



## Avenues: The World School

New York, São Paulo, Shenzhen  
Silicon Valley and Online  
Toddler -12 Coed Day School  
Approximately 3,900 students globally

### Contributor

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## Case Study Focus

The IMPACT Model for career development and professional growth

### Background

Avenues: The World School was founded in 2012 with a mission to redefine schooling for a fast-changing world. The vision is to create a new category of school that will equip its students uniquely well to understand and solve global-scale problems. In 2023, Avenues operates as one global school across three continents, with campuses in New York, São Paulo, Shenzhen and Silicon Valley. The virtual campus of Avenues Online opened in 2019 and currently serves several hundred students in around 25 countries. Avenues is actively developing campuses in Shanghai and Miami, and plans to open additional campuses in Asia, Europe and North America in coming years.

IMPACT is Avenues' global career development and professional growth system for teachers. Avenues created IMPACT so that every teacher across the school's global ecosystem experiences meaningful professional growth in the classroom throughout their Avenues career. Unique among models we studied, IMPACT defines progressive expectations for teaching skills, knowledge and behavior, and also for influence on student learning beyond the classroom.

The goals of IMPACT are to:

- **Recognize teachers** for their growth and increasing influence.
- **Provide an attractive option** for teachers to stay in the classroom while growing professionally.
- **Create a clear and consistent expression** of what great teaching is to ensure exceptional student learning school-wide.

- **Attract and retain mission-driven educators** who are passionate about remaining in the classroom while growing and influencing students across their teams/cohorts, divisions and Avenues and changing the direction of global education.

## Model Design

IMPACT makes expectations for Avenues teachers transparent. It gives teachers and leaders a common language for working together on their growth. The model outlines five key areas of teacher practice, called **domains**:

<b>Provide Meaningful Student Learning</b>	Implement the practices associated with the student-centered classroom, in which students engage in real-world issues and activities that stimulate the kinds of work done in the professional world. Use a variety of formal and informal assessments to inform your instructional practice.
<b>Align with the Organization</b>	Align with and contribute to Avenues' mission, vision and strategy. Deliver the key learning experiences outlined in the Avenues World Elements. Understand and embody Avenues' community values, valued behaviors and goals.
<b>Build Culture and Community</b>	Build a healthy, respectful and inclusive culture both within the classroom and among faculty and staff. Celebrate the success of others. Support student activities and participate in campus-wide initiatives. Foster a collaborative environment and pursue interdisciplinary work with colleagues.
<b>Grow and Learn Professionally</b>	Seek out and embrace opportunities to learn what is most important for your current teaching practice. Incorporate insights gained through your professional development and the feedback of colleagues into your work. Help your colleagues grow by being generous with your feedback.
<b>Create the Future</b>	Apply new methods and practices in your classroom and beyond. Generate new ideas and innovate by developing pilot projects. Model and celebrate risk-taking, authenticity and vulnerability.

As teachers grow, they can extend their **sphere of influence**, starting with each teacher and their students, then outward to the team, division, campus and

ultimately all Avenues locations and even the broader education world. These are the five IMPACT spheres:

<p><b>My Students and Me</b></p>	<p>Making an impact on your own instructional practice and your students' learning.</p> <p><i>Example: A teacher decides to spend a semester focusing on and experimenting with differentiated instruction in her classroom.</i></p>
<p><b>My Team or Cohort</b></p>	<p>Making an impact on your teaching team or interdisciplinary cohort.</p> <p><i>Example: The teacher and two of her colleagues work together to develop a routine for providing differentiated instruction and implement in their classrooms.</i></p>
<p><b>My Division and Campus</b></p>	<p>Making an impact on your whole division or across your campus.</p> <p><i>Example: After a year of successful implementation, the teacher begins supporting other faculty members in her division as they implement differentiated instruction, and presents her findings at a conference.</i></p>
<p><b>Avenues: The World School</b></p>	<p>Making an impact on the organization as a whole.</p> <p><i>Example: The teacher collaborates with the R&amp;D team to develop a professional development unit on differentiated instruction at all grade levels, which is offered to faculty in multiple cities.</i></p>
<p><b>Global Education and the Wider World</b></p>	<p>Making an impact at the national or international level.</p> <p><i>Example: After three years of work and with mentorship from a university professor, the teacher publishes a book of resources on differentiated instruction that is lauded critically and translated into multiple languages.</i></p>

## Implementation and Compensation

Avenues' approach to paying teachers is fundamentally different from most schools'. Teacher pay is not based on years of experience and education. Most teachers join Avenues as Associate Teachers or Teachers (the first sphere), although some highly accomplished new faculty join at higher sphere levels. Each campus defines compensation bands by sphere, competitive with the local market, which are transparent to all faculty. Within a sphere, teachers continue to receive

annual compensation increases, with the amount of annual increases informed by performance. Larger compensation increases come with moving to the next sphere.

To progress to the next sphere, teachers need to demonstrate mastery across all domains in their current sphere, and demonstrate capabilities in some domains at the next level. As teachers progress, Avenues expects that they will continue to build upon their mastery of domains in previous spheres.

### **Timelines**

- Avenues expects teachers to achieve **Sphere My Students & Me** proficiency across all domains and to advance within 1-3 years.
- Teachers who are not able to progress to **Sphere Team** after 3 years despite sustained support may be counseled out.
- Progression **beyond Sphere Team** is optional and there is no maximum time that teachers can remain in Spheres Team and beyond. A teacher could choose to remain at Sphere Team for the duration of their career at Avenues if they are continuing to meet the expectations across all the domains.

There is no time limit for length of time as an **Associate Teacher**, and progression from Associate Teacher to Sphere My Students & Me depends on performance as well as the availability of Teacher roles.