REDESIGNING SCHOOLS

MODELS TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

SCHEDULE EXAMPLE: ELEMENTARY SUBJECT SPECIALIZATION

This example shows how schools using an Elementary Subject Specialization model to extend teachers' reach to more students, for more pay, can provide time for team collaboration and planning. Schools may find this and other Opportunity Culture reach-extension models, which allow enhanced career and pay opportunities, especially effective for recruiting and retaining excellent teachers and teams in hard-to-staff schools and positions, such as STEM teaching.

In this schedule example, one teacher specializes in math/science (M/S), and two teachers specialize in English language arts/social studies (LA/SS). Each class has 24 students. The three teachers cover all four classes with the help of a learning coach who oversees a block that may include homework-at-school time, skills practice, or project work. Or, students may attend a second "specials" class during this time.

- This example assumes a 6.5-hour school day for students. Core academic periods (1, 2, 5, and 6) are 66 minutes. Periods 3 and 4 (specials and lunch/recess) are 55 minutes.
- Total weekly time in the core subjects is the same as in traditional schools—22 hours: 11 with LA/SS teacher, 5.5 with M/S teacher, and 5.5 in time spent with the learning coach.
- A teacher's assistant may also take care of students during homeroom and class transitions, and help supervise during lunch/recess. The learning coach may help with some of these duties.
- Periods 3 and 4 are potential planning and professional development times for teachers A, B, and C—individually or as a team.
- Table 1 shows where students are through the day; Table 2 shows how the teachers' and learning coach's schedules line up.

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**

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

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TABLE 1: EXAMPLE DAILY SCHEDULE OF STUDENTS' TIME IN CLASSES A–D*

	Class Period—Where are the Students?*					
Student Classes A–D	**1**	**2**	**3**	**4**	**5**	**6**
Class A	**LA/SS Block Part 1** With Teacher A	**LA/SS Block Part 2** With Teacher A	**Special** (Art, Music, Etc.)	**Lunch/Recess**	**Math/Science** With Teacher C	**Supervised Homework-at-School Time/ Another Special****
Class B	**LA/SS Block Part 1** With Teacher B	**LA/SS Block Part 2** With Teacher B	**Lunch/Recess**	**Special** (Art, Music, Etc.)	**Supervised Homework-at-School Time/ Another Special****	**Math/Science** With Teacher C
Class C	**Math/Science** With Teacher C	**Supervised Homework-at-School Time/ Another Special****	**Special** (Art, Music, Etc.)	**Lunch/Recess**	**LA/SS Block Part 1** With Teacher A	**LA/SS Block Part 2** With Teacher A
Class D	**Supervised Homework-at-School Time/ Another Special****	**Math/Science** With Teacher C	**Lunch/Recess**	**Special** (Art, Music, Etc.)	**LA/SS Block Part 1** With Teacher B	**LA/SS Block Part 2** With Teacher B

*This schedule does not include homeroom.
**Supervised by learning coach

TABLE 2: TEACHERS' SCHEDULES

	Class Period—Where is the Teacher?*					
	1	**2**	**3**	**4**	**5**	**6**
	Excellent Teacher A's Schedule					
Student Classes A and C	**LA/SS Block Part 1** With Class A	**LA/SS Block Part 2** With Class A	**Teacher Planning Time**	**Teacher Planning Time**	**LA/SS Block Part 1** With Class C	**LA/SS Block Part 2** With Class C
	Excellent Teacher B's Schedule					
Student Classes B and D	**LA/SS Block Part 1** With Class B	**LA/SS Block Part 2** With Class B	**Teacher Planning Time**	**Teacher Planning Time**	**LA/SS Block Part 1** With Class D	**LA/SS Block Part 2** With Class D
	Excellent Teacher C's Schedule					
Student Classes A–D	**Math/Science** With Class C	**Math/Science** With Class D	**Teacher Planning Time**	**Teacher Planning Time**	**Math/Science** With Class A	**Math/Science** With Class B
	Learning Coach's Schedule					
Student Classes A–D	**Monitor Class D**	**Monitor Class C**	**Lunch/ Recess Monitoring**	**Lunch/ Recess Monitoring**	**Monitor Class B**	**Monitor Class A**

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