



An Opportunity Culture for *All*

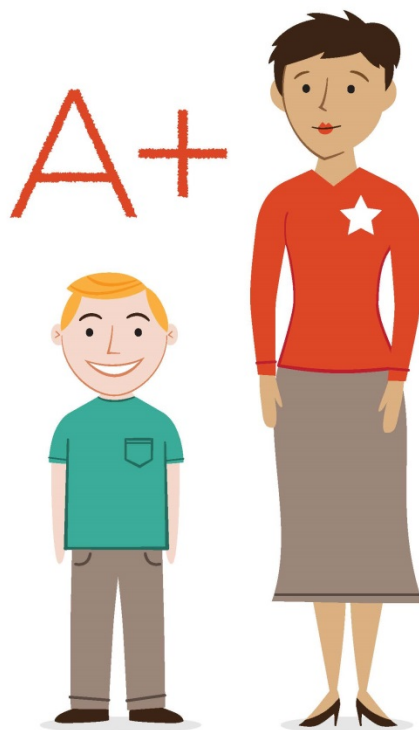
Reaching All Students with Excellent Teaching
and Transforming the Profession



N.C. General Assembly
Educator Effectiveness and Compensation Task Force
March 17, 2014



Great Schools & Teachers Beat the Odds



A Tale of Two Students: Grades 1–8



Two Years Ahead

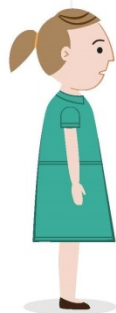
Two students start 1st grade two years behind:

- One has excellent teachers every year, and achieves honors.
- The other has good, solid teachers every year—and stays behind.



Still Two Years Behind

Middle and Top Students Need Excellence



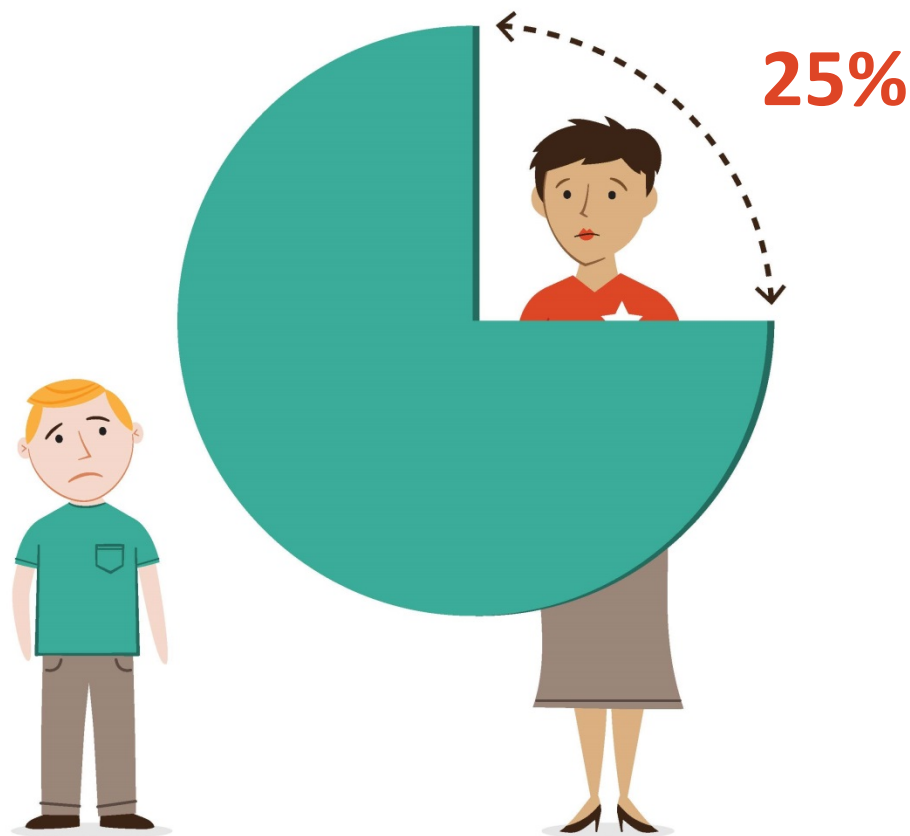
International
Peers

One Year Behind

At Grade Level

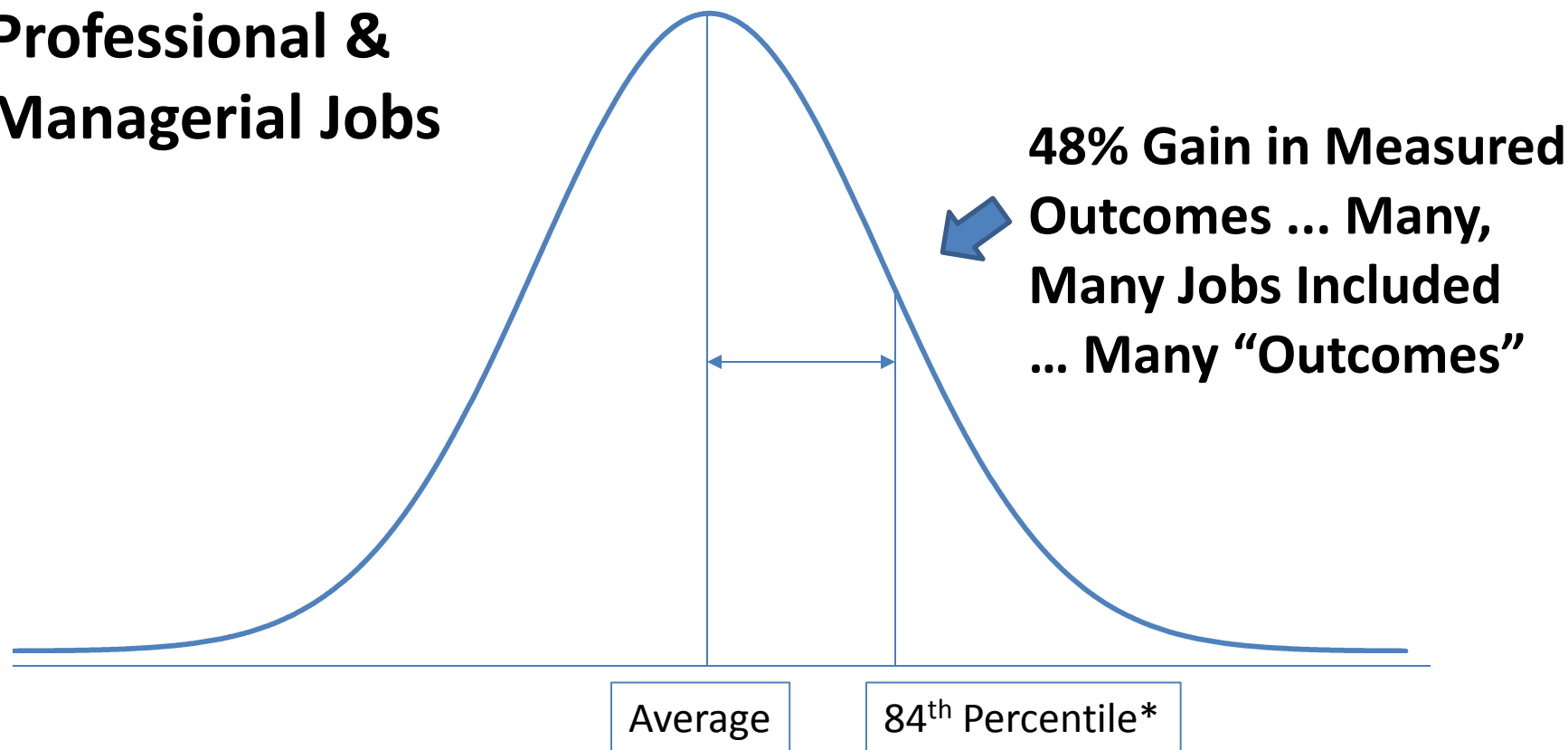
One Year Ahead

Can Best Help More Students & *Peers*?



Performance in High-Complexity Jobs

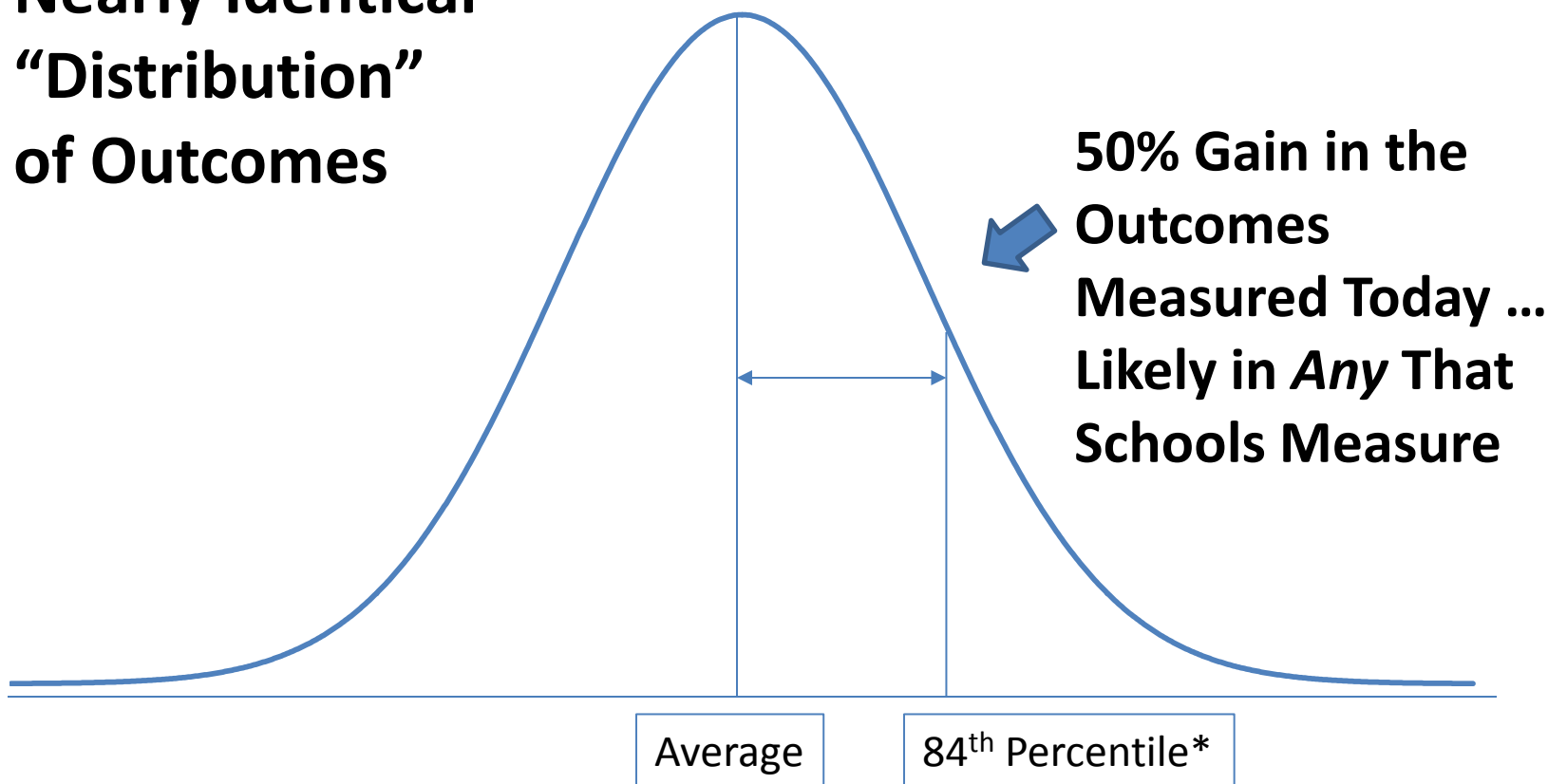
Professional & Managerial Jobs



* Assuming a normal distribution of outcomes. Source: Hunter, John E.; Schmidt, Frank L.; Judiesch, Michael K., “Individual differences in output variability as a function of job complexity,” *Journal of Applied Psychology*, Vol. 75(1), Feb. 1990, pp. 28-42.

Performance in Teaching

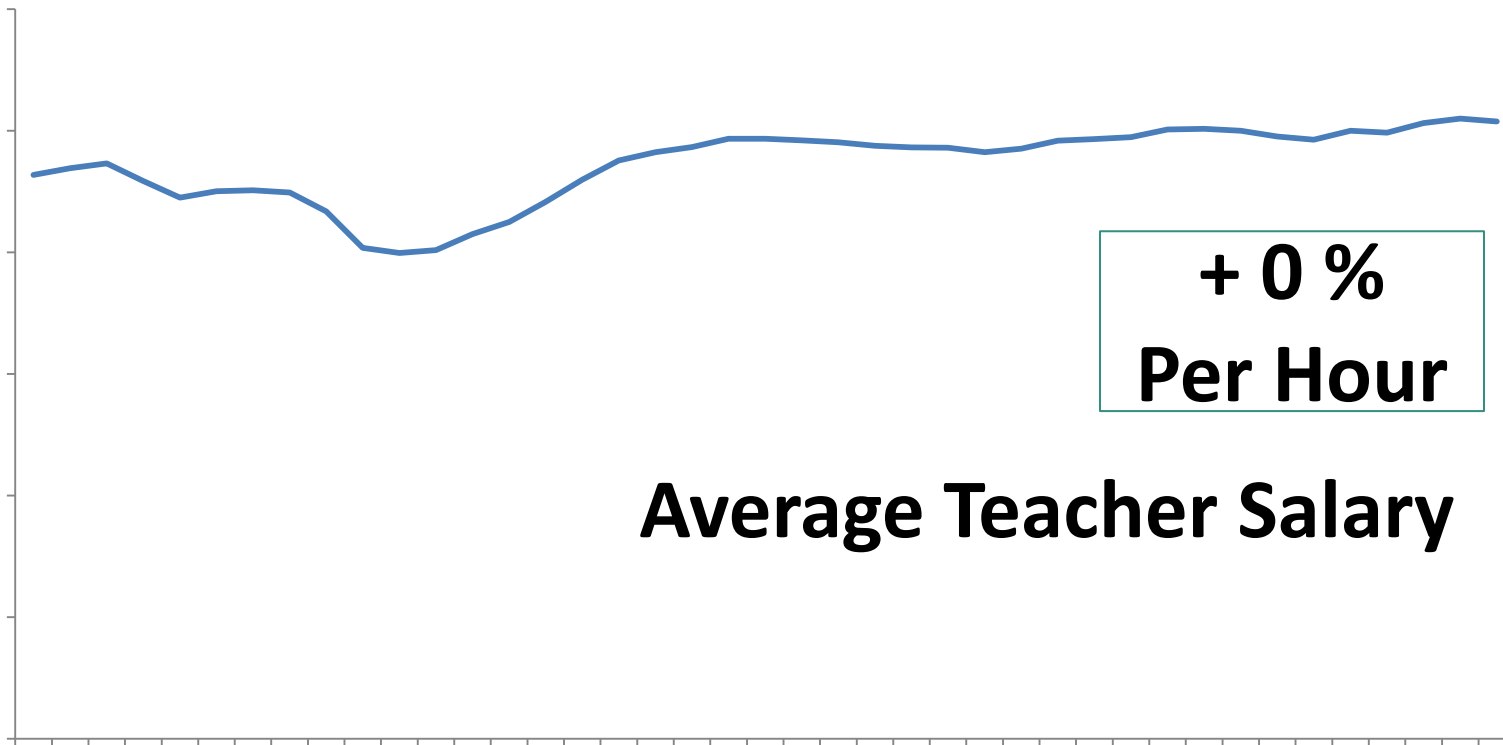
**Nearly Identical
“Distribution”
of Outcomes**



* Assuming a normal distribution of outcomes. Source: Hanushek, Eric A., “The Trade-off between Child Quantity and Quality,” *The Journal of Political Economy*, Vol. 100(1), Feb. 1992, p. 107.

1970 – 2010 Pay Changes

Average Teacher Salary



Average Teacher Salary

Where else did the money go?

- Some: Necessary investments in ESL and special-needs teaching.
- Other: More jobs, but **not** higher-paid teaching jobs ...
 - But other professions differentiated roles and pay more than ever ... adding paraprofessionals to save time and full-accountability team leaders.

A Better Way for Students & Teachers?



New School Models

OPPORTUNITY CULTURE



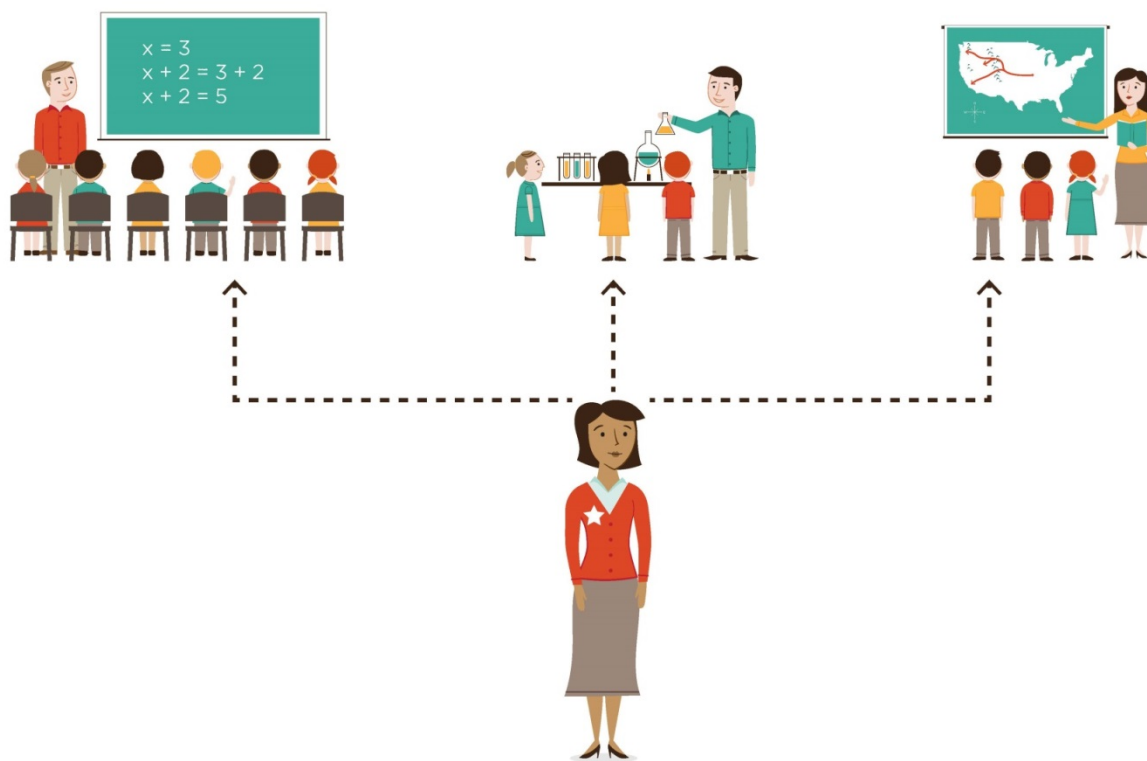
for Students



and Teachers

Multi-Classroom Leadership

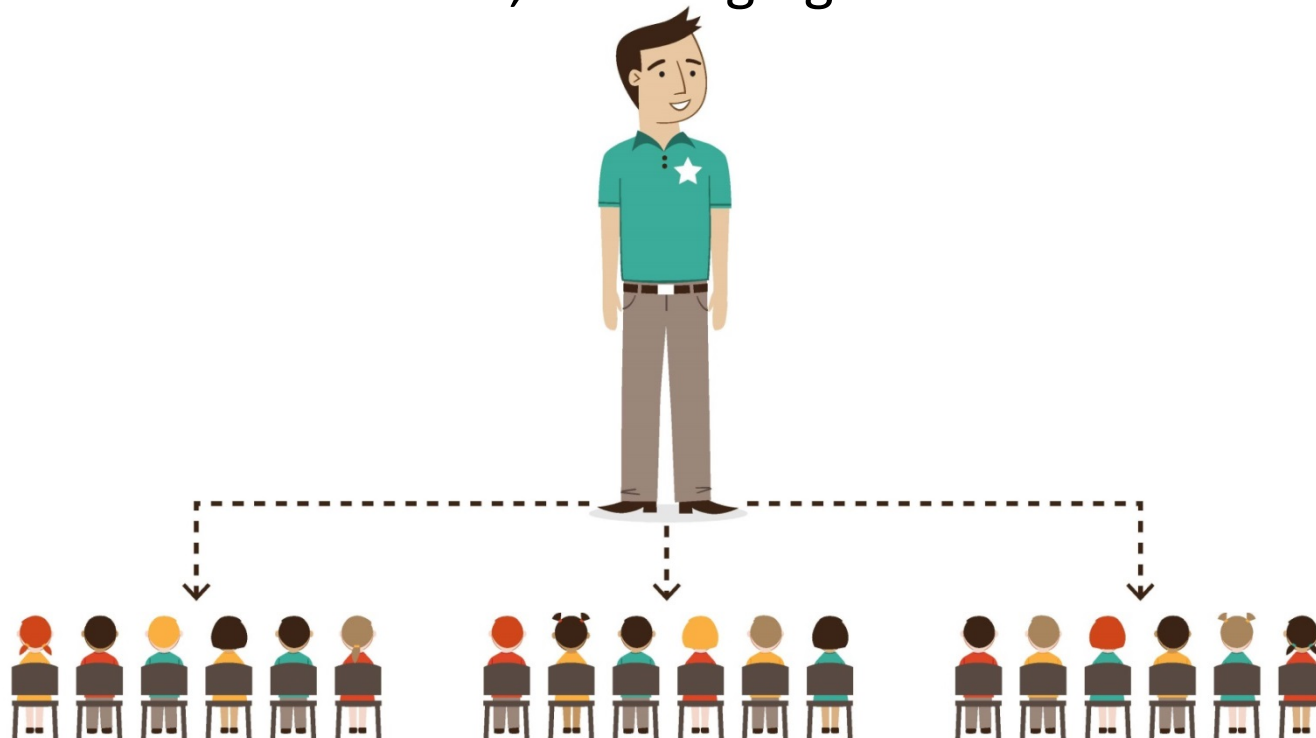
Teachers with leadership skills both teach and lead teams of teachers & assistants, sharing strategies and best practices.



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

Elementary Subject Specialization

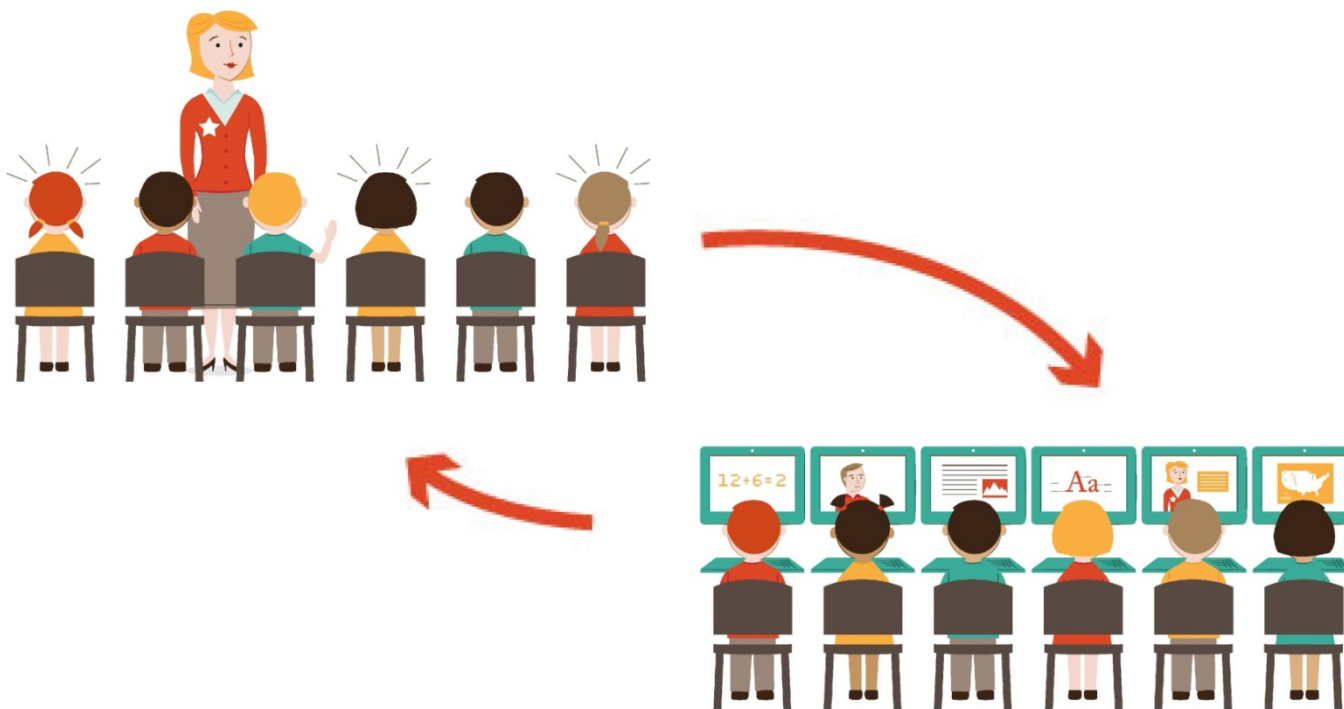
Excellent teachers specialize in high-priority subjects and the most crucial, challenging roles.



Teammates take care of students the rest of the time and cover administrative paperwork. Specializing teachers instruct up to three times the students, earn more, and gain time for planning, development, and collaboration.

Time-Technology Swap

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



Digital instruction and offline work—as little as an hour a day—replace enough teacher time that they can teach more students, plan more, and earn more. Teachers use face-to-face teaching time for higher-order learning and personalized follow-up.

Remotely Located Teaching



Opportunity Culture Principles

School teams of teachers & school leaders choose models to:

- 1) Reach more students with excellent teachers and their teams
- 2) Pay teachers more for reach....
- 3) ...within regular budgets
- 4) Provide planning and development time at school
- 5) Match authority and accountability to teachers' responsibilities

Why Shouldn't Teachers Earn More?



How to Pay More, Within Budget

Primary Methods:

- Replace a team-teaching position with a paraprofessional
- Shift some non-classroom teaching specialists back to classrooms (not ESL and special needs)

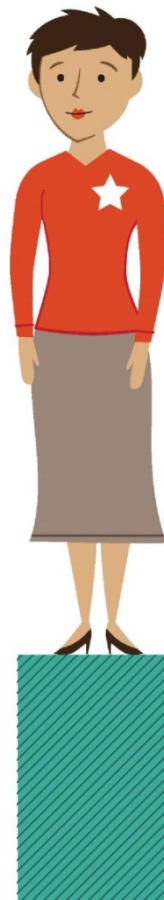
Other Options Schools May Choose:

- Reallocate other spending
- Reduce new facilities costs (fewer walls)
- Offer team-teaching roles with shorter work hours
- Increase class sizes slightly (within limits, and by a teacher's choice)

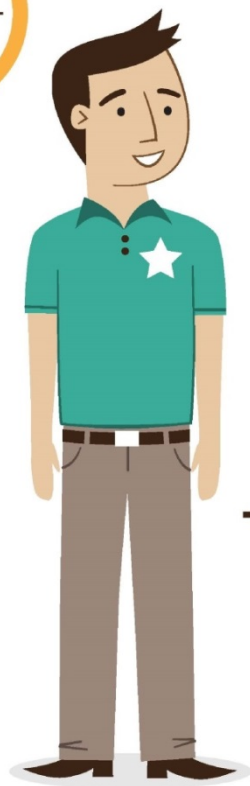
Project LIFT: Paying Teachers More

- MCLs: **\$16,000 to \$23,000** more
(35–50% more than state average)
- Subject Specialization/Time Swap
teachers: **\$4,600 to \$9,200** more
(10–20% more than state average)

Advancing While Continuing to Teach



Culture of Excellence for All Teachers



School-Day Time

- for Collaboration
- for Planning
- for On-the-Job Learning

Leading the State ... and U.S.A.



N.C. Teacher Pay

- **Incentivize Opportunity Culture transition:** temporary cost achieves higher pay for most.
- **10% for other increases combined:**
 - All pay is too low, so increase across the board
 - Shift more pay earlier in careers
 - Highly effective teachers skip steps, e.g., skip 2 steps up to 5 times; “year 15” pay possible by year 6. Any teacher can achieve, any year.
 - Pay more for working in hard-to-staff schools
 - Optional *only if* step-skipping and large Opportunity Culture increases are available: advanced degree and STEM supplements
- **The tab: ~\$450 million for top-third pay in nation, best in nation for better teachers**
- ***Optional higher investment: Raise the roof.*** More years of step-skipping for highly effective teachers = faster ascent and higher top pay for consistently highly effective teachers.

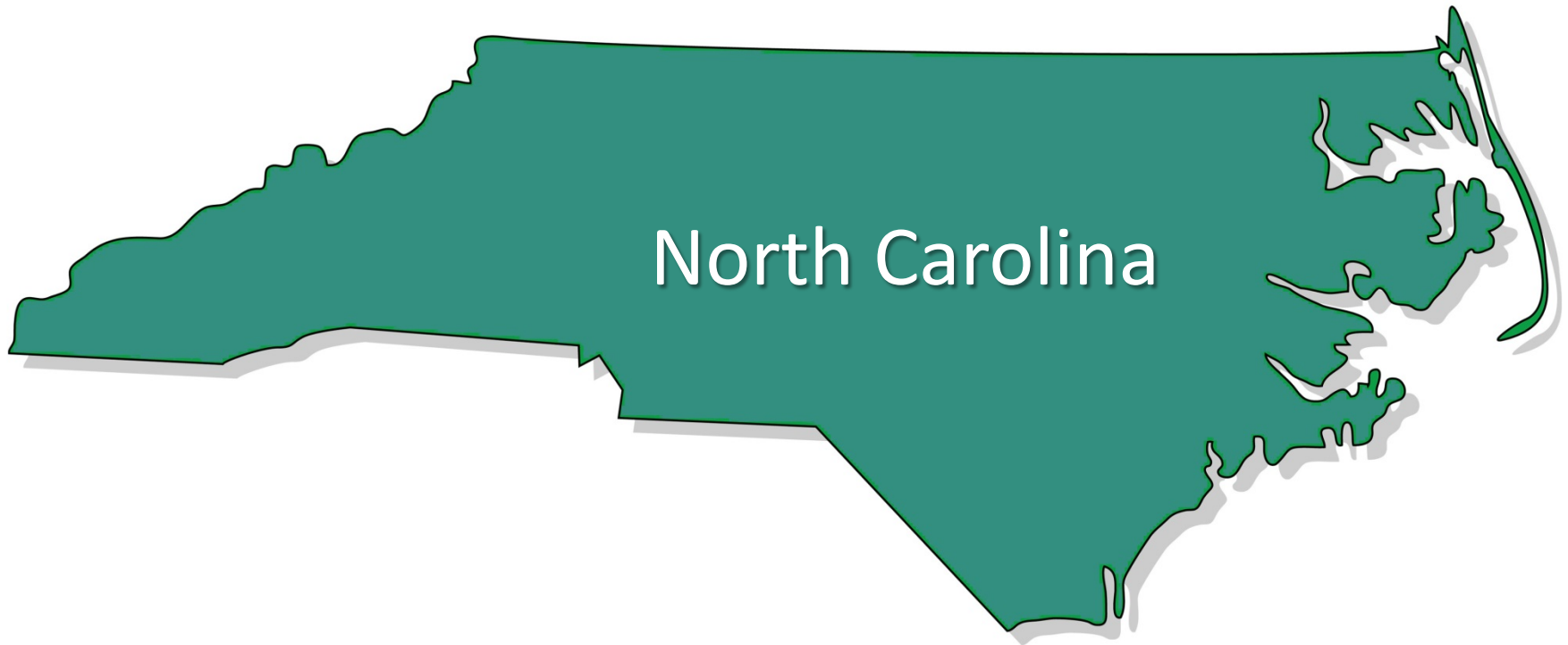
State-Level Opportunity Culture Pay Default

	Reach Team Teachers	Senior/Master Reach Teachers	Multi-Classroom Leaders
Available to	Effective Teachers	Highly-Effective Teachers (e.g., 2 / 3 most recent years)	Highly-Effective Teachers (e.g., 2 / 3, or 3 / 4 most recent years)
Pay Premium	3 – 6%	10 – 25%	30 – 100%
Role Summary	Learn and contribute to team extending reach	Extend reach directly. Advanced teaching role on reach team. Mentor others.	Lead team to excellence using reach models. Accountable for all of team's students.
Career Paths	Move on 3 paths with advanced instruction, mentoring, & commitment: <ul style="list-style-type: none"> • Elementary Specialist • Blended-Learning Teacher • Expanded-Impact Teacher (low tech) 		Advance by leading more classrooms well, while teaching.

N.C. Policy Changes Needed for OC Scale

- Fund swapped positions at their full value
 - Currently, schools can “trade in” state-funded teaching or specialist positions for other roles, but the state gives the school only the *starting* pay for a position, even if it was a higher-paid job, reducing pay increase funds. (Where does that excess money go, and why?)
- Allow more students to be assigned to good and great teachers, as long as the ratio of students to adults during instructional time stays in limits.
 - Current law K–3 clings to one-teacher-one-class.
 - Grades 4–12 have no rational limits ... and no incentive for models that provide better teaching.

Impact on Teachers, Students, Economy



OpportunityCulture.org