15 highlights some of the tradeoffs involved in structuring a highly differentiated career ladder.

6. What are the role descriptions/duties that show advanced responsibilities at each level on each path?

Advanced roles—ones that reach more students with excellence, lead others, or support reach teams—come not just with higher pay, but additional responsibilities. Districts should clarify in writing the duties expected at each level on a career path.

Direct-reach teachers have a larger student load than comparable teachers in a traditional model (even when class sizes do not increase), requiring more planning, sometimes in coordination with other teachers and a paraprofessional support team. Teachers in advanced levels of these roles can play a larger role in instructional planning, differentiation, and peer mentoring than others on the team.

Multi-classroom leaders have to plan not for one set of students, but for two, three, or more “classes” of students, and for the instructional roles and development of their team members. Advanced levels of this role lead larger teams, requiring more planning, coordination, and consistent leadership.

Paraprofessionals in Opportunity Culture models are responsible for developing students’ social, emotional, and time-management skills and, in some cases, for coordinating with several teachers, not just one. Advanced levels of this role might do more to save team teachers time so that more students are served very effectively.

For additional detail on all of these roles and responsibilities, see the *Teacher & Staff Selection, Evaluation and Development Toolkit*, which has basic role descriptions for most school-based Opportunity Culture roles. Schools and districts can edit these to fit their context.

7. What pay supplements are available for each level on each path?

Finally, districts will need to determine the size of the pay supplements they can offer to teachers at each level of each role, while remaining within budget, and how those supplements will be structured.

Ideally, teachers with comparable levels of instructional, planning, teamwork, and leadership skills would be able to earn similar pay in differing paths within a district. Pay comparability will prevent teachers from flocking to more highly paid roles and avoiding underpaid roles, relative to each role’s reach, complexity, and challenge.

For example, one district considered having only one level of pay for its multi-classroom leaders. However, it moved to two, and then four, levels when staff realized that paying a leader with one extra classroom the same as those leading six or seven teachers would make great multi-classroom leaders hesitate to extend their reach as much as they could, in favor of a less-challenging student load. (See Step 4: Ensure Financial Sustainability on page 22 for detailed guidance on funding career paths).

8. How will pay supplements be structured?

The district also must determine how pay supplements will be calculated and structured. Although most districts calculate supplements as a percentage of average pay to determine financial sustainability, they typically *explain and pay* the supplements as *dollar figures*. In all Opportunity Culture sites thus far, districts are paying supplements that are flat dollar figures, regardless of the individuals’ current pay. Paying set dollars rather

Opportunity Culture pilots were somewhat conservative, paying supplements below what is financially sustainable. Nonetheless, the pilot supplements were as high as 50 percent of average base pay, far higher than bonuses or supplements available in other districts that do not have temporary grants.

FIGURE 15. Examples of Career Ladder Scenarios for Highly Differentiated Structure*

SCENARIO 1: All Roles Highly Differentiated

LEVELS	SUPPORT	DIRECT REACH	TEACHER-LEADERSHIP
			Multi-Classroom Leader III 65%
			Multi-Classroom Leader II 50%
			Multi-Classroom Leader I 22%
		Master Reach Teacher 22%	
		Senior Reach Teacher 10%	
Team Teacher II 6%	Advanced Reach Teacher 6%		
Team Teacher I 3%	Reach Teacher 3%		
Effective Teachers	Upper 2 Levels: Highly Effective Teachers Lower 2 Levels: Effective Teacher	Highly Effective Teachers	

PROS

- Lower-paid entry levels for highly effective teachers generate savings to pay effective teachers, and possibly other staff, supplements
- All teachers earn more
- More steps feel good

CON

- More complex with more levels

*Pay supplement figures are examples only and are expressed as a percent of **average pay**.

SCENARIO 2: Flat Roles for Effective Teachers

LEVELS	SUPPORT	DIRECT REACH	TEACHER-LEADERSHIP
			Multi-Classroom Leader III 55%
			Multi-Classroom Leader II 40%
			Multi-Classroom Leader I 22%
		Master Reach Teacher 22%	
		Senior Reach Teacher 10%	
Team Teacher 6%	Reach Teacher 6%		
Effective Teachers	Upper 2 Levels: Highly Effective Teachers Lower Level: Effective Teacher	Highly Effective Teachers	

PRO

- Simple, single step for team teachers

CONS

- Single step limits feeling of progress for team teachers
- Less savings to pay others more when there is no lower-paid entry level for effective teachers

*Pay supplement figures are examples only and are expressed as a percent of **average pay**.

SCENARIO 3: Flat Direct-Reach Teacher Role

LEVELS	SUPPORT	DIRECT REACH	TEACHER-LEADERSHIP
			Multi-Classroom Leader III 55%
			Multi-Classroom Leader II 40%
			Multi-Classroom Leader I 22%
		Direct-Reach Teacher 22%	
Team Teacher II 6%			
Team Teacher I 3%			
Effective Teachers	Highly Effective Teachers; or both Effective and Highly Effective	Highly Effective Teacher	

PROS

- Simple, single step for highly effective, direct-reach teachers
- Highly effective earn more faster

CONS

- Single step limits feeling of progress for highly effective direct-reach teachers
- Less savings, without entry level for direct-reach teachers, to pay others more
- Puts pressure on principals to promote to MCL roles too soon

*Pay supplement figures are examples only and are expressed as a percent of **average pay**.

than paying a percentage of base pay prevents schools from disfavoring experienced teachers for advanced roles, and also avoids last-minute budget pinches when a state changes its pay structure after district hiring.

Step 4 explains how to reallocate funds to pay more, within budget.

Step 4: Ensure Financial Sustainability

Critical design decisions about compensation must be consistent with the third Opportunity Culture Principle: funding pay within regular budgets. Here we show how new staffing structures can be financially sustainable—saving enough money to pay teachers more, while reaching more students with excellent teaching.

At-A-Glance: Funding Paid Career Advancement Sustainably in an Opportunity Culture

The district compensation design leader and team must ensure that new staffing models and/or other school and district reallocations fund all pay supplements in the new career paths. Each role must be financially sustainable as teachers throughout the district's schools advance their reach, responsibilities, and instructional excellence.

The basic steps to establish financial sustainability include:

1. Understanding the sources of sustainable funding and how to calculate feasible average pay supplements
2. Conducting basic scenario analyses to ensure financial sustainability for all affected schools

Funding Paid Career Advancement Sustainably in an Opportunity Culture

UNDERSTANDING THE SOURCES OF SUSTAINABLE FUNDING AND HOW TO CALCULATE FEASIBLE AVERAGE PAY SUPPLEMENTS

Although additional grants—temporary federal funding, special state programs, or private philanthropy—might boost supplements further, even the most leanly staffed schools should be able to increase some or all teachers' pay using regular budgets available at the time of redesign. More help identifying opportunities for responsible reallocation to fund new staffing models is available on OpportunityCulture.org.

School-level reallocation supports higher pay for most of the advanced roles in an Opportunity Culture. School designs selected by each school's design team must follow the Opportunity Culture Principles, which include funding pay supplements within sustainable budgets rather than with temporary grants. Staff role and schedule changes allow fewer teachers to serve the same number

of students, without having to increase instructional group sizes. Meanwhile, extra paraprofessional support relieves teachers of some duties and allows savings for higher pay, because these roles pay less than teaching roles.⁴ Schools can also reallocate funds for pay supplements by shifting some non-classroom teachers—such as subject facilitators or resource teachers (special education and English language learners excepted)—back into higher-paid, reach-extended teaching roles. In addition, these staffing changes also create more in-school time for teachers and multi-classroom leaders to plan, collaborate, lead, and learn on the job.

Instituting only a limited staffing redesign at the school level may be tempting. But avoiding paraprofessional swaps may leave teachers without the time to co-plan and learn from multi-classroom leaders during the school day, and leave those leaders without time to plan and lead. In addition, pilot schools that retained school-level facilitators/non-classroom specialists alongside new extended-reach teacher-leaders—who are fully accountable for student outcomes—report confusion about the remaining role for those facilitators. In many cases, though, facilitators have filled the new, higher-paid multi-classroom leader roles.

Schools may also reallocate other spending to pay more for roles that extend teachers' reach. This guide does not detail how to reallocate other budget line items to higher pay, but the same principle applies: Reallocations to support higher pay should come from budget line items that are funded sustainably, rather than with temporary grants.

Using school-level reallocation, even extremely leanly staffed schools should be able to increase direct-reach teachers' pay by at least an average of 10 percent, and increase multi-classroom leader pay by at least an average of 25 percent. Potentially, however, reallocating more school-level funds could support much higher pay supplements; see "Examples of Funding Pay Supplements through Cost Savings" on pages 23-24.

The example illustrates just one of the many ways that Opportunity Culture models could be implemented, but it shows the kind of analysis that districts must do for each school model to ensure financially viable career path pay supplements.

Funding the majority of advanced teacher roles with school-level reallocation lets schools' design teams retain control over the core staffing structures of their schools, because the staffing budget is in their hands. They can tinker with their school models to reflect changes in student population and teacher recruiting and retention success.

Finally, the calculations here do not include the reallocation of benefits that occur when schools choose to shift non-classroom teaching staff back into classroom roles (such as multi-classroom leader) for more pay. When a school does not replace those posi-

EXAMPLES OF FUNDING PAY SUPPLEMENTS THROUGH COST SAVINGS

Here are examples of how elementary and secondary schools can reallocate funds for sustainably funded career advancement using a new staffing model that adheres to Opportunity Culture Principles. These examples are based on an analysis published in the *Projected Statewide Impact of “Opportunity Culture” School Models*.⁵ This shows the staffing shift to a Multi-Classroom Leadership model combined with either a Time Swap or Elementary Subject Specialization model.

In these shifts, one or two teaching positions within a grade (elementary) or subject (secondary), as well as a portion of an instructional specialist role, are swapped for a new paraprofessional support position. The paraprofessional saves the team time by supervising students’ project work and skills practice, under the direction of the teachers on the team and sometimes using digital instruction. Paraprofessionals are paid less than teachers, so the team saves money to pay multi-classroom leaders and direct-reach teachers more. They all gain time to reach more students, plan, and collaborate at school.

Readers can find more examples and ways to reallocate funds to higher pay on the [Pay Teachers More](#) and [School Model Details](#) pages of [OpportunityCulture.org](#).

Using the staffing shifts described in Figure 16, Figures 17 and 18 demonstrate the savings and pay supplements that are possible using the national average teacher salary of \$56,100 and the school model described above.⁶ The financial analysis in Figure 17 includes an allowance for the technology costs associated with increasing digital instruction in grades 6–12.

Using national average teacher salaries, we project that members of reach-extending teaching teams can earn pay supplements worth 15 percent of average base pay, on average; multi-classroom leaders can earn supplements worth 55 percent, on average (see Figure 18).

Over a 35-year career, these pay supplements for extending reach would translate into \$294,525 to \$1,035,045 in extra income per teacher, without any increase in education budgets. (Note: The estimate of \$294,525 assumes a 35-year career with a supplement of \$8,415. The estimate of \$1,035,045 assumes two years with a supplement of \$8,415 and 33 years with a supplement of \$30,855.)

Annual and lifetime pay potential for outstanding multi-classroom leaders could exceed these amounts. The analysis does not include wider-span teacher-leader roles on larger teams, which could pay even higher supplements, and uses high-side estimates of paraprofessional salaries and technology costs.

FIGURE 16. How New School Models Generate Cost Savings to Fund Pay Supplements

At an elementary school . . .	At a secondary school . . .
A grade-level grouping of 4 traditional classrooms	A subject grouping of 6 traditional classrooms
<i>would be staffed by</i>	<i>would be staffed by</i>
1 Multi-Classroom Leader (MCL)	1 Multi-Classroom Leader (MCL)
2 Direct-Reach Teachers	3 Direct-Reach Teachers
1 Paraprofessional	1 Paraprofessional
<i>reducing the need for</i>	<i>reducing the need for</i>
1 traditional teaching role	2 traditional teaching roles
0.33 FTE Instructional Facilitator/Specialist	0.33 FTE Instructional Facilitator/Specialist

CONTINUED ON NEXT PAGE

EXAMPLES OF FUNDING PAY SUPPLEMENTS THROUGH COST SAVINGS (continued)

FIGURE 17. Example of Team-Level Savings Available for Higher Pay in Opportunity Culture Models

This shows the team-level savings possible based on the staffing-level changes shown in Figure 16. See Figure 18 for how these cost savings could fund substantial supplements for direct-reach teachers and multi-classroom leaders.

	Source of Savings/Costs to Make Pay Competitive	K-5	6-12
SAVINGS	With leadership, smaller teams of teachers can teach students well	4 → 3 teachers (\$56,100)	6 → 4 teachers (\$112,200)
	Some non-classroom specialists (e.g., teacher coaches) shift into teacher-leader roles	0.33 FTE per team (\$18,513)	0.33 FTE per team (\$18,513)
	GROSS SAVINGS	(74,613)	(\$130,713)
COSTS	New paraprofessionals support teacher teams, saving time for reach, collaboration, and learning	+1 paraprofessional \$26,500	+1 paraprofessional \$26,500
	New technology is needed for Time-Technology Swaps		\$47,500
	GROSS NEW COSTS	\$26,500	\$74,000
NET	NET SAVINGS FOR PAY SUPPLEMENTS*	(\$48,113)	(\$56,713)

*All dollar figures are examples only, using the assumptions stated

FIGURE 18. Example of Pay Supplements and Total Costs

This figure shows the potential pay supplements in the staffing model shifts shown in Figure 16. Notice how these supplements fit within the savings from the staffing models shown in Figure 17.

Teacher Category	Average Salary Before Pay Supplements	Pay Supplement	Supplement Cost (grades K-5) 2 Direct-Reach Teachers 1 Multi-Classroom Leader	Supplement Cost (grades 6-12) 3 Direct-Reach Teachers 1 Multi-Classroom Leader
Direct-Reach Teachers	\$56,100	\$8,415 (15%)	x 2 = \$16,830	x 3 = \$25,245
Multi-Classroom Leaders	\$56,100	\$30,855 (55%)	x 1 = \$30,855	x 1 = \$30,855
Total funds reallocated to teacher pay per team*			\$47,685	\$56,100

*All dollar figures are examples only, using the assumptions stated.

tions, but instead invests the funds for those positions in higher pay for classroom extended-reach roles, there are fewer positions in the school. The benefits saving from each of these positions is equal approximately to 32 percent of average teacher pay. Thus, the position reduction, however small, provides an additional financial cushion for ensuring the financial sustainability of higher pay for extended reach.

District-level reallocation can fund some extended-reach roles as well, but is primarily appropriate for teaching roles that span multiple schools or the whole district. Teachers can continue

teaching part time, which keeps people in these leadership roles connected to classroom realities. These roles are often called “hybrid roles” and would typically be far fewer in number than the extended-reach roles created through school staffing redesign, but they provide another leadership opportunity for excellent teachers. For example:

* A portion of **curriculum and assessment design and oversight funds** at the district level could be reallocated to cover part-time release for teachers who continue to teach part time,

rather than full-time district-level roles that draw the best teachers out of teaching (and make re-entry more difficult after the passage of time). These teachers can use their time to collaborate with principals, multi-classroom leaders, and other expert teachers to improve assessments and curricula.

- * A portion of district **professional development funds** could be reallocated to fund **instructional leadership coaches for multi-classroom leaders** across all or part of a district. Exceptional teachers who excel in coaching and peer facilitation could fill this role as an alternative to the MCL role, or it could be offered to assistant principals who excel in instructional coaching to fund a focus on providing instructional support rather than administrative tasks. When teachers take this role, they would also continue to teach part time. As districts develop a large pool of experienced multi-classroom leaders, some of them may choose to move into this coaching role.
- * Some **textbook or technology funds** could be reallocated to fund costs and part-time release for **outstanding teachers to videotape engaging lectures** that many teachers in that subject could use in a Time Swap model.

Some new roles, such as digital learning designers, might exist outside a district, working for independent organizations that provide tools and services to districts. These would not need to be included in career paths within a district, but we mention them here to recognize the vast array of positions that Opportunity Culture school models generate.

EXAMPLES

Here we offer brief examples. See future Opportunity Culture publications for more detailed examples of hybrid models.

- 1. Two District Roles Transformed into Four Hybrid Blended-Learning Coach Roles:** For example, two district-level professional development or instructional leadership roles can be transformed into four, part-time blended-learning coach positions. Each of the coaches would be chosen for demonstrated instructional excellence in blended learning and coaching skills. Each would teach half time, extending their reach in these positions by an average of 50 percent, while gaining planning time, and coach other blended-learning teachers half time. On average, one paraprofessional—who costs less than a teacher—would be needed to support these teachers’ extended-reach teaching, unless current school staffing covers this adequately. At least half of a teacher’s salary worth of funds are saved and can be used to pay the teachers each a **supplement that is 12.5 percent of average pay, within budget**. This role provides a possible bridge to multi-classroom leadership for these teachers.

2. Two District Roles Transformed into Four Leadership Coach

Roles: For example, two district-level professional development or instructional leadership roles can be transformed into four, part-time multi-classroom leadership coach positions. Each of the four teachers, chosen for excellence in instruction and leadership, teaches a 0.66 time slot but extends reach by an average of 50 percent to teach a full student load, with extra planning time, while coaching MCLs across the district. Combined, these teachers need one extra paraprofessional to support the four of them in their extended-reach teaching. The savings are two district salaries and one benefit package cost, which is an average of 32 percent of a teacher salary (note: the paraprofessional consumes one benefit package). The district can pay each of the four teachers a **supplement that is 45 percent of average pay, within budget**. This is competitive with advanced multi-classroom leader pay.

Finally, a district that has overinvested in central office staff may use this design process to shift those resources to schools permanently, which will provide school teams with even more flexibility to create the ideal staffing and higher pay for new roles. In all cases, districts may choose to allocate growing budgets disproportionately to teachers who extend their reach through roles that help improve instruction district-wide—while allowing these teachers to remain in the classroom part time.

Financial Sustainability: Basic Scenario Analyses

Scenario analysis ensures that pay supplement levels for reach roles are financially sustainable across a whole district, taking into consideration variations in staffing levels at schools within some districts. In other words, districts must ensure that pay supplements are viable with reasonable staffing models in all schools.

SCHOOL-LEVEL REALLOCATIONS

Pilot districts have created special calculation spreadsheets with “exchange rates” for each position at each level in new school models and career paths. The exchange rates are essentially the proportion of pay of new positions to average teacher pay in traditional classroom positions. The district can provide these exchange ratios, set according to the newly determined career and pay paths. See Figure 19 for an example of how exchange ratios could be structured.

To estimate what pay supplements are feasible to create these “exchange ratios,” the district will need to run hypothetical staffing scenarios that are within the five Opportunity Culture Principles for its *most leanly staffed schools*—those with the fewest instructional specialists/facilitators.

Once the district settles on its ideal set of career paths, more scenario analyses are essential to ensure long-term sustainability across the district, accounting for the total expected number of employees earning each supplement. Conducting basic scenario analyses will ensure financial sustainability for all affected schools. The district can then adjust the exchange ratios to sustainable levels to create its final career paths with pay supplements.

As discussed in Appendix A, the district may also want to differentiate pay supplements for high-poverty and other hard-to-staff schools. Schools receiving Title I funding may have a sustainable source to pay even higher supplements than other district schools to attract excellent teachers into extended-reach and teacher-leader roles. Districts will need to establish a schedule for differential pay supplements, backed with scenario analyses to ensure sustainability, for these schools if they wish to motivate teachers to take reach roles in high-poverty schools.

DISTRICT-LEVEL REALLOCATIONS

The number of advanced roles funded at the district level are likely to be far fewer in number than school-level extended-reach roles. Some of the technical issues for sustainable funding and responsibly extending these teachers' reach are the same, though, as school-level reallocations in an Opportunity Culture. The district must decide:

1. Which current district-level roles would better serve schools if teachers could fill them while teaching part time?
2. How can responsibilities of one full-time position be broken into parts for multiple people, either working independently (e.g., serving specified schools) or as a team (solving district-wide challenges together)?
3. How many of each of the part-time (or "hybrid") roles are needed to enhance district-wide functions and to connect them more closely to the needs of teachers in the classroom?
4. How many current district positions (or other sources of district-level funding) could be transitioned into hybrid roles?
5. What total funds are available? Both salaries and benefits can be used for these reallocations, as well as other budgeted funds that would be better used for these roles.
6. Will hybrid teachers be extending their reach in their part-time teaching positions?
 - a. If so, how will this affect whether additional teacher coverage is needed to support a part-time position? Will this affect funds available?

FIGURE 19. Example: Exchange Ratios

Current Classroom Teacher = 1.

"1" is 100% of the average teacher pay in the district for teachers not extending reach.

Direct-Reach Teacher = 1.2.

"1.2" is the average teacher pay plus a 20% pay supplement, on average.

Multi-Classroom Leader I = 1.3.

"1.3" is the average teacher pay plus a 30% pay supplement, on average.

Multi-Classroom Leader II = 1.4.

"1.4" is the average teacher pay plus a 40% pay supplement, on average.

Reach Associate/Paraprofessional = 0.55.

"0.55" is the average paraprofessional pay as a percent of average teacher pay (.50), plus a 5% boost for the additional responsibility of supporting an Opportunity Culture team.

- b. How will paraprofessional support for these positions be funded? Will additional positions be needed? Will that affect funds available?
7. What level of supplement is needed to make each hybrid role attractive relative to other career opportunities? Are differentially paid basic and advanced levels of hybrid roles warranted—e.g., based on role complexity, rarity of capabilities needed, and scope of impact or reach? Or should everyone in this role receive the same supplement, because the roles are really similar?
8. How many hybrid position pay supplements will these funds then support? Consider the impact if teachers are working in these roles in varying percentages—half time (50 percent) while also teaching half time; or one-third time (33 percent) while teaching two-thirds of the time, for example.
9. How will the mechanics of money transfer from the district role to the teacher, whose pay might typically come fully from individual schools' budgets, work?

Ideally, the district would match the funding source with similar hybrid functions, for example using professional development budgets to fund hybrid leadership coach positions to support Multi-Classroom Leaders. However, if an area is over- or underfunded,

this can be a good time to reallocate investments toward the areas most likely to benefit students and their teachers.

See future Opportunity Culture publications for more detail about funding hybrid, district-level and multi-school roles.

Step 5: Design a Complete Career Lattice

Combining all of these career opportunities within one district provides a “career lattice” of learning, earning, and leadership potential for teachers, leaders, and paraprofessionals at all levels of practice. Individuals can move up, over, or even down to match their needs at various points of their careers and personal lives.

Here we repeat the “big picture” view of the career paths available in Opportunity Culture models that extend the reach of both

great and good teachers, for more pay, within budget—while reaching far more students with excellent teaching. See Figure 20A for a quick overview of the roles and paths and Figure 20B for one of the ways they can fit together into a set of paths with levels of progression in each path.

Figures 21 through 28 illustrate more detailed examples of these teacher career paths, as well as paraprofessional and school leader paths. For each path, we include an overview that details entry criteria, advancement requirements, and pay potential, and an example.

We also provide Charlotte-Mecklenburg’s Career/Pay Paths for Direct-Reach Teachers and Multi-Classroom Leaders as one example, because this progression includes all of the school-based teaching positions. It does not include multi-school/hybrid positions at the time of this publication.

FIGURE 20A. Summary of Teacher Career Paths and Roles in Opportunity Culture School Models

(Note: This is a reprint of Figure 8, repeated here for readers’ convenience.)

Path	Direct-Reach Teacher			Multi-Classroom Leader	Support Teacher	District- Funded Teacher-Leader
Roles	Elementary Specialized Teacher	Blended-Learning Teacher Expanded- Impact Teacher (low-tech)	Large-Class Teacher	Multi-Classroom Leader	Team Teacher Professional Tutor	Design Specialist* Leadership Coach (of Multi-Classroom Leaders) Video Teacher Digital Designer
How is reach extended?	Teaching best subject to more classes, while reducing other duties	Swapping portion of time with paraprofessional-supervised skills practice and projects— digital or offline—to teach more students	Increasing class sizes, within limits and by choice	Leading multiple classrooms’ worth of students with a teaching team for whom leader is responsible	Supporting multi-classroom leader or efficient team, and/ or addressing subject or teaching role(s) delegated by team leader	Producing materials that reach students across schools in the district, or coaching multi-classroom leaders across schools
School Model	Subject Specialization (Elementary)	Time-Tech Swap Time-Time Swap	Class-Size Changes	Multi-Classroom Leadership		All School Models

*Curriculum and assessment designers are common examples.

FIGURE 20B. Example: Teacher “Career Lattice”

Teachers can move up or across these levels as they qualify for advancement or progression to a different path. Pay percentages are examples, as are the number of levels of progression within each path.

		PATHS			
		Support Teacher Path	Direct-Reach Teacher Path	Multi-Classroom Leader Path	District-Funded Teacher-Leader Path
LEVELS				Multi-Classroom Leader IV 75%	Hybrid Leader IV 75%
				Multi-Classroom Leader III 65%	Hybrid Leader III 65%
				Multi-Classroom Leader II 50%	Hybrid Leader II 50%
			Master Reach Teacher 22%	Multi-Classroom Leader I 22%	Hybrid Leader I 22%
			Senior Reach Teacher 10%		Senior Hybrid I 10%
		Team Teacher II 6%	Advanced Reach Teacher 6%		
	Team Teacher I 3%	Reach Teacher 3%			
	Effective Teachers	Upper 2 Levels: Highly Effective Teachers Lower 2 Levels: Effective Teachers	Highly Effective Teachers	Highly Effective Teachers	

*Pay supplement figures are examples only and are expressed as a percent of **average** pay.

Examples of Career Paths for Common Opportunity Culture Roles

Here we present a series of tables showing basic career paths in an Opportunity Culture. Districts can add more levels within each path or have fewer than the detailed progressions show, as described in Step 4. See also the Charlotte-Mecklenburg Schools example in Figure 29.

FIGURE 21. Overview: Direct-Reach Teacher Career Path

Direct-reach teachers typically commit to working in an efficient team of teachers or a paraprofessional-teacher team. They take **responsibility for more students**. Direct-reach teachers can advance their careers by directly extending their reach to more students, by improving their instructional planning and delivery skills, and by engaging in mentoring and coaching at higher levels.

Direct-Reach Teacher Career Path			
Specialized Teacher Blended-Learning Teacher Expanded-Impact Teacher Large-Class Teacher*			
Entry	Advancement		Pay Supplement*
<p>COMPETENCIES</p> <ul style="list-style-type: none"> ✓ Achievement ✓ Planning Ahead ✓ Influence & Impact ✓ Teamwork ✓ Developing Others ✓ Flexibility <p>EXPERIENCE</p> <p>0 years entry level 3+ years advanced levels</p> <p>Studies show that teacher effectiveness surges during the early career years. Requiring enough experience to demonstrate effectiveness in the classroom ensures that direct-reach teachers will be well equipped to assume responsibility and deliver results for more students, and to mentor others.</p> <p>PERFORMANCE</p> <p>Lower Levels: Proficient/Effective Higher Levels: Excellent/Highly Effective</p> <p>Direct-reach roles provide development opportunities for good and excellent teachers and allow them to reach more students.</p>	<p>To next level within this path</p> <p>To build commitment to the profession, multiple levels can provide advancement opportunities for direct-reach teachers who remain in reach roles, receive effective or excellent evaluations for multiple years, demonstrate advanced teaching skills, and mentor others.</p> <p>As teachers advance in this path, they can take on mentoring roles and more complex instructional tasks that prepare them for the responsibilities of a teacher-leader, or that hone their work on a team.</p>	<p>To next path</p> <p>Teachers who demonstrate consistent excellence and leadership in the direct-reach teacher path earn eligibility for the formal leadership responsibilities of a multi-classroom leader role. Others may take district or multi-school roles. Many master-level reach teachers may choose to remain in this path, rather than assume formal leadership.</p> <ul style="list-style-type: none"> • Multi-Classroom Leader Path • District-Funded Teacher-Leader Path • Multi-School Teacher Path 	<p>Highly Effective: 10 to 43%**</p> <p>Effective: As determined by district within budget. Up to 6% in pilots.</p> <p>By taking on responsibility for more students, direct-reach teachers generate efficiencies that sustainably fund increased pay. The sustainable pay maximums for each of the direct-reach roles are available online on the Pay Teachers More page of OpportunityCulture.org</p>

*Pay supplement figures are examples only and are expressed as a percent of **average** pay. The pay potential for each of these roles varies slightly, though much more so for large-class teachers. However, pilot schools have generally chosen to put these on one path. Districts must make sure that the pay supplements are sustainable for **all** the roles, which may lower the range for those that could otherwise be paid somewhat more. The large-class teachers' calculation is different, because school budgets already assume that a larger-than-average class size is likely for some teachers—but teachers are not paid for this. See **APPENDIX C: Determining Pay Supplements for Large-Class Teacher Roles**.

**Ranges depend on the specific configuration of models implemented.

FIGURE 22. Example of a Direct-Reach Teacher Career Path

This example shows a progression for teachers on a direct-reach career path—which may cover elementary specialists, blended-learning teachers, expanded-impact teachers, and large-class teachers, as indicated in Figure 21. Some districts may restrict pay supplements to *highly effective* teachers. Others may include effective teachers. Districts that include effective teachers will need to determine how the responsibilities and pay differ for effective and highly effective teachers who extend reach directly. Pay levels and supplements are examples; supplements are expressed as a percent of average pay.

Level	Minimum Experience	Performance	Pay Supplement*
Master Reach Teacher <ul style="list-style-type: none"> • Extends reach on efficient team to help more students. • Mastery of instructional planning and differentiation effective with a wide variety of students. • Mentors and leads peer informally. 	5 years (3 as Direct-Reach Teacher)	Excellent/Highly Effective in 2 of 3 years as Direct-Reach Teacher	22%
Senior Reach Teacher <ul style="list-style-type: none"> • Extends reach on efficient team to help more students. • Mastery of instructional planning and differentiation. • Mentors and leads peers informally. 	3 years	Excellent/Highly Effective in 2 of 3 previous years	10%
Advanced Reach Teacher <ul style="list-style-type: none"> • Extends reach on efficient team to help more students. • Uses advanced instructional planning and delivery skills. 	3 years	Effective in most recent 2 years	6%
Reach Teacher <ul style="list-style-type: none"> • Extends reach on efficient team to help more students. • Works with teammates to plan and implement instruction. 	0 years	N/A	3%

*Pay supplement figures are examples only and are expressed as a percent of *average* pay.

Multiple levels give Direct-Reach Teachers incentives to improve and advance

Experience thresholds keep teachers engaged through the 4-year “itch”

Advancement to top levels that are restricted to excellent teachers creates substantial incentives for best to extend reach

Significant supplements at top help teaching compete with other professions

FIGURE 23. Overview: Multi-Classroom Leader Career Path

Multi-classroom leaders (MCLs) extend their reach by leading multiple teachers and classrooms of students while continuing to teach. Multi-classroom leaders are formally accountable for all of the teachers and students on their team. MCLs can progress in their careers by leading more teachers and more classes with excellent outcomes.

Multi-Classroom Leader Career Path			
Entry Requirements	Advancement Opportunities		Pay Supplement
<p>COMPETENCIES</p> <ul style="list-style-type: none"> ✓ Achievement ✓ Planning Ahead ✓ Influence & Impact ✓ Teamwork ✓ Developing Others ✓ Flexibility ✓ Monitoring & Directiveness <p>EXPERIENCE</p> <p>3+ years Experience teaching; some experience successfully leading and managing a team of adults to accomplish goals</p> <p>PERFORMANCE</p> <p>Excellent/Highly Effective Teacher-leader roles provide development opportunities for <i>excellent</i> teachers with leadership aspirations who want to maintain direct classroom involvement with students. Candidates must show prior evidence of high-progress student outcomes in relevant subjects (in the top 25% compared with other teachers in a state or on national tests).</p>	<p>To next level</p> <p>Multiple levels can provide advancement opportunities for multi-classroom leaders who receive <i>excellent</i> evaluations for multiple years.</p> <p>Advancement within the path should correspond to wider spans, with increased accountability for larger and/or more challenging teaching teams and/or additional students.</p>	<p>To next path</p> <p>Teachers who demonstrate exceptional leadership abilities may pursue district or multi-school leadership positions.</p> <ul style="list-style-type: none"> • District-Funded Teacher-Leader Path • Multi-School Leader Path 	<p>20% to more than 100%*</p> <p>By taking on responsibility for more classrooms and students, multi-classroom leaders generate efficiencies that sustainably fund substantial pay increases.</p> <p>The sustainable pay maximums for MCLs are available online on the Pay Teachers More page of OpportunityCulture.org</p>

*Ranges depend on the specific configuration of models implemented. Pay supplement figures are examples only and are expressed as a percent of **average** pay.

FIGURE 24. Example of a Multi-Classroom Leader Career Path

Pay levels and supplements are examples; supplements are expressed as a percent of average pay.

Level	Minimum Experience	Performance	Pay Supplement*
MCL IV • Teaches and leads efficient, highly effective reach team of 12+ teachers and their students. • May be responsible for whole school in a subject or three or more grade levels.	8 years (4 as MCL)	Excellent/Highly Effective in 3 of 4 previous years	70%
MCL III • Teaches and leads efficient, highly effective reach team of 8–11 teachers and their students.	5 years (2 as MCL)	Excellent/Highly Effective in 3 of 4 previous years	55%
MCL II • Teaches and leads efficient, highly effective reach team of 4–7 teachers and their students.	4 years	Excellent/Highly Effective in 3 of 4 previous years	40%
MCL I • Teaches and leads efficient, highly effective reach team of 2–3 teachers and their students. • Role may be embedded in larger reach team.	3 years	Excellent/Highly Effective in 2 of 3 previous years	10–22% (or par with top direct-reach roles)

**Pay supplement figures are examples only and are expressed as a percent of average pay.*

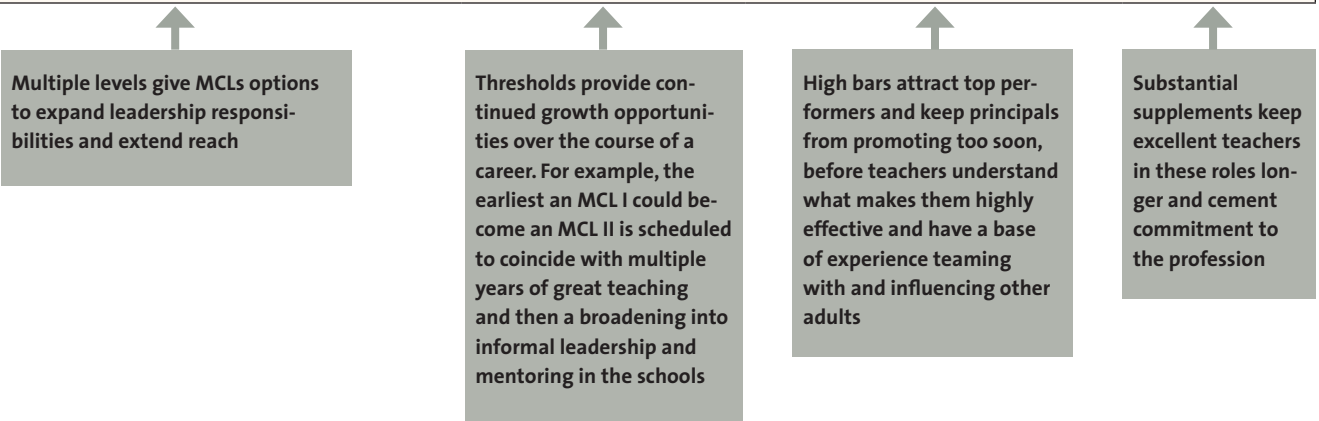


FIGURE 25. Overview: Support Teacher Career Path

Support teachers teach in subjects or roles assigned by the multi-classroom leader (MCL) and collaborate with the team. Roles may include tutoring, grading, project supervising, lecturing, analyzing student data, planning instruction, assisting with technology, and others. Support teachers can advance in their careers by demonstrating excellence in multiple instructional roles and/or peer leadership. They must support a reach teacher or team in order for pay supplements to be funded sustainably, or savings from reach classrooms elsewhere in the school may be used to fund supplements.

Support Teacher Career Path			
Team Teacher Professional Tutor			
Entry	Advancement		Pay Supplement
<p>COMPETENCIES</p> <ul style="list-style-type: none"> ✓ Achievement ✓ Influence & Impact ✓ Teamwork ✓ Developing Others ✓ Flexibility <p>EXPERIENCE</p> <p>0+ years New or experienced classroom teachers with the requisite competencies are eligible for these roles.</p> <p>PERFORMANCE</p> <p>Proficient/Effective Support teaching roles provide rich development opportunities for proficient teachers to pursue excellence through focused collaboration with direct-reach teachers and multi-classroom leaders.</p>	<p>To next level To provide incentives for continuous improvement, districts may designate multiple levels within this path, for example Team Teacher I and II roles. Teachers need to demonstrate consistent <i>proficiency</i> in the role to be considered for advancement.</p> <p>Since this path would be the entry point for many new teachers, a progression that rewards growth in the early career years boosts retention and encourages continued contributions to the team.</p>	<p>To next path Support teachers who demonstrate consistent proficiency and who take on reach-extended roles are eligible for lower levels of the Direct-Reach path. Those who demonstrate consistent <i>excellence</i> are eligible for advancement to higher levels of Direct-Reach and other career paths.</p> <ul style="list-style-type: none"> • Direct-Reach Path • Multi-Classroom Leader Path • District-Funded Teacher-Leader Path • Multi-School Teacher Path 	<p>0–6%*</p> <p>These roles help create the efficiencies needed to increase pay only when working with efficient teams that reach more students than is typical; districts may offer modest supplements to align incentives for maximizing the team’s success, even when a teacher is not highly effective or plays a more limited role on an efficient team designed for excellence in teaching. Schools may choose to allocate savings from other classrooms using reach models to pay these roles more, as well.</p>

*Ranges depend on the specific configuration of models implemented. Pay supplement figures are examples only and are expressed as a percent of **average** pay.

FIGURE 26. Example of a Support Teacher Career Path

This example shows a progression for support teachers, who typically work as part of a team. Some districts may pay a supplement to these teachers for their roles in extending the team’s reach, while others may limit supplements to teachers playing full teaching roles as direct-reach teachers (see Figure 22). Districts also may use the Support Teacher path for effective teachers who extend reach directly and are working toward highly effective status, instead of having lower levels on the Direct-Reach path. Pay levels and supplements are examples; supplements are expressed as a percent of average pay.

Level	Minimum Experience	Performance	Pay Supplement*
Team Teacher II <ul style="list-style-type: none"> Helps team extend reach to help more students. Contributes to instructional planning or other tasks that enable team to extend reach and achieve excellent outcomes, as determined by team leader. Uses advanced instructional planning and delivery skills. May be a “direct-reach” teacher working toward highly-effective status. 	3 years (3 as Team Teacher I)	Proficient/Effective or above in 3 years as Team Teacher I	6%
Team Teacher I <ul style="list-style-type: none"> Helps team extend reach to help more students. Plays focused instructional role, as determined by team leader. May be a “direct-reach” teacher working toward highly-effective status. 	0	Proficient/Effective or above in two most recent years	0–3%
Professional Tutor <ul style="list-style-type: none"> Provides individual or small-group instruction in support of an extended-reach team. May advance by providing more instructional planning to team. 	0	Proficient/Effective or above in two most recent years	0–3%

*Pay supplement figures are examples only and are expressed as a percent of average pay.

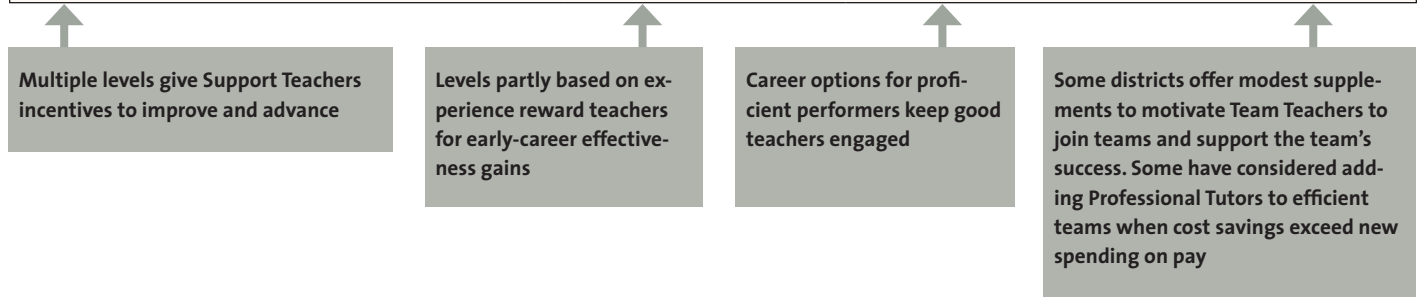


FIGURE 27. Overview: Paraprofessional Career Path

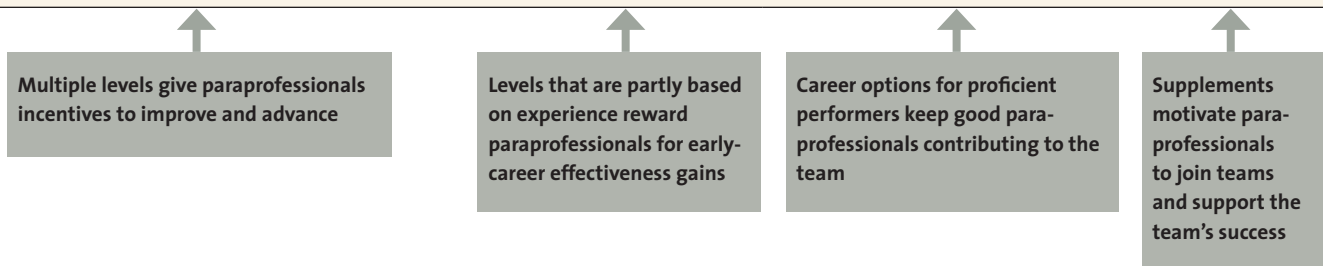
Paraprofessional Career Path			
Learning Coach Tutor Digital Lab Monitor Assistant Teacher			
Entry Requirements	Advancement Opportunities		Pay Supplement*
<p>COMPETENCIES</p> <ul style="list-style-type: none"> ✓ Influence & Impact ✓ Teamwork ✓ Flexibility ✓ Achievement <p>EXPERIENCE LEVEL</p> <p>0+ years New or experienced uncertified personnel are eligible for these roles.</p> <p>PERFORMANCE</p> <p>Proficient/Effective</p>	<p>To next level</p> <p>Increased organizational skill and success developing students' social and emotional skills, allowing teachers to extend reach further, and boosting paraprofessional pay, as well.</p> <p>Since this path may be the entry point for individuals who will eventually pursue careers as certified teachers, paraprofessionals can make lateral moves to a variety of roles to develop new skill sets.</p>	<p>To next path</p> <ul style="list-style-type: none"> • Mentor others • Return to school for degree to become Team Teacher or Direct-Reach Teacher 	<p style="text-align: center;">3–15%</p>

*Pay levels and supplements are examples; supplements are expressed as a percent of **average** pay. Because paraprofessional pay is far lower, and these roles are less numerous, these percentages can be higher than for team teachers or aligned with those percentages.

FIGURE 28. Example of a Paraprofessional Career Path

Level	Minimum Experience	Performance	Pay Supplement*
<p>Master Reach Associate—Operates more independently and performs more organizing and supervisory tasks, enabling teachers to reach more students with excellent outcomes.</p>	<p style="text-align: center;">5 years (2 as Reach Associate)</p>	<p style="text-align: center;">Excellent/Highly Effective in 2 of 3 previous years</p>	<p style="text-align: center;">15%</p>
<p>Reach Associate—Supports teacher or team to extend their reach by supervising students' skills practice and project time, developing students' social, emotional, and organizational skills, and completing administrative paperwork.</p>	<p style="text-align: center;">0 years</p>	<p style="text-align: center;">Proficient/Effective consistently</p>	<p style="text-align: center;">3%</p>
<p>Teaching Assistant—Assists teacher as directed</p>	<p style="text-align: center;">0 years</p>	<p style="text-align: center;">Proficient/Effective</p>	<p style="text-align: center;">0% extra</p>

*Pay levels and supplements are examples; supplements are expressed as a percent of **average** pay. Because paraprofessional pay is far lower, and these roles are less numerous, these percentages can be higher than for team teachers or aligned with those percentages.



Charlotte-Mecklenburg’s Career/Pay Paths in 2014–15

These tables from the 2014-15 school year in Charlotte-Mecklenburg Schools (CMS) use the term “excellent” to mean teachers who produce student learning growth in the top quartile, on average, and who show other behaviors correlated with student learning. This career path and pay scale was developed with the help of Public Impact for the district’s second year of implementation, as CMS began to scale up from the original four schools into 17 additional schools in one year.

“TBD” is noted for items on which CMS had yet to make a decision. Supplements are lower than possible, due to an outmoded North Carolina policy that requires schools to return a portion of state funds when swapping one position for another.

In all cases, the position must be available within a given school in a given year in order for a person to have the role.

See pages 23-24 for examples of how school staffing ratios and savings allow pay supplements like those in these paths.

FIGURE 29A. Charlotte-Mecklenburg’s Career/Pay Paths for Direct-Reach Teachers

This table applies to direct-reach titles such as blended-learning teachers, expanded-impact teachers, and elementary specialized teachers, all of which fall under the roles listed below. These teachers all work on teams that reach more students with consistently excellent teaching and provide opportunities for good teachers to improve their practice.

Role	Description	Eligibility: Enter/Remain*	Pay Supplement**	Exchange Ratio (as % of teacher FTE)
Master Reach Teacher	Extends reach on efficient team to help more students with Time Swaps or Elementary Specialization. Team of peers may have MCL. Demonstrates mastery of instructional planning and differentiation effective with wide variety of students. Mentors and lead peers informally.	Demonstrates sustained excellence. Excellent <i>Reach</i> Teacher in subject(s) taught at least 2 of last 3 years; or excellent teacher in any classroom teaching role at least 4 out of last 5 years. At least 5 or more years teaching experience total.	\$9,800	1.25
Senior Reach Teacher	Extends reach on efficient team to help more students with Time Swaps or Elementary Specialization. Team of peers may have MCL. Demonstrates mastery of instructional planning and differentiation. Mentors and leads peers informally.	Excellent teacher in subject(s) taught at least 2 of last 3 years; 3 or more years teaching experience. No prior reach team experience is required.	\$6,000	1.15
Reach Team Teacher I & II	Extends reach on efficient team to help more students with Time Swap or Elementary Specialization. Team must have MCL.	No minimum years of experience for level I; level II available after 3 years. Proficient or higher rating in all previous years as teacher, the first year of teaching excepted.	Level II: TBD, approx. \$3,000 Level I: \$1,500	1.05 for Level I
Reach Instructional Associate	Supports Reach Teachers’ duties including, but not limited to, leading supplemental instruction that includes digital learning if available, and independently monitoring and supervising students to provide a safe learning environment.	Fulfills education and experience in CMS job description; selected by school leadership.	Pay Grade 2 (plus full time hours, teacher workdays, and 5 sub days)	

*Eligibility parameters are guidelines, not requirements. Teachers who do not sustain their records in advanced roles must take a role available at any lower level on the career path, and may remain and advance as long as record of excellence is sustained thereafter.

Pay supplement figures are examples only and are expressed as a percent of **average pay.

FIGURE 29B. Charlotte-Mecklenburg’s Career/Pay Paths for Multi-Classroom Leaders

Multi-classroom leaders (MCLs) lead teams using various combinations of direct-reach teachers and models, but all include staffing changes that extend the reach of the whole team to more students efficiently. The MCL must determine roles and the team process to achieve excellent student outcomes.

Role	Description	Eligibility: Enter/Remain*	Pay Supplement **	Exchange Ratio (as % of teacher FTE)
Multi-Classroom Leader IV (Future role possibility)	Teaches and leads efficient, highly effective reach team of 11+ classrooms’ worth of students (elementary) or 11+ teachers’ worth of students (secondary) & their teachers. Minimum number of students in pod TBD. (Note: this role not available yet in CMS; plan phase-in over time)	Minimum 4 years of experience as classroom teacher or reach teacher. Excellent at least 3 of last 4 years worked. Demonstrated leadership competencies.	TBD (\$35,000+)	TBD
Multi-Classroom Leader III (Future role possibility)	Teaches and leads efficient, highly effective reach team of 8–10 classrooms’ worth of students (elementary) or 8–10 teachers’ worth of students (secondary) & their teachers. Minimum number of students in pod TBD. (Note: this role not available yet in CMS; plan phase-in over time)	Minimum 4 years of experience as classroom teacher or reach teacher. Excellent at least 3 of last 4 years worked. Demonstrated leadership competencies.	TBD (\$25,000–30,000)	TBD
Multi-Classroom Leader II	Teaches and leads efficient, highly effective reach team of 4–7 classrooms’ worth of students (elementary) or 4–7 teachers’ worth of students (secondary) and their teachers. Minimum number of students in pod: 75 for elementary; 300 secondary.	Minimum 4 years of experience as classroom teacher or reach teacher. Excellent at least 3 of last 4 years worked. Demonstrated leadership competencies.	\$20,000***	1.45
Multi-Classroom Leader I <i>(Requires especially thoughtful co-scheduling to make the MCL role viable.)</i>	Teaches and leads efficient, highly effective reach team of 2–3 classrooms’ worth of students (elementary) or 2–3 teachers’ worth of students (secondary) and their teachers. For 2-teacher pods, role must be embedded in larger reach team. Minimum number of students in pod: 40 for elementary; 180 secondary.	Minimum 3 years of experience as classroom teacher or reach teacher. Excellent at least 2 of last 3 years worked. Indicators of leadership competencies.	\$13,000	1.30

*Eligibility parameters are guidelines, not requirements. MCLs who do not sustain their records in advanced roles must take a role available at any lower level on the career path, and may remain and advance as long as record of excellence is sustained thereafter.

Pay supplement figures are examples only and are expressed as a percent of **average pay.

***Project L.I.F.T., a zone of high-poverty schools attempting turnarounds, pays \$23,000 for this role.

FIGURE 30. Example of District-Funded Teacher-Leader Career Paths

Position	Pay Supplement*
District-Funded Teacher-Leader Role:	Hybrid Leader IV Up to 75%
Design Specialist	Hybrid Leader III Up to 65%
Video Teacher	Hybrid Leader II Up to 50%
Leadership Coach	Hybrid Leader I Up to 22%
Digital Designer	Senior Hybrid 5–10%
Optional Step:	10–43%
Direct-Reach Teacher or Multi-Classroom Leader	20–more than 100%
Classroom Teacher	0%

*Pay supplement figures are examples only and are expressed as a percent of **average** pay.

FIGURE 31. Complete Educational Leadership Path with Multi-School Leadership

Multi-school leaders manage multiple schools with a team of principals and assistant principals for whom they are responsible. Multi-classroom leadership provides a new pathway for developing the leadership competencies and management skills of teachers before assuming schoolwide leadership roles, potentially increasing the quality and quantity of schoolwide leaders. Multi-school leadership similarly allows outstanding principals to develop their leadership skills and help other schoolwide leaders learn on the job—while retaining responsibility for student success. Role and pay detail for levels 5-11 on this progression will be addressed in future publications.

Level	Role
11	Superintendent
10	Assistant Superintendent
9	Multi-School Leader 4
8	Multi-School Leader 3
7	Multi-School Leader 2
6	Principal
5	Assistant Principal
4	Multi-Classroom Leader 4
3	Multi-Classroom Leader 3
2	Multi-Classroom Leader 2
1	Classroom Teacher or Direct-Reach Teacher
0	Pre-Service Teachers

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APPENDIX A.

PAY FOR HARD-TO-STAFF POSITIONS: STEM AND SPECIAL EDUCATION

Hard-to-staff pay provides greater financial rewards for those who teach in jobs that are harder to fill: roles in which the supply of teachers falls short of the need—for qualified teachers, and even more so for highly effective teachers. This typically includes:

- * Schools with greater numbers of economically disadvantaged students
- * Roles that are more demanding than is typical, primarily special education
- * Roles requiring knowledge and skills for which other jobs pay far more than teaching, primarily teaching in science, technology, engineering, and math (STEM)

Providing “market pay”—pay that draws teachers in large enough numbers into these roles—has been challenging. Paying more for any of these jobs can be accomplished by appropriating more money at the state or district/county level, when there is political will and fiscal capacity. But because of the large numbers of teachers, the amount of such pay supplements is typically limited and, particularly in the case of STEM pay, may not close the gap enough to entice larger numbers of capable people into these roles. In addition, teachers in other subjects may find it unfair to pay teachers in some subjects more than others.

How can Opportunity Culture career paths and pay help?

Opportunity Culture models provide a chance to increase pay for these teachers in amounts ranging from small supplements for all teachers to very large ones for highly effective teachers who can lead teaching teams successfully. Teachers entering one of these roles can see in advance that their career and pay opportunities will increase substantially with proven excellence, potentially attracting far more of those who believe they can achieve excellence. The prospect of working alongside highly effective peers from the start also may attract teachers who feel certain they can be effec-

tive, but who want intensive on-the-job development to increase their odds of achieving excellence consistently—and the pay and career opportunities that result.

The positive effect on recruiting of financially sustainable pay supplements of 10 percent to 70 percent is likely substantially greater than the recruiting effect of politically and financially tenuous, or clearly temporary, supplements of a much smaller size.

Put another way, a scientist or programmer making \$60,000 is unlikely to leave that job to start as a teacher at \$40,000. This just isn't feasible for many people who have college debt and other obligations undertaken based on expectations of higher pay. But if that person perceives that he or she will excel in teaching and can envision returning to that \$60,000 pay in less than five years of teaching and teacher-leadership, suddenly the call to teach is one that more people can answer. If that person also sees that longer-term pay can approach six figures with combined excellence and leadership, again, making a career switch seems more feasible.

The early Opportunity Culture schools included science and math teachers from the start as they phased in their new models, and all saw large increases in the number of qualified and outstanding applicants. (All of the early schools were high-poverty schools, and the supplements ranging from 10 percent to 50 percent indeed attracted large numbers of applicants, even in schools with unfilled positions previously.)

The paths and pay in this guide apply extremely well to STEM subjects. OpportunityCulture.org/STEM has additional resources for understanding the gap between supply and demand in STEM teaching and the negative impact on student outcomes, job opportunities, and economic growth. These resources also provide a focused look at how new school models can increase the number and impact of highly effective STEM teachers.

Special education has not been a focus of the earliest Opportunity Culture pilots, but special education teachers have already asked to be included in future years. (Look for more resources for building Opportunity Culture models that work for special education teachers in the future on OpportunityCulture.org.)

APPENDIX B. STATE-LEVEL OPTIONS

States wishing to make the transition to Opportunity Culture models in their schools have many options. Companion resources on OpportunityCulture.org will continue to present these options in increasing detail. Here we present a very brief summary adapted and expanded from *Projected Statewide Impact of “Opportunity Culture” School Models*.

A statewide implementation of Opportunity Culture models, career paths, and pay will depend on state preferences, funding, and policy environments. Leaders of statewide transitions will need to take these steps:

- * gathering political support for change
- * determining design parameters
- * identifying which districts make the transition to new models and in what order
- * funding the temporary costs of transition
- * making policy changes to allow great implementation.

Here we briefly address each of these steps except gathering political support.

Determining the design parameters:

States may set design parameters as a condition for providing districts with transition funding, which should align with the Opportunity Culture Principles. For example, they may set the:

- * minimum target for the percentage of students who will have highly effective teachers accountable for learning in certain subjects by a certain date,
- * minimum amount of pay supplements for common Opportunity Culture roles,
- * minimum amount of in-school planning and collaboration time that teachers and teacher-leaders must have, and
- * specific evaluation and accountability requirements for teachers in higher-paid, Opportunity Culture roles.

Other parameters may also be important to a state’s leaders. For example, some may want to set expectations for use of or limits on digital instruction, for minimum pay supplements for paraprofessionals supporting Opportunity Culture teachers, or for giving flexibility to schools to swap positions and costs freely to achieve great implementation.

However, states may also leave some or all of these decisions to districts. The more committed a state is to fully scaling up and funding transition costs, the more important it may be to establish design parameters.

Identifying which districts make the transition to new models and in what order

Options include:

- * Hand-picked, opt-in: State leaders or private philanthropists hand-pick opt-in pilot districts, based on district leader commitment and capacity, followed by a larger roll-out process of additional districts.
- * Selective opt-in application process: The state runs (or hires a private entity to run) a formal, structured application process for districts that choose to apply and show some combination of district leader commitment, capacity, and compelling plans, run by the state or a private entity.
- * Less-selective opt-in: The state provides partial support to a large number of districts that opt in. Districts would be responsible for organizing their own change processes and obtaining significant supplemental transition funding, if needed.
- * Mandate: The state mandates that all districts transition to Opportunity Culture models, on a schedule determined by the state, with financial and other support from the state and private entities.

Funding the temporary costs of transition

Initially, most districts will need some external assistance in some or all of three areas:

- * Facilitating the overall change process in a district, in collaboration with senior district leaders
- * Facilitating school design teams in selecting, creating, or tailoring school models
- * Aiding in district systems redesign—to build new career paths, compensation supplement schedules, budgeting rules, staffing flexibility guidelines, selection, training, and the like.

Most districts will not have funding to make the transition, unless they have a prior federal or private grant *and* choose to use it for these financially sustainable models. In the absence of prior funding, options include:

- * Private philanthropic funding for transition in a small number of districts; in the near future, this by itself is unlikely to result in the kind of statewide transformation modeled in *Projected Statewide Impact of “Opportunity Culture” School Models*.
- * Private philanthropic funding of a first cohort, followed by public funding for additional districts
- * Partial public transition funding supplemented by private philanthropy spread throughout the state

- * Partial public transition funding supplemented by private philanthropy obtained district-by-district
- * Public funding of all transition costs.

Regardless of the shapes that design parameters, district selection, and transition funding take, statewide implementation should:

- * Allow districts and schools time to plan for new models with significant teacher and school leader involvement
- * Provide opportunities for evaluation and improvement annually
- * Use natural attrition, rather than dismissal unwarranted by performance, to make the teaching workforce more selective.

Although states have many mechanisms at their disposal to encourage or enable districts to implement new models, career paths, and pay opportunities, some portion of districts and schools may wish to maintain their conventional structure.

As more states and districts implement an Opportunity Culture, we expect transition costs to decline, because an increased number of people experienced with these transitions will become available, and design materials will be improved. This in turn will reduce barriers to statewide transformation to higher-paid career paths that reach far more students with excellent teachers.

Making policy changes to allow great implementation

A full-scale implementation of Opportunity Culture models would require a state to grant flexibility to local school districts to develop new staffing structures and use funds in new ways. Detailed policy recommendations are beyond the scope of this report, but they are broadly discussed in *Seizing Opportunity at the Top II* and forthcoming publications that will reflect the experiences of pilot districts.

In brief, some critical policy conditions include the need to:

- * Identify excellent teachers (those approximately as strong as today's top 25 percent) in all grades and high-priority subjects, using increasingly accurate performance evaluation processes. These teachers will extend their reach to more students directly or by leading teams, and they will help peers improve.
- * In states that allocate funds to districts earmarked for certain positions, allow districts to swap positions at average pay rates to offer Opportunity Culture pay supplements. Otherwise, districts cannot offer teachers reach-extending pay supplements as large as those shown in this guide and *Projected Statewide Impact of "Opportunity Culture" School Models*, or they will be able to offer only limited numbers of positions.
- * Let teachers take responsibility for more students—by choice and for more pay—as long as highly effective teachers are responsible for each student's learning. Today's class-size laws rest on the antiquated assumption that teachers work alone, rather than in teams with on-the-job collaboration time and teacher-leadership—and with extra paraprofessional support as in other professions.
- * Remove any other barriers that inhibit schools from paying excellent teachers and their teams more for reaching more students.
- * Match formal accountability in the state's system to new teacher-leader and team-teacher roles, so that teachers are accountable (and get credit) for the students for whom they are responsible.

APPENDIX C. DETERMINING PAY SUPPLEMENTS FOR LARGE-CLASS TEACHER ROLES

The relationship between class size and the district’s budget allocation process will determine the range of pay supplements that schools can offer to teachers who take on larger classes, within limits and by choice. The following discussion assumes that the district budget allocation policy is based on the number of positions funded for a certain number of students. At the end, we consider a scenario in which the district uses a student-based budget allocation policy.

We have placed this section at the end of the guide because, at the time of publication, no Opportunity Culture schools had adopted larger-than-normal classes—that is, more students with each teacher at a given time. At least one school increased class sizes to more typical levels, though, after small classes had failed to achieve the intended impact—because finding enough highly effective teachers to teach in so many classrooms proved impossible. No matter the circumstances, schools considering class-size increases will want to do so carefully and in collaboration with the teachers affected, to maximize the positive impact on students of having great teachers more often and to minimize the burden on the teachers who willingly teach more students.

Before making final decisions about pay supplements for large-class teachers, the district must consider the impact of pay supplement structures, facilities and furniture costs, and paraprofessional costs. Here we offer an example going through these considerations.

A. Pay supplement structures

1. **What is the existing relationship between class size and the number of teaching positions funded through the district’s budget allocation process?** Identify the budget “cut points” for class size (the size at which more funds become available to pay teachers more).
 - a. Funds are generally allocated to schools based on the number of teaching positions needed to staff classes of a certain size. Class size is usually defined as a range. For this example, let’s say that teaching positions are funded for a class-size range of 15–29 students.
 - b. In this case, there is no “extra money” to pay for a class size of 29, but there is to pay for a class of 30 or more, because the budget cut point is 30 students.

A **budget cut point** is based on the state’s budget allocation formula—the tipping point at which a class would be split and an additional teacher hired. Pay supplements could be based on budget cut points or on a “maximum reasonable class size,” ideally determined in collaboration with teachers at the elementary and secondary levels.

2. **How will the district pay for an increase in class size?** Define the new allocation mechanism.
 - a. The district may choose to pay more only for classes that exceed the budget cut point (here, 30 students).
 - b. Alternatively, the district could choose to offer additional pay for classes that exceed the threshold for a reasonable class size. Here, with a budget cut point of 30, the average class size might be 25 students. The district could provide pay supplements for teachers with more than 25 students. *However*, to fund these supplements sustainably, if a district pays *more* for classes above the average but below the budget cut point (e.g. 27 students) it must also pay *less* for classes below the average (e.g., 23 students). We call this “class-size shifting.” Most districts would not choose this option, because of the instability of pay for teachers teaching smaller classes. Most districts would instead set “normal” class-size ranges to allow for fluctuations in school enrollment.
 - c. Note that the availability of large-class teaching positions is subject to some variation in school enrollment, unless a school and its teachers are willing to combine students at differing grade or subject levels into mixed classrooms to control class size.
 - d. Districts should decide in advance how pay will be affected if a student is enrolled only part of the year. Districts could pro-rate pay supplements based on the number of months or weeks of enrollment or provide an annual supplement based on September enrollment. The pay supplement should be structured to align, as closely as possible, with how revenue is received by the district. For example, if state allocations are set on a specific date, October 1 for example, then setting pay supplements on the same date would be the most financially certain option.
3. **To whom will large-class teaching positions be made available?** Specify criteria that will be used to determine eligibility. Criteria could include teachers’ effectiveness ratings, competencies, and years of experience as a regular teacher or in other extended-reach roles.
4. **What will be the limit on the number of students in a class at each level (elementary, middle, and high school)?** Decide whether to set specific district limits or permit schools to determine what is “reasonable and feasible.” Teachers affected should be included in this decision; no teacher should have a class larger than pre-existing limits without opting in.

5. Will the option of taking less pay for small classes also be made available? Consider the tradeoffs discussed in 2b above. Some teachers, such as those choosing to teach beyond a usual retirement age, might prefer this option. But it should be a choice.

6. Must a large-class teacher always be paired with a small-class teacher? What about vice versa? What are the financial implications?

B. Facilities and furniture costs

Consider the physical implications of large classes in your classrooms.

- 1. The classrooms must be big enough to accommodate a larger number of students.** More efficient table/furniture configurations and materials storage is one way to fit more students in the same room effectively.
- 2. There must also be enough classrooms to accommodate a larger number of classrooms when smaller class sizes are used at the same time.** Trailers are a common flex tool used for this, but this cost must be included in calculations of potential pay. Schools that use class-size shifting—an equal number of larger and smaller classes—will not need additional classrooms.

C. Paraprofessional costs

When paraprofessional support is part of the standard staffing policy—e.g., teacher assistants in lower grades—increasing class sizes may save paraprofessional costs, if the number of paraprofessionals declines. The exception to this might be much larger class sizes, in which the school might add extra paraprofessional support for large-class teachers to share. *Decreasing* class sizes increases paraprofessional costs, in addition to adding teachers to the payroll.

Pay Impact

Once all of the cost factors are considered, the district must calculate the marginal cost of providing an education to each additional student.

- 1. If the marginal cost is the same for all students regardless of class size . . .**

Then the teacher can earn a percentage of pay that reflected the additional student.

$$\text{New pay} = \text{Old pay} + 1/30 * (\text{Average pay})$$

As with other reach pay supplements, we use average pay as the base for the supplement. This is fair for teachers, who re-

ceive the same pay supplement for the same work (not more just because a teacher might have more years of experience and therefore a higher base salary). It is also fair to districts and schools because the cost of implementing new school models is predictable and not dependent on which teachers fill which positions. In addition, schools are not dis-incentivized from allowing experienced teachers to take this role.

In this example, if average pay is \$45,000, then the teacher would earn \$1,500 per student over 30.

Notice here that we do the calculation based on the budget cut point rather than average class size. This is a more conservative estimate, to prevent impossible pay scenarios that overextend district budgets.

- 2. If the marginal cost is lower when adding more students to a class . . .**

Then the formula for extra teacher pay could reflect this.

$$\text{New pay} = \text{Old pay} + 1/30 * (\text{Average Pay}) * 1.25$$

The factor of 1.25 is arbitrary here, and used only to illustrate how a larger supplement would be possible if the marginal cost of additional students is lower. In practice, this number would be greater than 1 and should reflect district-specific cost considerations. In this case, using the \$45,000 average salary from above, the teacher would earn \$1,875 per additional student.

- 3. If the marginal cost is higher when adding more students to a class . . .**

Then the formula for extra teacher pay could reflect this.

$$\text{New pay} = \text{Old pay} + 1/30 * (\text{Average Pay}) * 0.75$$

Again, the factor of 0.75 is arbitrary, and used to illustrate how a smaller supplement would be necessary if the marginal cost of additional students is higher (due to additional facilities costs, for example). In practice, this number would be less than 1 and should reflect district-specific cost considerations. Again, using the \$45,000 average salary from above, here the teacher would earn \$1,125 per additional student.

The preceding discussion assumes that the district budget allocation policy is based on the number of positions funded for a certain number of students. However, if the budgeting from the state is *per student* and not affected by class-size assumptions, then districts and schools have more freedom to pay teachers on a per-student basis. However, as mentioned above, paying more for an above-average class size requires paying less for a lower class size. This would create an unpredictable income situation for teachers, and one outside their control in many circumstances.⁷

APPENDIX D. UNDERSTANDING EXISTING CAREER PATHS AND COMPENSATION IN THE DISTRICT — CHECKLIST

To redesign career and compensation models to support an Opportunity Culture, the district must first scrutinize its existing career and compensation structures. The checklist that follows is designed to help district leaders understand those systems. It lays the groundwork for later analysis to determine how Opportunity Culture models enhance pay and change the pay decision-making process. It is most important when a district is considering multiple compensation changes, not just adding Opportunity Culture roles to the existing pay structure.

Understand current decision-making models

- Who has authority to hire and define and assign roles?
- Who has authority to determine compensation of new hires and existing teachers?
- Who has authority to terminate employment?
- Are there any legislative or administrative barriers to transitioning to new models?

Understand existing performance evaluation process

- Do you measure performance?
- Can you identify the top 25 percent of teachers?
- How do you measure performance?
 - Who measures it, how often, and using what process?
 - Do you measure value-added? How confident are you that performance measures are correlated with student progress?
 - Do you measure leadership and teamwork competencies relevant to Opportunity Culture reach-extension models? (Note: they can be added to selection process either way)
- How is performance measurement used? Development? Pay? Promotion/career paths?

Understand existing roles and career advancement opportunities

- Are there roles that allow for career advancement? In the classroom? Out of the classroom?
- Is career advancement tied to compensation in any way?
 - How? Which roles pay more? Why? Do they add content or organizing value to teaching process?
 - How much more do they pay? Are they formulaic or at manager's discretion? Provide detailed schedule.
- How is advancement funded? Is funding sustainable (not limited to a grant term)? Is advancement sustainably funded by reallocation of dollars at school level or district level?

- What development is available to help people advance their careers? On the job? Other?
- What training is available for people who advance to roles very different from past work?
- Do advanced roles have formal performance measures aligned with enhanced responsibilities?
- Is authority formal and clear to avoid conflicting authority and diffusion of responsibility?

Understand existing compensation

- How is starting pay determined for new employees? Structure/scales? Discretion within those? By whom?
- How are annual pay increases determined? Structure/scales? Discretion within those? By whom?
- Are there other pay opportunities? (For advanced roles, performance, skills/degrees, certification, etc.)

Understand current resources

- Identify current funding sources—federal, state, and local—and how much each generates
 - Identify how funds from each source are allocated
 - Identify statutory or administrative restrictions for each source that limit districts' and schools' ability to repurpose funds
- Inventory existing professional, technological, and capital resources:
 - Teacher numbers and effectiveness distribution by school and subject/grade
 - Instructional coaches by school and subject and grades affected
 - Teaching assistants by school and subject and grades affected
 - Technology lab personnel, facilities, and equipment by school

Understand district and state policies that allow or restrict flexible use of funds and/or positions

- Are there restrictions on the use of freed funds (e.g., the use of funding for teacher positions being used to fund new paraprofessionals, technology, and distributed as stipends to reach-extending teachers) that will need to change?

Notes

1. Study results vary, but the top 20 percent of teachers produce about three times the progress of the bottom 20 percent of teachers, and a poor or African-American student who has a top-25 percent teacher rather than a bottom-25 percent teacher for four years in a row will close the achievement gap with his or her non-poor or white peers. Sources include: Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Center. Retrieved from http://www.cgp.upenn.edu/pdf/Sanders_Rivers-TVASS_teacher%20effects.pdf; Kane, T. J., Rockoff, J.E., & Staiger, D. O. (2006). *What does certification tell us about teacher effectiveness?* Cambridge, MA: National Bureau of Economic Research. Retrieved from http://www.nber.org/papers/w12155.pdf?new_window=1; and Gordon, R., Kane, T. J., & Staiger, D. O. (1996). *Identifying teacher performance on the job*. Washington, DC: The Hamilton Project. Retrieved from http://www.brookings.edu/views/papers/200604hamilton_1.pdf.

2. Bill & Melinda Gates Foundation (2010). *Learning about teaching: Initial findings from the Measures of Effective Teaching project*. Seattle, WA: Author. Retrieved from http://www.metproject.org/downloads/Preliminary_Findings-Research_Paper.pdf

3. Each of these roles could have a different funding mechanism, such as: Design specialists funded through district reallocation; digital designers funded through private ventures; and video teachers funded through district reallocation, with cost recaptured with a small “tax” on Opportunity Culture schools out of their reach savings.

4. Adding paraprofessionals, and co-scheduling grade and subject

teams, also provides teachers with additional planning and team collaboration time, in addition to higher pay.

5. Public Impact: Holly, C., Dean, S., Hassel, E. A., & Hassel, B. C. (2014). *Projected statewide impact of “Opportunity Culture” school models*. Chapel Hill, NC: Author. Retrieved from http://opportunityculture.org/wp-content/uploads/2014/05/Projected_Statewide_Impact_of_Oppor_tunity_Culture_School_Models-Public_Impact.pdf

6. National average teacher salary was \$56,103 for the 2012–13 school year. From NEA Rankings & Estimates 2013–14, Table C-11. <http://www.nea.org/assets/docs/NEA-Rankings-and-Estimates-2013-2014.pdf>. Teacher aide salary from salary.com was \$20,761 (median for 2014). The higher salary of \$26,500 was used to reflect the desire to pay more for paraprofessionals in supporting reach extension and to demonstrate financial sustainability under these more rigorous assumptions. Likewise, the new technology costs for grades 6–12 are high-side estimates.

7. This is how funding for a “solo practice” works in other professions, but not how it works in larger professional organizations. Larger professional organizations pay steady salaries based on assumptions about “average load” per professional. When the load is persistently too low for a professional, that would be cause for limiting pay increases and eventually for termination (not enough patients or clients are choosing the person). When a load is persistently heavy for a professional, a bonus typically would follow, funded by the extra clients or patients served. Often the extra revenue generated by highly productive individuals is split between the individual and the organization (the partners take a profit, or, in a nonprofit, the organization covers other expenses with the excess).