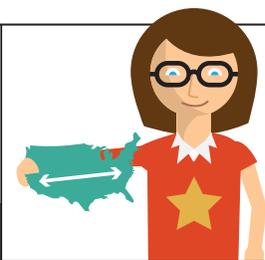


CHARLOTTE, N.C.'S PROJECT L.I.F.T.

ASHLEY PARK PreK-8 LAUNCHES MULTI-CLASSROOM LEADERSHIP AND BLENDED LEARNING

AN OPPORTUNITY CULTURE CASE STUDY



Reach Models in Use

- ★ Multi-Classroom Leadership
- ★ Time-Technology Swap—Flex

★ Watch a brief video:

Principals from Ranson and Ashley Park schools discuss why they decided to create an Opportunity Culture at their schools.

Fact File

- ★ Project L.I.F.T. (Leadership and Investment for Transformation) is a public-private partnership to improve academics at nine historically low-performing, high-need schools totaling about 7,000 students in western Charlotte, N.C.
- ★ Goals include raising West Charlotte High School's graduation rate from 54 percent in 2011 to 90 percent by 2017, with a focus on its eight feeder schools.
- ★ Ashley Park PreK-8 School, is one of four L.I.F.T. schools implementing new Opportunity Culture school models and roles beginning in 2013-14; the district is scaling up the models into additional schools.
- ★ Ashley Park enrolled 600 students in 2013-14; 98 percent of its students are low-income, and its student body is 90 percent African-American, 3 percent Latino, and 1 percent white.
- ★ In 2012-13, before implementing Opportunity Culture models, 20 percent of the students were at or above grade level in state reading tests, and 29 percent in math, although the school did exceed expected growth.
- ★ This study is based on interviews and site visits conducted as Ashley Park was beginning to implement its new reach-extension models, and is an example of how to select reach-extension models and begin implementation in part of the schools.

SUMMARY

When Principal Tonya Kales came to Ashley Park PreK-8 in 2009, she confronted a school at the end of its rope. "Ashley Park was a beautiful facility, but there was no learning going on in the building," Kales, principal from 2009 through spring 2013, says. "It was a chaotic environment for both kids and adults. There were daily physical altercations of all kinds. It was a hostile environment; we had adults here that were totally incompetent in their teaching skills, and the kids were in turn so disengaged. It was really just horrible. I wasn't leading anything—I was just trying to get people in and out of here safely each day."

This historically low-performing, high-need school feeds into West Charlotte High School, which holds political and historical significance in the city as an anchor for its community and as the focal point of the city's school desegregation efforts in the 1970s. But Ashley Park was sending students to West Charlotte who were in no way equipped for high school.

"I had never seen anything like it," says Kales, a 22-year veteran of the Charlotte-Mecklenburg Schools (CMS). "The school had been showing negative growth before I had been transferred here. I never knew that in CMS there were schools achieving so low."

To right the school, CMS sent in Kales, who taught for 18 years before becoming a principal at two schools—though never at a turnaround school. Kales saw from the beginning how disengaged her students were.

On the first formative assessment in 2009, “students didn’t even open the book. They circled a few things on the bubble sheet, put their heads down, and were done.”

Kales made rapid-fire changes, bringing in new staff, changing the relationships among the grades to improve instruction, and creating a culture of caring combined with high expectations. The percentage of students meeting state standards increased by 12 percentage points in reading and 15 percentage points in math in the first year of the turnaround under Kales and Assistant Principal Jeanette Reber.

But while those efforts led to steady progress and high growth each year since, Kales was troubled by an ongoing lag in English language arts achievement, despite having tried numerous reading programs and professional development. When Kales heard the pitch from Project L.I.F.T. about creating an Opportunity Culture school—which uses job redesign and technology to extend the reach of excellent teachers to more students, for more pay, within budget, while providing teachers with career advancement possibilities within the classroom—she signed on.

Ashley Park already has plenty of high-performing teachers, she says, reducing its need to extend just a few great teachers’ reach. But she was drawn to other aspects of an Opportunity Culture—such as career advancement without leaving teaching, and the use of blended learning—to retain her great teachers and further boost her students’ learning.

So for the 2013–14 school year, Ashley Park planned to have teachers in some grades working in teams under a multi-classroom leader accountable for the results of all students in his or her “pod,” and one literacy teacher using blended learning, a mix of online and in-person instruction. In future years, the school’s design team will make other needed changes based on what it learned from the first year. This case study looks at the planning and early days of Ashley Park’s Opportunity Culture work.

BEGINNING THE TURNAROUND

In 2009, Kales brought six experienced professionals with her to Ashley Park—Jeanette Reber, an assistant principal who had worked with Kales before, and five high-performing teachers.

“I was able to turn over the staff very quickly,” Kales says, because she could attract more great teachers she had worked with before. “I’ve been in the district for a very long time. We wanted to bring the people back together.”

Working with Education Resource Strategies (ERS), Kales and Reber went through a strategic school redesign process to align all decisions made at the school with three core values (see “Ashley Park’s Core Values”).

“The choices we were making about what we were doing in the school were vetted through the lens of which of the three core

ASHLEY PARK’S CORE VALUES

- ★ **Build a collaborative culture:** All teachers and staff work together and own the results
- ★ **Focus on results:** Data drives all decisions
- ★ **Ensure all students are learning:** Use personalized instruction to meet all students’ needs

values we were supporting—if they were not supporting the core values, then we did not do it. They could be good ideas, but we did not want to get off track,” Kales says. “Teachers like predictability—but this didn’t become a micromanagement system. They still have autonomy, but we are micromanaging the overall values. Leaders confuse people when decision-making isn’t consistent, or when they abandon things early in the game when things get hard, and try a bunch of different ways. You never see the outcome of what you could have done if you keep going [all those] different ways.”

Kales and Reber structured Ashley Park on a “family model,” based on their observation that while students might succeed in one grade, they might not be prepared for the next year. “You need to have a big conversation between second- and third-grade teachers, and teachers needed to understand the grade levels that come before and after them,” Kales says.

Rather than being assigned to a specific classroom, students are placed into “families” that span two grades (beginning with K–1, which includes pre-K; sixth grade stands alone). Teachers work in a team overseeing a family, with the team deciding daily or weekly which teachers will work with which students, and when—grouping the students based not on a specific grade but on data gathered from Discovery Education interim assessments and frequent teacher-created assessments. Thus, as students arrive each day, teachers tell them where to go to begin the day’s work. Teachers for each family are accountable for the results of all students in that family.

“Over the years, we’ve increased the amount of planning time that teachers have, but they dictate the way that they use this time,” Kales says. “Each family designs what their planning time will be used for. Very rarely do we mandate what teachers do on each day.”

The family model helped unify the school, and established a culture of caring. Students got the message that “we care about you and love you, and have high standards for you,” Kales says. “The kids had always been intelligent but had never applied or invested themselves, and they didn’t see themselves as learners. We put teachers in front of them that had high expectations. There was not a lot of pushback; many embraced it.”

Using the family model combined with a high-performing principal's careful hiring of teachers (who could earn more in coming to the low-performing school), Ashley Park saw quick upticks in learning.

"Success breeds more success. At the end of our first school year, we had higher gains than in any other school in the district," Kales says. "Each year we've steadily made progress and shown high growth—more than one year of growth every year, which we have to if we are ever going to close the achievement gap."

In the process, Ashley Park has been able to attract teachers eager to work in this structure, she says. "All four years have built upon the year before, and we've been able to fill this school with people who are craving for what more can happen. The school is no longer directed so much by me but by them as educators in the building."

REACHING FOR THE NEXT LEVEL—FROM GOOD TO GREAT

Given the continuing lag in growth in English language arts (ELA)—the percentage of students reading at grade level remained stuck in the 40s in 2010–11 and 2011–12—Kales considered her options.

"We looked at what more needs to happen there that will increase the learning in the school year. We have done all of the changing instructors, the typical things. What do we need to tweak? We have time, people, and resources as our key levers for change. How do we adjust based on what we have?"

Kales focused relentlessly on student growth, always searching for proven new approaches to increase learning. When Project L.I.F.T.'s executive director, Denise Watts, gave all L.I.F.T. principals the option of creating their own Opportunity Culture schools, Kales' ears perked up.

As she has said: "If there was one thing I knew, it was that I'd tried everything out there. I was definitely willing to take big risks with new ideas, because what we were doing just wasn't enough."²²



Tonya Kales, then principal at Ashley Park, thought an Opportunity Culture could prove especially useful in creating stability in her teaching staff.

"I was definitely willing to take big risks with new ideas, because what we were doing just wasn't enough."

—Tonya Kales

In Public Impact's Opportunity Culture initiative—which highlights the potential of using job redesign and technology to reach more students with excellent teachers, for more pay, within budget—schools develop new teaching roles, form collaborative teams able to meet during school hours, and enhance teacher development. Teachers and staff have the opportunity to develop to their full potential through collaboration with and leadership from excellent teachers, and career advancement allows teachers to earn more and help more students.

Kales saw in an Opportunity Culture the ability to retain her great teachers, and to use blended learning to improve results.

"Our work is all about having strong talent in the building and how we build that, and continue to grow it and impact the school as a whole," she says. "We are not using these models necessarily to extend teachers' reach. I do not have a teacher in this building where I wouldn't put my child in the room. The issue at Ashley Park is that we need to create stability in the staff over time. ... For us, it wasn't so much about the work of teachers trying to reach more teachers; it was more about the opportunity piece for teachers to take on more responsibility and be compensated for it, and therefore create more stability in the staff."

A school design team, which included Reber and excellent teachers already on the staff, worked through the fall and spring of 2012–13 to choose and prepare for two new Opportunity Culture job models: **Multi-Classroom Leadership** and **Time-Technology Swaps**.

In a **Time-Technology Swap**, which uses blended learning, students spend a portion of their learning time—as little as an hour per day—engaged in personalized digital instruction, freeing enough of an excellent teacher's time to reach more students. Students learn the basics online, allowing excellent teachers to focus their in-person teaching on individualized follow-up and higher-order thinking skills. In a rotation model of a Time-Technology Swap, students alternate between digital instruction and an in-person teacher on a fixed schedule. In a flex model, as Ashley Park is using, students move among digital, small-group, and large-group instruction on an individualized schedule. The blended-learning teacher receives a \$9,200 supplement to the district salary, funded within budget by having a larger total student load and reallocating funding from the instructional facilitator positions.

“We were most interested in the Time-Technology Swap, because we had not done this before,” Kales says. “We hadn’t dealt with the idea of using software as a teaching tool that would allow us to do more things instructionally. That was the one key thing we were most interested in that we hadn’t done. We had done everything that we knew to do.”

A **multi-classroom leader** (MCL) is an excellent teacher who leads a teaching team of one or more other teachers. The MCL stays in the classroom as a teacher; is accountable for the team’s teaching and the outcomes of all the team’s students; sets the methods and materials used; and collaborates with and develops the team. At Ashley Park, MCLs lead small teams of novice and/or developing teachers, co-teaching, observing, and developing them, while also directly teaching groups of students, with support from learning coaches. Within the Project L.I.F.T. career ladder, MCLs can be listed as an “MCL-1,” leading 1 to 3 other teachers and receiving a \$16,109 supplement to the district salary, or an “MCL-2,” leading four to six others and receiving a \$23,002 supplement—higher than in many other programs designed to attract teachers to hard-to-staff schools.³

Clear accountability for results proved especially appealing in the MCL model, as opposed to Charlotte’s coaching role of “facilitator.” “When you are a facilitator, there is no real accountability,” Kales says. “This is about the kids, and to lead and have results at the end of the day.”

Kales quickly saw her intention—to keep great teachers—working: Two teachers decided not to move into administrative positions and instead remained as multi-classroom leaders in 2013–14. No teachers left because of the Opportunity Culture changes, says Dan Swartz, human capital strategies specialist for Project L.I.F.T.

Having set the plans in motion with her team, Kales left Ashley Park at the end of the planning year to become a learning community superintendent, overseeing many schools; Reber moved up to lead the school in its first year with the new models.



Jeanette Reber, now principal of Ashley Park, liked the promise of an Opportunity Culture from the first time she heard about it.

“We were able to hire teachers in middle school who were not as experienced, because we were confident in our middle school MCL’s abilities to coach them.”

—Jeanette Reber

How Multi-Classroom Leadership Works at Ashley Park

In 2013–14, three multi-classroom leaders guided four teams.

Student need and teacher expertise drove the hiring of the MCLs, which in turn guided the hiring of other teachers. For example, Kristin Cubbage, an excellent teacher whose strength is literacy instruction, is an MCL-2 leading a team of teachers reaching K–1 and 2–3 families.

“We were able to hire teachers in middle school who were not as experienced, because we were confident in our middle school MCL’s abilities to coach them,” Reber says. “As we’ve hired, we’ve been thinking about the dynamics between the MCL and their team teachers. Who would be good to be coached by Kristin? We need people that they can coach, who are willing to do the work, and work with our population of students.”

Cubbage works with a pod of four new teachers, reaching about 165 students through her team daily (see “A Day in an MCL’s Life,” page 5). Those four teachers split their duties so that during literacy blocks, each focuses on a different instructional level: one on kindergarten, one on first grade, one on students at a low second-grade level, and a fourth whose focus was to be determined by an assessment of student reading levels at the beginning of the year.

She also teaches one reading block of about 75 minutes every day, pulling a group of students from all four classrooms. Cubbage’s students include some who are particularly behind and others who need advanced instruction—two groups for whom instruction must be significantly differentiated. During the remainder of the day, she rotates as needed through the classrooms, coaching and co-teaching with her teachers.

Meanwhile, another teacher with a strength in literacy instruction, Courtney Sowell, is the MCL-2 for a pod of teachers reaching the 2–3 and 4–5 families. She directly teaches high-level fourth- and fifth-grade students in a reading block for about an hour and 45 minutes a day, alongside her main focus of supporting five teachers through co-teaching and coaching, including:

- * A teacher teaching third-grade-level ELA to about 50 students, but who does not have experience teaching the third-grade ELA curriculum

- * The blended-learning ELA teacher, who gets Sowell’s support in curriculum implementation for the fourth- and fifth-grade family—about 120 students
- * A novice math teacher teaching the 4–5 family, whom Sowell helps with classroom management, data-driven instruction, and instructional practices.

A third MCL-2, Tyler Willoughby, an excellent math teacher, leads the 7–8 family, teaching one section of algebra 1—significantly, the first time this course is offered at Ashley Park—and focusing on supporting these teachers:

- * Two novice math teachers responsible for the math instruction of about 120 students
- * One novice ELA teacher, and another developing teacher who is new to the district, both of whom teach ELA; Willoughby focuses on coaching them in classroom management.

All the MCLs planned to spend much time early in the year observing their team, then spelling out plans and goals for each

A DAY IN AN MCL’S LIFE

Each week, MCL Kristin Cubbage meets with the assistant principal to review her team’s progress and student and teacher needs. They set her schedule for the week—a very flexible one—based on the needs they identify.

A typical Monday may begin with time to observe one of her team teachers, providing real-time coaching and co-teaching when needed. Each week, Cubbage conducts a pre-conference, observation, and post-conference with each of her team teachers.

She follows that with planning time, either on her own or with all of the 2–3 family’s team teachers together, as well as pulling students out in small groups as needed (although she prefers to focus on developing her teachers’ skills as the best way to improve her students’ achievement). “Specials” classes (such as art or music) provide time for a family team to meet together for planning and collaboration.

Lunchtime means more planning and coaching time, as well as a chance to meet with administrators.

Cubbage spends the 75 minutes following lunch each day directly teaching literacy to flexible groups of students.

The last hour of the day is devoted to collaboration and planning time with the K–1 teaching team while their students are in specials.

teacher. “I won’t know how much time I spend with each teacher on what until I see the strengths and weaknesses of the teachers and know where they need help,” Cubbage said as the year began.

But she knew the MCLs would co-teach, modeling the instruction they expect, and support small-group instruction as needed. “It’ll be an all-hands-on-deck model, and I’ll be a resource to the teachers at all times during the day,” she said.

Additionally, all Project L.I.F.T. MCLs receive coaching training from the Center for Transformative Teacher Training (CT3). CT3’s “real-time teacher coaching” model involves using two-way radios and earpieces to provide immediate feedback to teachers wearing earpieces, so they can adjust their teaching in the moment.

The MCL model also frees school-day planning time; Ashley Park’s MCLs get about 45 minutes a day (three hours a week) of common planning time with their teams. During that time, they guide but not dictate what teachers do in planning, student grouping, and data analysis, to build the teachers’ abilities. “MCLs will set the direction in terms of how teachers approach the curriculum, and help set goals and objectives,” Cubbage says. “This work will be done staff-wide, but I will be there to support and help.”

Like all MCLs, Cubbage is held accountable for the results of all students under her team, making plans based on data crucial to her. “All of the teachers’ data is my data as well. Everything that they do, we’ll be doing together.”

All teachers also manage some transition times and lunch and recess, to build close student relationships at instructional and noninstructional times.

However, Reber says, extra administrative duties should be minimized.

“Our teachers are hired to be instructional leaders in the classroom, and we do everything we can as the admin team to protect that,” Reber says. “We work really hard not to place other responsibilities on our teachers.”



Multi-Classroom Leader Kristin Cubbage spends 75 minutes each day directly teaching literacy to flexible groups of students.

Evaluating and Supporting Multi-Classroom Leaders

In the Project L.I.F.T. schools, principals evaluate teachers in new Opportunity Culture roles as any other teacher would be evaluated, using the state's Professional Teaching Standards evaluation. The district also provides principals with a rubric of "CMS Indicators" and a list of artifacts to collect to help guide their teacher ratings.

Project L.I.F.T. worked with principals, a teacher intern, and assistance from Public Impact to adapt the "CMS Indicators" for multi-classroom leaders, to provide principals with guidance and training on evaluating MCLs' performance both as teachers and teacher-leaders. As noted above, all the students in an MCL's pod "count" for the teacher's evaluation. In addition, MCLs are rated on leadership beyond what a regular classroom teacher's evaluation would include.

Teachers in all the new roles are placed in a cohort that meets on a regular basis throughout the year to share ideas, solicit specific supports from L.I.F.T., and work together to solve problems. MCLs meet as a cohort once a month, and participate in monthly training sessions facilitated by L.I.F.T.'s talent partners, focusing on key parts of their leadership roles (such as facilitating planning meetings or coaching team teachers).

L.I.F.T. staff members also serve as coaches to MCLs, frequently going into the schools, observing and giving feedback to MCLs in their roles as teacher-leaders, and L.I.F.T. developed partnerships with external organizations to provide professional development for MCLs and other new roles.

Anticipated Challenges

Ashley Park's leaders anticipated a need for careful communication in merging the family model with MCLs, which changes the culture by giving formal leadership and responsibility to a few teachers who will be paid more.

"When we rolled this out, we did talk about the money, but this is not what we focused on," Reber says. "To anyone who asked about money, I made clear that we can't pay you enough money for what you are going to have to do."

Using MCLs expands on what Ashley Park was already doing, she says. "We already do take ownership of all of the students [in the family model]. But this is an added layer of accountability."

Reber knows she must protect her teachers' autonomy under MCLs. "The MCL is not supervising," Reber says. "She is in the trenches with the teachers."

MCLs must use strong "impact and influence" skills to empower teachers to make the right decisions for students, Kales and Reber say.

"It will never work here if somebody thinks someone is directing others," Kales says. "Direct' is not used in our vocabulary as a school. ... You will never change a teacher's practices by telling

them that they have to change their practices. You need to make it an open dialogue; each person has input. You may get compliance but never true levels of investment from teachers if you directly tell them what to do."

How a Time-Technology Swap Works at Ashley Park

In 2013–14, Ashley Park dipped its toe into blended learning with one blended-learning teacher, Emily Jukich, working with the fourth- and fifth-grade family on literacy. She has been with the students in this family already for two years as their literacy teacher, but never using blended learning; Ashley Park wanted her to try new literacy strategies with the students who still do not show strong reading growth.

Another ELA teacher also works with this family, but Jukich is responsible for 40 students to that teacher's 15. Jukich does not work with all 40 at once, however, to keep instructional group sizes much smaller. Both teachers use a Time-Technology Swap to integrate blended learning into the literacy curriculum, but Jukich leads the pod's use of technology. Both ELA teachers continue to focus on small-group instruction, using a computer lab and personal devices in a flex rotation to keep group sizes small, and programs that guide students through self-paced lessons on material they work on with their teachers. The school uses i-Ready diagnostic and instructional software, which it first used in 2012–13, and other district-provided programs such as Achieve 3000, Castle Learning, Reading Eggs, and the student email system Gaggles.

"I have watched Emily grow from a first-year teacher to now three years under her belt—she accepted every task with grace and was successful above and beyond what we thought she would be able to do," Reber says. "Knowing that about her, I have no problem giving her 40 kids. I can ask all the kids in her class what they are doing and why they are doing it. That happens in every single one of her classes."⁴



Ashley Park tapped Emily Jukich as its first blended-learning teacher to focus on literacy growth.



Students work on self-paced lessons in the computer lab, which can hold up to 20 students. A technology teacher monitors the lab, troubleshooting when students get stuck.

In a typical day, Jukich teaches two main blocks of students using the “balanced literacy” model, which includes read-aloud time, shared reading and writing, independent reading and writing, and word study. Students use technology in that time, either in the lab or on their personal XO laptop devices provided by One Laptop Per Child within the classroom, mostly for independent practice that i-Ready targets to their level. The XO devices use the Sugar Lab platform, which includes a word processor, graphic organizer, and assistance with math computations.

A technology teacher monitors the computer lab, which can hold up to 20 students, troubleshooting when students get stuck, and pulling out small groups for remedial work in the lab.

Three times a week, Jukich, her team teacher, and the technology teacher have time to analyze student data from the software—saving Jukich time by replacing the old “exit tickets” that students formerly filled out each day to assess their understanding. They can then adjust the student groups and plan based on each student’s needs, as teachers learned to do in the first year of using i-Ready.

Evaluating and Supporting Blended-Learning Teachers

As noted above for MCLs, blended-learning teachers will be evaluated as any other teacher would be evaluated, using the state’s Professional Teaching Standards evaluation. They will be held accountable for the achievement of all the students they teach, a far greater number than other classroom teachers.

Project L.I.F.T. will help BLTs use their technology to personalize instruction for each student. With Public Impact’s help, L.I.F.T. is showing BLTs how other schools across the country have used Time-Technology Swaps and blended learning to achieve excellent results.

Anticipated Challenges

An early fear for Ashley Park was simply how to work with so many students and desks in one room; shortly after school began, Jukich found she enjoyed the arrangement and the possibilities to pair students to work together.

Reber wanted to continue to work on how to create an accountable, structured atmosphere so that students follow through on their work regardless of whether they are with Jukich or the technology teacher.

FINANCIAL SUSTAINABILITY OF THE NEW OPPORTUNITY CULTURE MODELS

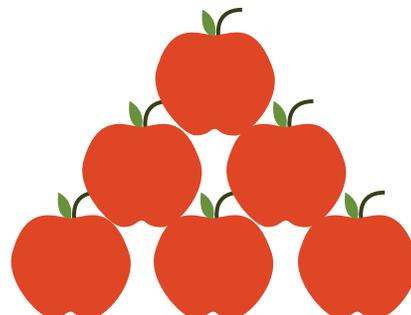
In Project L.I.F.T. Opportunity Culture schools, school design teams may choose to “exchange” some of their locally funded positions; for example, they could swap some teacher and out-of-classroom specialist (“facilitator”) positions for paraprofessionals, who will handle noninstructional and less complex instructional supervision so that no learning value is lost, and create more planning and collaboration time for teachers. The exchanges free funding for some higher-paid positions, such as MCLs and BLTs. Ashley Park currently does not employ paraprofessionals; the team opted for MCL pods to have slightly larger classes, deciding that their students need every minute led by certified teachers, Reber says.

In future years, Ashley Park will hire lab monitors to support BLTs, who teach larger loads of students using the digital lab rotation.

OPPORTUNITY CULTURE AT ASHLEY PARK BEYOND 2013–14

Ashley Park leaders are considering future tweaks. Some possibilities include:

- * Shifting MCL time to more teaching, less coaching when leading more experienced pods of teachers
- * Adding more blended-learning teachers
- * Adding subject specialist positions, such as teachers who specialize just in math or reading
- * Adding paraprofessional digital lab monitors



Learn More about Project L.I.F.T. and Ashley Park:

PROJECT L.I.F.T.:

[Home page](#)

[Opportunity Culture information](#)

ASHLEY PARK:

[Home page](#)

PUBLIC IMPACT ON L.I.F.T.:

[Opportunity Culture Case Studies](#)

[Charlotte-Mecklenburg Schools' Project L.I.F.T.](#)

[Charlotte's Project L.I.F.T. Flooded with Applications](#)

(Note: This reported applications for the 26 positions expected at that time; the number eventually was reduced to 19 based on the applicants and finalized funding allotments for each school.)

[Opportunity Culture blog](#)

NEWS REPORTS AND COLUMNS ON ASHLEY PARK

(THROUGH 2014):

[Charlotte Observer: Stakes High for Class of 2017](#)

[Charlotte Observer: For Ashley Park Teachers, the Lesson Is: Don't Give Up](#)

[Charlotte Observer: Ashley Park Teacher Sees Job as Life-Changing](#)

[News and Observer: Let NC's Top Teachers Teach—and Earn—More](#)

NEWS REPORTS AND COLUMNS ON OPPORTUNITY CULTURE (THROUGH 2014):

[WFAE](#)

[Education Week](#)

[News and Observer](#)

Learn More about Extending the Reach of Excellent Teachers and Creating an Opportunity Culture

FOR AN OVERVIEW:

VISIT  www.OpportunityCulture.org

VIEW  [Videos of teachers and administrators working in Opportunity Culture schools across the U.S.](#)

FOR MORE ON THE MODELS used in this example:

VISIT  [Multi-Classroom Leadership](#)
[Time-Technology Swap—Flex](#)

Let Us Know if Your School is Extending Reach and Creating an Opportunity Culture

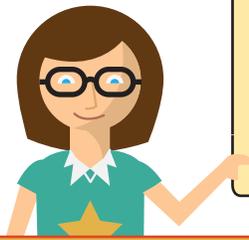
CONTACT  [Public Impact](#) using the Opportunity Culture feedback form, or e-mail us at opportunitycultureinput@publicimpact.com.

Notes

1. See school progress reports at <http://www.cms.k12.nc.us/cms-departments/accountability/spr/Pages/SchoolProgressReports.aspx?year=2010-2011>. At the time of writing, the initiative was too new to evaluate the success of the changes.
2. For more on the background of CMS and L.I.F.T. creating Opportunity Culture schools, see: Han, J. G., & Barrett, S. K. (2013). *Charlotte, N.C.'s Project L.I.F.T.: New teaching roles create culture of excellence in high-need schools*. Chapel Hill, NC: Public Impact. Retrieved from http://opportunityculture.org/wp-content/uploads/2013/06/Charlotte_N.C._Project_L.I.F.T._An_Opportunity_Culture_Case_Study-Public_Impact.pdf
3. For example, see Glazerman, S., Protik, A., Teh, B., Bruch, J., & Max, J. (2013). Transfer incentives for high-performing teachers: Final results from a multisite experiment (NCEE 2014-4003). Washington, DC: National Cen-

ter for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/pubs/20144003/pdf/20144003.pdf>

4. Although it is too early in the initiative to know what characteristics successful MCLs or blended-learning teachers will have, Project L.I.F.T. used an expert-developed competency model. These were derived from competencies that research has shown to be correlated to performance in similar jobs. See Public Impact. (2012). *Redesigning schools to reach every student with excellent teachers: Teacher & staff selection, development, & evaluation toolkit*. Chapel Hill, NC: Author. Retrieved from http://opportunityculture.org/wp-content/uploads/2012/05/Selection_Development_Evaluation_Toolkit-Public_Impact.pdf



How Ashley Park's Model Meets the Opportunity Culture Principles



Opportunity Culture Principles	Ashley Park's Model	
Reach more children with excellent teachers and their teams.	✓	Although extending excellent teachers' reach is not the focus of Ashley Park's Opportunity Culture work, even the school's first year of implementation extended the reach of its best teachers to more students through multi-classroom leaders and a blended-learning literacy teacher.
Pay teachers more for extending their reach.	✓	Multi-classroom leaders and the blended-learning teacher earn from \$9,200 to \$23,000 more for reaching more students.
Fund pay within regular budgets.	✓	Ashley Park traded in their allotted positions for teacher assistants and out-of-classroom specialists (called "facilitators") to pay for supplements for reach-extended teachers. No philanthropic funds are used to pay teachers more.
Provide protected in-school time and clarity about how to use it for planning, collaboration and development.	✓	Multi-classroom leaders have about three hours each week at school to plan with their instructional teams, in addition to co-teaching time in classrooms. The blended-learning teacher has set-aside time to study student data and adjust instructional groups.
Match authority and accountability to each person's responsibilities.	✓	Multi-classroom leaders are held accountable for the results of all the students taught by their team, while the blended-learning teacher is accountable for far more students than the other ELA teacher in their "family."

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