

Strategic School Staffing Landscape Scan

*Transforming School Staffing to Improve Student Learning and
Reimagine the Role of Teachers*

August 2023

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1 | Setting the Stage & Landscape Scan Objectives

“The current system was made for a past generation, and it hasn’t evolved to accommodate us... Together we will change our school, to renew the relevance of education in pursuit of our dreams. This is our chance to set sail. Will you join us?”

—High School Student

Source: [Transcend](#) (2022)

A group of five national and regional foundations funded Education First to conduct a landscape scan on strategic school staffing

Who funded the research?

BILL & MELINDA
GATES foundation



The Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Joyce Foundation, the Overdeck Family Foundation and Schusterman Family Philanthropies invest in education initiatives **aiming to improve student learning and educator effectiveness across the United States.**

Overdeck
Family
Foundation



CHARLES AND LYNN
SCHUSTERMAN
FAMILY PHILANTHROPIES

This group of foundations funded this landscape scan on strategic school staffing to **ensure all students learn from highly-qualified, excellent teachers** leading to positive outcomes for learners.

The
Joyce
Foundation

Who conducted the research?



educationfirst

Education First is a seasoned team of trusted advisors to the leaders responsible for delivering what many Americans want most: **public education that effectively prepares all students for success in college, careers and a world of constant change.** We devote our energy and expertise to improving opportunities for all children, especially low-income students and students of color.

The intent of this national landscape scan is to build a shared understanding of strategic school staffing to inform collective action in the philanthropic, policy and education sectors

Currently, the one-teacher, one-classroom model does not meet the needs of many students and educators. To reimagine and transform the teacher role to best serve students, especially those farthest from opportunity, this scan examines strategic school staffing that...

- Serve students by creating more impactful and sustaining roles for adults, including teachers and school leaders, by:
 - + Improving the capacity of schools to meet the needs of students with respect to core instruction and intervention to foster student learning, especially for students farthest from opportunity.
 - + Attending to individual, academic and social and emotional needs of students that foster deeper relationships between students and adults in schools.
 - + Creating an attractive set of career pathways, flexible roles and intentional pathways into teaching.



“If General Motors can completely revamp its business model, and Dollar Tree can start selling products for \$1.25, and a slew of other changes came to other fields, why is education staying the same? We, once again, are stalled on the side of the metaphorical road, wanting to drive in a specific direction but being told to stay put for the tow truck that never comes.”

—Kati Begen, high school biology educator and credential coach in Fresno, CA

The scan focuses on solutions that fundamentally shift and transform how talent is organized in schools as opposed to more incremental shifts

Improving, sustaining and transforming the teaching profession requires both incremental shifts and transformational change. While initiatives that spur incremental shifts are necessary, this landscape scan focuses on efforts to support transformational change. Transformational change means significant shifts in the talent structure of schools and the design of teachers' roles to make greater impact on students and sustain the role for teachers.

Incremental shifts

Degree of change

Transformational change

Examples of incremental shifts that are out of scope for this scan




- Teacher pipeline programs not integrated into core school staffing models
- Traditional competency-based learning coupled with small-group instruction that enables students to demonstrate mastery of a particular subject
- Supplemental online courses or online versions of instructional material that teachers can assign to students
- Four-day work weeks for teachers
- Addition of new roles without shifts to accountability structures

Examples of transformational change that are a focus of this scan

- Teacher pipelines that are integrated into the core school staffing model and restructure roles and responsibilities
- Innovative teacher teaming models that restructure talent and create new compensation models
- Online solutions that integrate technology into the learning experience
- Solutions that leverage other partnerships

Given the need for transformational change, the scan addresses the following set of research questions about strategic school staffing

Primary research question: How can we better meet the needs of future students, particularly those most marginalized in our current system, by redesigning critical adult roles and ensuring that those roles are attractive, sustainable & professionally rewarding?

Topic	Questions	Research Methods
Conceptual Framework, Models & Bright Spots	<p>What is a conceptual framework to define strategic school staffing that includes a broad set of solutions in a way that focuses on what may be necessary to shift underlying talent structures in schools without incorporating any potential human capital need?</p> <p>How does the conceptual framework for strategic school staffing and the solution set balance the needs/considerations of students with the needs/considerations of teachers?</p> <p>How do these categories of ideas/models more effectively address the jobs to be done in schools or classrooms?</p> <p>What are the areas and organizations that are possible incubators for new research and development within the strategic school staffing ecosystem?</p>	 <p>Desk Research With information from online data bases, books and white papers</p>  <p>Interviews With district and charter school leaders, nonprofit leaders, policy experts and technology innovators</p>
Barriers/ Challenges	<p>What are the broader obstacles or enablers that might impact scale and/or effectiveness of new strategic school staffing ?</p>	 <p>Focus group With teachers</p>
Philanthropic Role	<p>What is philanthropy's role in driving strategic school staffing?</p>	

The table below defines key terms we will use throughout the remainder of the landscape scan

Bright Spot	A school system piloting the strategic school staffing work that falls within one or more models and incorporates multiple characteristics
Characteristic	A single aspect of strategic school staffing that supports significant structural shifts to the teaching role and how instruction is delivered to support student learning
Conceptual Framework	The visualization, definition and description of strategic school staffing
Ecosystem	The community of interacting stakeholders in the education, policy and philanthropic spaces to promote and implement strategic school staffing
Enabling Condition	A necessary support to increase the scale and speed at which school systems adopt strategic school staffing
Equity	The state, quality or ideal of being fair. Equitable does not mean equal: applying an equity lens may mean supporting students differently, in response to the barriers they face. It is helpful to think of equity as not simply a desired state of affairs or a lofty value but as a structural and systemic concept.
Model	A single category for organizing strategic school staffing that incorporates a unique set of the characteristics
Scale	Expand strategic school staffing sustainability to reach more students within school systems and communities nationwide
Sustain	Continue implementing strategic school staffing without consistent reliance on philanthropic dollars

A photograph of a teacher with long dark hair, wearing a green top, leaning over a table in a classroom. She is surrounded by several young students of diverse backgrounds, including a girl with braids and a boy in a white shirt. They appear to be engaged in a hands-on activity, possibly drawing or painting. The classroom background shows a whiteboard and various educational posters.

2 | Background & Context

“When we talk about strategic staffing, I always wonder, staffing who and for whom? Because we need to staff our schools. But are we staffing them with the people that have the right mindset, hard set, orientation and strategies and pedagogies to reach the students that are actually in the classroom?” —Nonprofit Leader

Students and teachers face several pain points as a result of our current model of schooling



Student Pain Points

- **Academic achievement:** School performance data continues to fall, especially among students of color.
- **Sense of belonging:** Students report that they often feel like what they learn in school is not relevant and that they do not have a joyous learning environment.
- **Meeting individual student needs to foster relationships:** Many students lack access to robust social and emotional learning to foster deeper relationships between adults within schools.



Teacher Pain Points

- **Teacher shortage:** Many schools face a teacher shortage, especially in hard-to-fill areas. This shortage disproportionately affects teachers of color, districts and individual schools with students experiencing poverty. This results in instruction from underqualified teachers and a teacher workforce that does not represent the student population.
- **Working Conditions:** Work-related experiences like lack of support from administrators spur teacher turnover, exacerbating the shortage and making the profession unsustainable.
- **Compensation:** Teachers make about 24 percent less than their college-educated peers, creating an undesirable value proposition.

The COVID-19 pandemic intensified the need for innovative solutions to bridge learning gaps and meet the needs of all students, especially students of color

-3

-5

-3

-8

2022 NAEP 4th grade reading assessment data show a **three-point** decline from 2019

2022 NAEP 4th grade math assessment data show a **five-point** decline from 2019

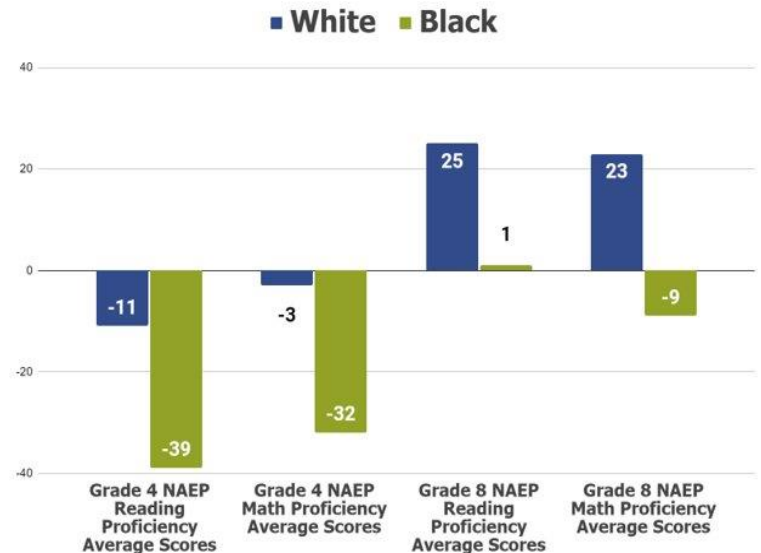
2022 NAEP 8th grade reading assessment data show an **eight-point** decline from 2019

2022 NAEP 8th grade math assessment data show a **three-point** decline from 2019

The decline in 4th and 8th grade NAEP results compared between pre- COVID-19 scores to post- COVID-19 scores

On average Black students scored about 20% lower than White students on NAEP

Points Above or Below Proficient on 2022 NAEP Reading and Math Assessments, Grades 4 and 8

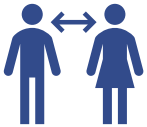


In addition, students are experiencing challenges related to meeting students' needs to foster positive relationships, intensified in the aftermath of the COVID-19 pandemic

A significant portion of young people, likely 30 to 40 percent, have experienced negative impacts on their mental or social and emotional health during the pandemic.



In 2021, **42 percent of students** felt sad or hopeless while at school. While Black and Latino/a/x children were about **14 percent less** likely than White youth to receive treatment for their depression.



Only **53 percent of district leaders** say that there is a large focus placed on social and emotional learning for students in grades 9–12, and **56 percent** said the same for grades 6–8.



Only **31 percent of students** felt teachers make school an exciting place to learn, **48 percent** felt teachers cared about them as individuals and even fewer—**45 percent**—felt teachers cared if they were absent from school.

These student pain points are often exacerbated by teacher shortages and a lack of teacher diversity disproportionately affecting students of color and those experiencing poverty

Teacher shortages disproportionately affect students of color and those experiencing poverty

While many schools nationwide face shortages, **58 percent of public schools in neighborhoods with higher poverty struggled to fill vacancies**, compared to 51 percent of schools with lower levels of poverty.

Shortages often result in students learning from underqualified teachers

To address shortages, some schools hire underqualified teachers. As a result, **163,650 underqualified educators** are teaching without state certification or outside their subject area and **are more likely to teach students of color**.

Teachers of color face higher turnover

In some places, teachers of color face higher turnover, exacerbating the shortage of teachers of color. For example, in Pennsylvania, **Black teachers were over twice as likely to exit the profession compared to White teachers after the 2021–22 school year**.

Teachers are often less racially and ethnically diverse than their students

Teachers in the United States are considerably less racially and ethnically diverse as a group than their students. For example, **16 percent of public-school teachers are Black or Latino/a/x while 41 percent of students are Black or Latino/a/x, resulting in a 25-percentage point gap**.

Many teachers also face challenging working conditions leading to increased turnover and an unsustainable profession

Work-related Experiences Contributing to Teacher Turnover

Lack of support from administrators

When teachers **disagree that their administration is supportive, they are more than twice as likely to either move schools or leave teaching** compared to when they have a supportive administration.

Opportunities for advancement

According to a Learning Policy Institute report, **21 percent of teachers cited overall dissatisfaction** with teaching as a career with **nine percent noting there are not enough opportunities for leadership or advancement.**

Work-related stress

RAND Corporation notes in a recent survey that **73 percent of teachers experienced frequent job-related stress**, compared to 35 percent of overall working adults. Further, **teachers of color were more likely than White teachers to report symptoms of depression.**

Too many responsibilities

According to a 2023 survey from Educators for Excellence, **87 percent of all teachers nationally and 77 percent of teachers of color specifically, believe the teaching role requires too many responsibilities, making it difficult to be effective.**



The high cost of becoming a teacher and the existing wage penalty, create an undesirable value proposition for many, making it harder to recruit diverse, highly qualified teachers

The Value Proposition of the Education Profession

24%

Teachers earn on average about 24 percent less than comparable college graduates

20%

Nearly 1 in 5 teachers work a second job outside of the classroom

14%

Few educators would recommend the profession to a friend or family member

55%

Over half of teachers say they are dissatisfied with their salary

45%

Almost half of educators have taken out a student loan averaging \$55k

47%

Almost half of school districts nationwide offer starting salaries below \$40k

In addition to the needs emerging from the COVID-19 pandemic, financial pressures, technological expansion and learning loss necessitate the reimagination of the teaching role

Changes	Impact
<p>Budgetary pressures including: ESSER ending, student enrollment declines, potential recessionary environment</p>	<ul style="list-style-type: none"> ▪ The discontinuation of ESSR funding is placing a significant strain on schools, possibly resulting in reduced resources for crucial educational programs and support services. ▪ Declining enrolment is leading to reduced and uncertain school budgets resulting in less resources for crucial educational programs, support services and a reduction of staff. ▪ The looming possibility of a recession could cause reductions in the tax-base and funding for schools further straining their finances.
<p>Technological expansion and the rise in the usage of AI</p>	<ul style="list-style-type: none"> ▪ With adaptive technology and learning platforms, students can receive tailored lessons based on their individual strengths and weaknesses, while AI-driven analytics provide educators with insights to enhance teaching strategies.
<p>COVID-19 pandemic learning loss has increased the pressure on school districts</p>	<ul style="list-style-type: none"> ▪ Districts are under pressure for increased student outcomes and improved professional learning structures for teachers. ▪ Superintendents in many places face pressure to lower class sizes with any additional funds.

Strategic school staffing disrupts the one-teacher, one-classroom model in ways that can alleviate many of the pain points that students and teachers experience

Strategic School Staffing



Strategic school staffing **reimagines the teaching profession** by disrupting the one-teacher, one-classroom model and replaces it with **innovative solutions like teaming structures, flexible schedules, new roles and integration of technology** to improve **student learning outcomes** and make the **teaching profession sustainable**.

Impacts on Teachers



Strategic school staffing improves the experience of teachers by ensuring **more time for collaboration** and professional development led by **skilled content leaders**, offering opportunities for increased compensation, fostering **better career pathways** and implementing **stronger accountability and instructional teams**, all of which can lead to **improved satisfaction** of teachers and principals and increased **teacher retention**.

Improve Student Learning Outcomes



These **solutions respond to the needs of learners, especially students farthest from opportunity**. They create the conditions for teachers to be most effective in the classrooms and **center student outcomes by ensuring students receive robust learning experiences and exceptional instruction**.

Ultimately, strategic school staffing can help improve student learning and social and emotional outcomes while bolstering diverse teacher pipelines and pathways

The vision for strategic school staffing ensures that...

1

Every student is engaged every day in meaningful, affirming, grade-level instruction

2

Every student has a team of committed adults who know and advocate for that student's learning needs and hold high expectations for what the student can achieve

3

Every teacher feels personally and professionally fulfilled by the roles they are playing and the support they receive tailored to leverage their individual strengths and expertise

4

Every teacher has the potential for a meaningful career that provides opportunities for career growth, progression and compensation

A photograph of a male teacher in a light blue shirt sitting on the floor in a classroom, smiling and talking to a young girl in a pink shirt who is standing. Other children are visible in the foreground, and a whiteboard with writing is in the background.

3 | Conceptual Framework, Models & Bright Spots

“Strategic staffing is also; how do we train those that are in the classroom and how do we bring more teachers that have a diverse set of skills so that they're able to connect and reflect the students that they serve?”

—Nonprofit Leader

This section of the scan presents the conceptual framework, along with models and bright spots of strategic school staffing

The intent of the conceptual framework and description of model types is to help **stakeholders understand the bounded set of solutions for organizing talent that will drive more fundamental shifts in how talent is organized in schools.**

Included in this section are examples of organizations that **exemplify the model types, as well as bright spots, such as school systems, implementing characteristics of strategic school staffing.**

Ultimately, the conceptual framework, models and bright spots will...



Support funders and policymakers in determining the types of strategic school staffing models to incentivize through grants and focused investments



Support district leadership and educators as they seek to identify and implement strategic school staffing



Identify areas where further research is needed to understand the impacts of strategic school staffing models

The conceptual framework identifies the characteristics of strategic school staffing and the enabling conditions that support adoption and scale



There are six characteristics of strategic school staffing that support significant structural shifts to the teaching role and how instruction is delivered to support student learning

Characteristic	Description
Distributed Leadership	Create sustainable spans of control for school and teacher leaders that distribute leadership roles across teams of teachers to provide teachers with consistent opportunities for feedback and coaching, disrupting the traditional model of one principal overseeing all teachers; hold those in distributed leadership roles accountable for instructional quality, student engagement and learning. Formally identify any new or redesignated roles that support other characteristics of strategic school staffing.
Compensation Structures Differentiated by Role	Provide a compensation structure that offers a competitive alternative to other professional opportunities, particularly for teachers in differentiated roles.
Innovative Teaming Structures	Ensure that effective and diverse teams of teachers are collectively accountable for student success, with intentional consideration of the differentiated roles within teams that are needed to support this structure.
Extended Teacher Reach	Use structures such as leadership teams of teachers and larger class sizes to 1) ensure that the most effective teachers educate the largest number of students, and 2) expand students' access to a diverse set of exceptional teachers.
Staffing Structures that Intentionally Cultivate Teacher Pipelines	Use paid non-teaching roles such as tutors or paraprofessionals as part of teaming structures and develop clear pathways into teaching for these individuals to ensure the educator workforce represents the student population.
Technology that Optimizes Educator Roles/Time	Use technology to reshape the educator's role and/or time allocation—e.g., technology or AI that supports/coaches teachers, technology-enabled outsourcing of courses.

Prioritizing the supporting resources, infrastructure and enabling conditions for strategic school staffing will increase the scale and speed of adoption by school systems

Supports Necessary	Description
Strong and Equity Focused Leadership	School, district and state policy leaders must believe in and support strategic school staffing efforts . Their top priorities must be centering the needs of historically marginalized students, creating buy-in among all stakeholders and addressing change-management challenges.
Equitable and Sustainable Funding	Common strategic school staffing elements like differentiated compensation, integrated technology and teacher pipelines often require a district investment . Systems need equitable access to dollars to launch and sustain successful strategic school staffing models.
Flexible State and District/CMO Policies	Some strategic school staffing efforts require flexible policies around common facets of a typical school day such as class sizes, schedules and teacher release time for professional development. This includes shifts in collective bargaining agreements , where necessary, to allow for more innovation in roles.
Access to High-Quality Technical Assistance	Implementing strategic school staffing requires careful planning and relevant professional development led by experts who can help schools design, implement and sustain these efforts.

Emerging models: There are three primary types of models emerging to organize talent in more transformational ways

1. Changing How Teams are Structured to Better Support Students



Implementing **distributed leadership models** that create specific teacher leadership roles/responsibilities.

Differentiated roles for **teams of teachers serving groups of students** that include non-teachers, part-time teachers, volunteers, etc.

2. Leveraging Broader Pools of Talent to Teach Courses



Hiring outside providers to teach courses, particularly to fill hard-to-staff areas, or to leverage educators with particularly deep content expertise. This may include hiring firms to provide courses or hiring individual content-expert teachers. Implementing this category of solutions requires a marketplace with clear quality signals and ways to identify providers. The advance of technology will likely help propel these initiatives.

3. Changing how Existing Teachers Do Their Work by Optimizing Technology



Integrating technology into classrooms to **change the role/time of the teacher**. The advancement of AI will likely help propel these initiatives.



Model #1: Changing how teaching teams are structured to better support students

Below are examples of these models with a description of each.

Name	Description
ASU Next Education Workforce	ASU's Next Education Workforce model consists of a team of 2–6 educators serving 50–150 students in redesigned learning spaces . The team includes a Lead Teacher, Professional Educators, where one is a special education teacher and instructional support like a resident or paraprofessional, as well as defined roles for community educators and volunteers to provide more personalized support for students. Teams redesign the physical learning space to meet student needs .
Public Impact	Public Impact's Opportunity Culture (OC) extends reach through 'Team Reach' where a Multi-Classroom Leader oversees a small team of educators to serve more students . The team consists of Team Reach Teachers and Reach Associates like a paraprofessional or residents. The organization is exploring modifications of the model also to include consistent tutoring opportunities. OC differentiates compensation based on role .

Typical characteristics of strategic school staffing associated with this model include:

- Distributed Leadership
- Compensation Structures Differentiated by Role
- Innovative Teaming Structures
- Extended Teacher Reach



Model #1: Changing how teaching teams are structured to better support students

Below are examples of these models with a description of each.

Name	Description
Education First	Education First is working with school systems in California to support the implementation of innovative teaming structures that include a defined, paid teacher resident and increase compensation for expert mentor teachers . In the past, Education First has partnered with systems like Syracuse City School District to implement successfully the Opportunity Culture model.
Education Resource Strategies	Through direct service and publications to the broader field, Education Resource Strategies (ERS) is supporting state and district leaders across the country to reimagine teaching roles and redevelop the core elements of their talent strategy . ERS takes a “do now, build toward” approach in its partnerships, focusing on high-leverage entry points – such as compensation system redesign, “shelter and develop” models for residents and rookie teachers and strategic school designs that incorporate job-embedded, expert-led professional learning for educators – that provide a springboard to long-lasting, transformational improvements to teaching and learning.
US PREP	US PREP is working with school systems in CA and TX to support the creation of teams of teachers that include defined roles for resident teachers who provide more personalized support for students . Both mentor teachers and residents receive stipends for their roles, increasing overall compensation for the expert mentor teachers and addressing issues of affordability for resident teachers.

Typical characteristics of strategic school staffing associated with this model include:

- Distributed Leadership
- Compensation Structures Differentiated by Role
- Innovative Teaming Structures
- Extended Teacher Reach

Model #1: Changing how teaching teams are structured to better support students



Below are examples of these models with a description of each.

Name	Description
Transcend Education	Transcend Education works nationally to support school systems in creating new teaming structures. For example, its Community-Centered Innovation offering engages school systems in "design journeys" to reimagine learning through a community-led process. Further, Transcend conducts research to elevate bright spots of school systems implementing this model nationwide through its recent "Transforming the Teacher Role" report.
TNTP	TNTP partners with school systems to support role differentiation and innovative teaming structures. The organization aims to think differently about the structure and number of adults acknowledging that schools might struggle to fill hard-to-staff subjects like math and science with multilingual teachers.

Typical characteristics of strategic school staffing associated with this model include:

- Distributed Leadership
- Compensation Structures Differentiated by Role
- Innovative Teaming Structures
- Extended Teacher Reach

Model #2: Leveraging outside pools of talent to teach courses



Below are examples of these models with a description of each.

Name	Description
Coursemojo	Coursemojo provides tech-enabled, live courses to schools that do not have the teaching staff to offer the diversity of courses their students need. In addition to their expert online teacher , they train an onsite learning coach to oversee the classroom. These differentiated roles ensure that students receive instruction from a content expert while under the guidance of an in-person coach.
Elevate K-12	Elevate K-12 delivers live, online instruction taught by certified-teachers to address teacher shortages . While the teacher livestreams to the classroom, a paraprofessional oversees the in-person learning environment to ensure students can access support as needed.
Charter Teachers	The “Charter Teacher” concept is one whereby states create a mechanism for independent teachers to apply and win “charter” status . They then negotiate as standalone operators with their school or district. They negotiate a rate (say, 50 percent goes to the district for overhead and 50 percent to the teacher) and the teacher pays their own expenses, any teacher aides and their own benefits. The teacher can choose how many students to take (may be at least the district minimum) and may choose to support more. It creates ways for teachers to grow in their role without having to step out of the classroom and enter administration.

Typical characteristics of strategic school staffing associated with this model include:

- Innovative Teaming Structures
- **Extended Teacher Reach**
- Technology that Optimizes Educator Roles/Time

Model #3: Changing how existing teachers do their work by optimizing technology







Below are examples of these models with a description of each.

Name	Description
Modern Classrooms	Modern Classrooms trains existing teachers to redesign their classroom teaching by reshaping how teachers spend their time with students. It helps teachers "flip" their classroom to incorporate blended instruction, provide more personalized instruction for students, and base progress on mastery—all using their existing curriculum. A set of highly effective “mentors” are paid to support other teachers to implement the model.
New Classrooms	New Classrooms is a different way of organizing math instruction. The platform provides each student (and teacher) with a daily “playlist” tailored for them. Students might, for example, experience small group instruction with a teacher followed by self-paced learning online and ending with a quiz.
AI Tools to Better Empower Teachers	A range of tools are currently under development to reshape how teachers spend their time through AI-assisted content instruction for students (e.g., Amira, an AI-assisted literacy tutoring platform); automating certain aspects of the role of teaching (e.g., M-powering Teaching Tool that uses AI to provide automated feedback to students; or streamlining administrative functions (e.g., AI-powered scheduling software).

Typical characteristics of strategic school staffing associated with this model include:







- Distributed Leadership
- Compensation Structures Differentiated by Role
- Innovative Teaming Structures
- Extended Teacher Reach

There are also many bright spots: school systems and states piloting this work in a variety of configurations

Model Type	Name	Description	What we can learn about scale/opportunity from this example	Strategic School Staffing Characteristics
	Best NC	<p>The state of North Carolina, in partnership with Best NC, a technical assistance provider, is leading a significant effort to support the launch and scale of “Advanced Teacher Roles” (ATR) across the state, including a new innovative, statewide compensation structure. ATR often takes the form of Opportunity Culture models that extend teacher reach through teacher leadership roles.</p>	<p>Advancing teacher leadership structures, career pathways and differentiated compensation at scale</p>	
	Texas Education Agency	<p>The Texas Education Agency (TEA) offers a strategic school staffing initiative focused on paid teacher residencies. In this two-year process, districts and EPPs commit to redesigning and implementing a paid teacher residency program by reallocating district resources to compensate teacher residents during their clinical experience.</p>	<p>Piloting of various types of models in both district and charter context with a vision for scale across the city</p>	









NOTE: This is not an exhaustive list of organizations that serve at bright spots.

Continued: There are also many bright spots: school systems and states piloting this work in a variety of configurations

Model Type	Name	Description	What we can learn about scale/opportunity from this example	Strategic School Staffing Characteristics
	CityBridge	Many districts and charter schools across Washington D.C. partner with CityBridge, a technical assistance provider, to participate in its Transforming Teaching Initiative to pilot innovative talent structures based on Opportunity Culture, ASU Next Workforce, Coursemojo and Teacher Powered Schools models.	Piloting of various types of models in both district and charter context with a vision for scale across the city	
	Denver Public Schools	Denver Public Schools’ Teacher Leaders program enables educators to obtain a leadership role within their school while continuing to serve as classroom teachers. Teacher leaders receive additional compensation and varies by role.	Scaling differentiated leadership roles with additional compensation throughout an entire district	
	New York City DOE	New York City Department of Education’s Teacher Career Pathways combines differentiated teacher leadership roles with a residency program in high-needs schools bolstering retention and the teacher pipeline.	Combining a teacher leadership program with a residency and ensuring strategic placement of leaders and residents based on school and community need	

NOTE: This is not an exhaustive list of organizations that serve at bright spots.

Continued: There are also many bright spots: school systems piloting this work in a variety of configurations

Model Type	Name	Description	What we can learn about scale/opportunity	Strategic School Staffing Characteristics
	Third Future Schools	<p>Third Future Schools, a charter network, implements a team-based approach to deliver high-quality instruction. A Lead Teacher oversees a Teacher Apprentice and Learning Coach and “Community Consultants” volunteer to provide enrichment courses.</p>	<p>Integrating a teacher apprentice and identifying community members to support student learning</p>	
	Da Vinci Schools	<p>Da Vinci Schools offers a homeschool hybrid approach where students spend two days on campus and three days at home through learning that engaged parents and families as co-educators for their child.</p>	<p>Engaging family members as co-educators and facilitators of their child’s learning experience</p>	
	Design39 Campus	<p>Design39Campus in San Diego, CA creates flexible learning spaces with teams of teachers. Teams of 5–6 teachers guide instruction through a large learning space that integrates technology. The instruction team also includes paid high school students.</p>	<p>Hiring high school students to provide instructional support as part of a teaming structure</p>	
	Intrinsic PODs	<p>Intrinsic Schools, a charter network in Chicago, leverages time, space and technology to meet student learning needs. PODs distribute teams of three teachers in classrooms of up to 60 students through a rotating learning environment that integrates technology.</p>	<p>Creating flexible learning spaces that integrate technology in a team-teaching environment to support student learning</p>	

NOTE: This is not an exhaustive list of organizations that serve at bright spots.



4 | Barriers & Opportunities

**“[As a teacher], you work for \$50,000 today, you get a \$500 raise or a \$600 raise, or even an \$800 raise, and in 10 years you'll be in the sixties. That's not that appealing to people with college degrees.”
—Charter Management Leader**

While strategic school staffing has many benefits, there is limited demand and several barriers to implementing and scaling different models within the current ecosystem

Transition of leaders at the school and district level	Limited understanding about how strategic school staffing can support other systemic challenges	Federal, state and local policy that prohibit the successful implementation	Insufficient sustainable funding to support the adoption of strategic school staffing models	Inadequate access to technical assistance providers to support implementation and scale
 <p>School system leader turnover creates challenges in creating a compelling vision and understanding that implementation is often a multi-year process to create sustainable systems.</p>	 <p>Slow uptake of strategic school staffing due in part to prioritizing more immediate needs such as filling teacher vacancies and budget challenges, as well as a general lack of awareness of strategic school staffing models or structures to support multiyear efforts.</p>	 <p>Inequitable funding at the federal, state and local levels in addition to policy restrictions in areas like teacher of record policies, class size and recruitment, limit the ability to implement and scale innovative strategic school staffing models.</p>	 <p>Although some strategic school staffing models can become budget-neutral, implementation and scale require significant start-up and transition costs to achieve sustainability.</p>	 <p>Currently, there are not enough technical assistance providers to supply necessary services to school systems seeking to adopt, implement and sustain strategic school staffing.</p>



Consistent leadership and a strong vision at all levels for strategic school staffing are needed to create buy-in, navigate the change management and establish partnerships

Overview

- In systems that have been successful in advancing this work, **Superintendents and Chiefs of charter management organizations have played a key role in creating vision and seeing through a multi-year approach** to implementing strategic school staffing models, including efforts to create buy-in among students, families and teachers, navigate change management and establish partnerships to **lead to scale and sustainability**.
- District leaders such as **Chief Human Resource Officers do not always have the strategic capacity to implement this level of structural change or the strong partnerships with union leadership needed for contract shifts that enable districts to change teaming structures, extend teacher reach and leverage broader pools of talent** within new strategic school staffing models.
- **Leadership transition at the school-building and district/CMO level** often prevents the implementation of multi-year strategic school staffing initiatives. School communities need a **consistent and visionary principal** to integrate strategic school staffing models at the building level. Building-level leaders, specifically principals must be positioned to **amplify and enact the vision from central office leaders so that schools can adopt, implement and scale any strategic school staffing models**.

“You need to find those mavericks in a state, across districts, that are wanting to step up and do the work. The leaders that already have decent relationships with their school committees and with their teacher unions, so they bring them all in and there’s a sort of a groundswell of support that’s created for doing the work.”

—*Nonprofit Leader*

“I think a barrier we see again and again is leadership turnover. When you start getting strong pipelines in place, strong culture in a school and then you have a turnover of a leader, which is happening at an accelerating pace, it’s just really hard to sustain and build the quality.” —*Philanthropic and Policy Advisor*



There is slow uptake of strategic school staffing caused in part by prioritizing needs due to the COVID-19 pandemic, lack of awareness and complexity of implementation

Overview

- Urgency of human capacity issues, including teacher shortages in key areas, has forced **many school system leaders to focus primarily on immediate, shorter-term solutions, like emergency substitutes and short-term recruitment incentives**, leaving little time or energy for leaders to focus on these more complex, but potentially impactful, structural changes.
- While there are bright spots that differentiate roles and change teaming structures, integrate technology and hire outside providers to teach courses, there is **not enough amplification of these models or elevation of proximate student and teacher voices who experience strategic school staffing to create momentum around this work**.
- School systems struggle **to implement multiple different initiatives at once** given the change management, resourcing and capacity required. Current state and federal funding streams have **not created strong enough incentives for school systems to prioritize strategic school staffing initiatives** and see it as a viable solution to improve student learning and address teacher pain points.
- Education policymakers and leaders **frequently adopt direct solutions to address challenges**, such as implementing registered apprenticeship programs in teaching to tackle workforce shortages. However, the **comprehensive nature of strategic school staffing, which can effectively tackle multiple challenges school systems encounter**, often goes untapped.

“As a public education infrastructure, we are not doing much [that is] radical at all in any place around staffing.”

—*Technical Assistance Provider*

“It's tricky to get people to innovate because if you have this beautiful onboarding guide and set of curricula that fit this schedule and this model, everything is so intertwined that it becomes difficult to break anything off.” —*Nonprofit Leader*

“When we start talking about innovation... No one comes to webinars because they are just tired. They just want to be back at operating at pre-pandemic levels. I think how we framed [staffing innovation] might not be potentially enticing to people.” —*Nonprofit Leader*

Federal, state and district policies can significantly limit the ability to implement strategic school staffing



Overview

- **Federal Policy:** The main lever within federal policy for growing strategic school staffing efforts **is through its bully pulpit and competitive grant programs, like the Teacher Incentive Fund**. However, these grant programs are currently only loosely tied to the goals of strategic school staffing.
- **State and district policies and collective bargaining agreements:** **State or district policies and collective bargaining agreements, depending on the particular context, can limit the adoption of innovative staffing structures**. These include, but aren't limited to:
 - + Teacher of record policies that limit the structure of the classroom and who might be able to deliver instruction;
 - + Policies that limit who can supervise and evaluate other teachers or do not account for teaming structures;
 - + Class size limitations that limit teaming structures or efforts to extend teacher reach;
 - + Limitations on career pathways for educators that allow them to serve in various roles; and
 - + Barriers to providing differentiated compensation based on roles.

“The question around [teacher] licensure policy and what are the requirements for what roles I think are also really important policies that have to be considered.” —*Policy Expert*

“If you don't have mandated class sizes, which I'm afraid most states and districts do, then you could really do out-of-the-box thinking.” —*Human Capital Expert*



Our interviews also highlighted the need for sufficient funding to support implementation and sustainability of different models, often deterring broader adoption

Overview

- Strategic school staffing efforts that **differentiate roles and create new teaming structures have upfront costs**. Although many eventually become budget-neutral as districts better reallocate vacancy dollars to the new positions, it takes several years before this happens and there are **transition costs associated with shifting the school staffing model** like funding for technical assistance. **There may also be other longer-term costs**, like additional release time for teachers, associated with some models.
- Similarly, efforts that **leverage broader talent pools or integrate technology to optimize the teacher role, such as new software, often require funding to make necessary purchases and secure contracts/memorandums of understanding**. Further, these partnerships are not necessarily budget-neutral so it would require a **consistent funding stream to achieve sustainability**.

“We passed a very large part of the mill levy. It cost \$32 million a year to do this at scale. The stipends were \$2 million. It was mostly the cost of teacher time; you’re really adding a lot of FTE.”
—*Policy Expert*

“There is work we can do to make the kinds of [strategic school staffing] changes we are talking about financially sustainable, but that doesn’t increase funding levels. There is a funding adequacy issue to deal with.” —*Technical Assistance Provider*



A limited supply of high-quality technical assistance providers working nationally and regionally limit support available to implement strategic school staffing

Overview

- Implementing and scaling strategic school staffing **requires highly effective technical assistance providers to support the design, launch, scale and sustainability of these efforts.** Many school systems currently implementing strategic school staffing partner with high-quality providers. However, **more providers are needed to implement and scale these models to reach a greater number of students** and school systems.
- Further, given the **limited supply of technical assistance providers nationally advancing this work,** to scale strategic school staffing and reach more schools, students and communities, **organizations currently providing services to implement strategic school staffing require additional support for their own growth and capacity.**
- While some technical assistance providers work nationally, there are regional organizations advancing strategic school staffing. There is a **limited supply of regional organizations positioned to advance strategic school staffing initiatives in their own states and communities.**

“The one thing that many school districts need is funding for technical support or access to technical support that can help systems think differently about strategic staffing models.”

—*District Superintendent*

“One of the things that I know we've observed in talking to the folks who are doing the really deep work in Arizona is the incredible amount of technical assistance it requires.”

—*Union Leader*



5 | Recommendations & The Role of Philanthropy

“I think philanthropy can play a big role in infusing funding to bring people together to get re-versed in some of the research around learning, and question and interrogate existing structures and to really be inspired by what's possible.”—Nonprofit leader

Philanthropy can help promote a coherent ecosystem and support the scale and sustainability of strategic school staffing

Below are five recommendations philanthropy can take to strengthen the ecosystem, increase demand and remove significant barriers to implementing strategic school staffing. The slides that follow provide more detail about each recommendation.

Elevate Thought Leadership	Increase Policy and Advocacy	Expand Pilots and Exemplars	Fund Organizations to Support Implementation	Invest in Research
 <p>Build awareness by communicating and elevating instances of strategic school staffing that have successfully reimaged the teaching role and improved outcomes for students farthest from opportunity.</p>	 <p>Support organizations that promote policies to advance the knowledge base, implementation and scale of strategic school staffing initiatives. Examples of such policies include flexible collective bargaining agreements and expanded class sizes.</p>	 <p>Support states and LEAs to pilot strategic school staffing and to scale successful efforts to more schools.</p>	 <p>Invest in organizations advancing strategic school staffing such as technical assistance providers to both increase their capacity and ability to support school systems and scale strategic school staffing to reach more students.</p>	 <p>Invest in research on known models as well as new strategic school staffing models to help increase awareness, implementation and field-level understanding of impact.</p>

Thought leadership is a crucial first step to creating a compelling narrative about what strategic school staffing is and its positive impact on students and teachers



GOALS of elevating thought leadership

- While some school systems are implementing strategic school staffing, **broad awareness of these efforts and their benefits does not exist**. Investments to elevate thought leadership **should generate momentum around systemic shifts, elevate the voices of champions and examples of implementation at scale**, continue to drive coordination among those working on these efforts and help identify policy conditions necessary to support these efforts.
- Additional thought leadership will help:
 - + Continue to make a **strong case for strategic school staffing**, what it is, and the positive impacts on students and teachers.
 - + Highlight different strategic school staffing models and **what enables these models to be successful across different contexts**.
 - + **Translate research on strategic school staffing** so that it is consumable for system leaders and policymakers.

EXAMPLES of elevating thought leadership in action

- Fund coalitions and convenings that bring together multiple stakeholders including philanthropic practitioners, educators, districts, union representatives, school boards, EPPs, policymakers, families and community members to **discuss, learn and provide feedback about strategic school staffing and its impact on students and the teaching profession**.
- Fund **communities of practice or invest in organizations that convene stakeholders** including Chief Human Resource Officers and Superintendents to learn and discuss opportunities, successes and challenges for implementing strategic school staffing, including site visits to see the work in action.
- Create new materials such as **infographics, briefs and short videos that tell compelling stories about what strategic school staffing is, provide an overview of different models and share bright spots and financial case studies** for a variety of targeted audiences. Materials should be differentiated based on the targeted audience (e.g., district size, role, geography).
- Leverage existing and create new networks and communication channels to **disseminate strategic school staffing materials** so that various stakeholders can **easily learn and consider how to implement it**.



Creating an ecosystem that enables the adoption and scale of strategic school staffing requires coordinated advocacy to support policy changes

GOALS of increased policy and advocacy

- Support federal and state efforts to **draw attention to and support** strategic school staffing.
- Identify the policy barriers and increase coordinated advocacy efforts at the state and federal levels to help **spur the creation and passage of explicit policies and incentives that advance strategic school staffing** initiatives. For example, launching a competitive grant program supporting the incubation and scale of different strategic school staffing models creates incentives for school systems and their partners to pilot and adopt such models.
- At the state and local levels, build deeper advocacy support to **revamp existing prohibitive policies** and allow for more flexible ones, such as changing teacher-of-record policies and class size restrictions.

EXAMPLES of increasing policy and advocacy in action

- Educate the federal government **through research-based memos and concept papers to design grant programs** that incentivize and support the launch, scale and sustainability of strategic school staffing models. These should include **short-term investments** to schools and districts to support the transition to strategic school staffing models.
- Invest in individual and coalitions of nonprofit organizations that **conduct advocacy and policy research to inform new policy and elevate collective bargaining agreements that create conditions for strategic school staffing models** such as flexible compensation structures, class sizes and sustainable funding lines for different roles such as lead teacher, hybrid teachers, paraprofessionals, residents, etc.
- Convene state and local policymakers in **regional communities of practice to share examples of effective policies around launching, scaling and sustaining strategic school staffing initiatives** that provide the right balance of flexibility and accountability.
- Invest in organizations that partner with the federal, state and local governments to **elevate teacher leadership as an effective use of investments and funding streams** for key priorities like school improvement and social and emotional learning.
- Invest in organizations that partner with federal and state governments **to prioritize or incentivize innovative teaching roles in programs** like TSL, TQP, SEED, Title II, SIG and their state-level equivalents.
- Fund advocacy to **encourage the federal government to invest in research on strategic school staffing models**.

Additional investment is required to expand the number of school systems piloting and adopting strategic school staffing



GOALS of expanding pilots and exemplars

- While bright spots exist—school systems successfully implementing strategic school staffing within supportive local and state environments—**further funding is required to pilot and expand successful strategic school staffing** efforts to reach more schools, students, and teachers. **Seed funding from philanthropy can incentivize expansion to new locations.**

EXAMPLES of expanding pilots and exemplars in action

- Invest in **existing bright spots that integrate one or multiple strategic school staffing models** to scale these models across more schools within their communities.
- Support organizations, such as state education agencies that can spur **the adoption of strategic school staffing to other school systems and communities nationwide** through technical assistance, policy and advocacy, to reach more students and teachers.
- Fund pilot programs to **design and incubate new strategic school staffing models** and improve the models defined in this scan.
- Fund a small, **competitive grant program to encourage new models and the adoption of current successful models.** When incentivizing new models, focus on those that advance models that have fewer examples in the field.

It is necessary to expand the capacity, number and type of organizations supporting the implementation of strategic school staffing



GOALS of funding organizations to support implementation

- Successfully scaling strategic school staffing requires a **collection of strong technical assistance providers** to support school systems with implementation.
- Organizations, including state education agencies that provide high-quality technical assistance, partner with school systems to provide knowledge, coaching and support. Philanthropic investments can **expand the number of TA providers that are positioned to support the various types of models** that are emerging, particularly in places where the current TA supply is low.
- Investments can also support **existing organizations with expanding their capacity** and their ability to scale at lower cost to systems.

EXAMPLES of funding organizations to support implementation in action

- Invest in **existing technical assistance providers** including nonprofits, state education agencies, county offices of education, regional education service centers, etc. to launch and scale one or multiple strategic school staffing models across more school systems.
- Identify or support **incubating new technical assistance providers**, specifically for model types around technology solutions.
- Support **education technology companies that partner with school systems** to implement new software or AI platforms that optimize the teaching role.
- Support **school systems to understand how strategic school staffing can be both cost-neutral and cost-effective over time** and how to help districts meet their goals for student learning and teacher recruitment and retention.
- Partner with school systems **to identify schools and fund pilots that engage education technology companies or local, community-based organizations** that can deliver innovative and high-quality instruction to students.
- Partner with **state education agencies to build their capacity to provide technical assistance** to school systems across their states to launch, scale and sustain strategic school staffing.



Further research is necessary to help understand the impact of strategic school staffing and what is required to successfully implement different models

GOALS of investing in research

- While individual organizations often measure their own impact, there is **little known about the field-level impact of strategic school staffing models** that create new teaming structures, leverage broader talent pools and integrate technology.
- Philanthropic **support for studies and research about strategic school staffing models** can 1) foster a better understanding of the impact of various models; 2) deepen knowledge about the conditions and barriers to implementation at scale; 3) support the creation of tools, metrics and outcomes to drive adoption and improvement.

EXAMPLES of investing in research in action

- Commission studies about **existing strategic school staffing models to measure impact on students and teachers** and identify ways to strengthen, scale and sustain these models.
- Support current research organizations to conduct studies that **identify and address pain points among key stakeholders including technical assistance providers**, teachers and students to create more efficient implementation processes that support scale and sustainability.
- Identify and **create an inventory of current tools** and fund the **creation of new tools that will support the implementation of strategic school staffing**, for example, rubrics that support team teaching models.
- Support the **development of shared metrics and outcomes** for assessing the impact of strategic school staffing models.
- Invest in **identifying common metrics for all organizations** to use in both implementation and evaluations of strategic school staffing.

Thank you

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A photograph of a group of graduates in black caps and gowns. In the foreground, a young man with short dark hair is smiling broadly, looking towards the right. Behind him, several other graduates are visible, also smiling and looking in the same direction. The background is slightly blurred, suggesting an outdoor or large indoor setting.

6 | Appendices

Appendix I: Examples of Organizations Supporting Implementation of Strategic School Staffing

Our research surfaced examples of organizations working within the three model types defined in this landscape scan

The following slides provide more information about organizations listed earlier in the scan that exemplify or support different models of strategic staffing.

Model Type

Example of Organizations



Changing how teaching teams are structured to better support students

- Public Impact
- ASU Next Education Workforce
- Education First
- Education Resource Strategies
- US Prep
- Transcend Education
- TNTP



Leveraging outside pools of talent to teach courses

- Coursemojo
- Elevate K-12



Changing how existing teachers do their work by optimizing technology

- Modern Classrooms
- New Classrooms

NOTE: This is not an exhaustive list of organizations representing each model type.

Public Impact—Opportunity Culture

Overview

- Public Impact’s Opportunity Culture (OC) **restructures school staffing. More than 800 schools have implemented OC encompassing over 5,400 teachers and 150,000 students.**
- Multi-Classroom Leaders (MCLs) **lead a small team of teachers while continuing to teach full-time.** MCLs have a record of high-growth student learning and support their team of teachers to deliver high-quality instruction to all learners. **OC involves a differentiated compensation structure that pays MCLs additional money on top of their base salary.**
- Combining Multi-Classroom with **Team Reach enables teams of teachers to reach more students.** A Team Reach Teacher (TRT) **teaches more students** without raising instructional group sizes and increasing small-group instruction. Reach Associates (RAs) provide instructional support and are **often paraprofessionals or embedded, paid, teacher residents.**
- OC schools **create blocks during the day for professional learning.** While the approach can vary, **one example is creating blocks for students to engage with online materials during the day while an RA supervises students.** During that time, MCLs can lead professional development for their TRTs.

Impact

- Research shows that **OC improves student learning outcomes.** For example, teachers that were on average at the 50th percentile in student learning gains who joined teams led by a highly-effective MCL, **produced learning gains equivalent to teachers at the 77th percentile on average.**
- As of 2023, OC **resulted in over \$16.4M in additional compensation** for educators.
- OC also **promotes teacher satisfaction.** According to a 2023 survey administered by Public Impact, 97 percent of MCLs and 87 percent of all staff on MCL teams want to continue OC in their schools.
- OC has **launched successfully in union districts** like Syracuse City School District and Chicago Public Schools.

“The Opportunity Culture model has allowed us to at this point eliminate almost 100 teacher vacancies and then reinvest that money in the most effective teachers that we have in the organization. So today, more of our students have access to great teachers.”

—District Superintendent

Overview

- Since 2019, ASU Next Education Workforce models have grown to two states and include **45 schools consisting of 123 educator teams with 485 educators serving 9,854 students.**
- The model includes a **‘core team’ of 2–6 educators serving 50–150 students in redesigned learning spaces.**
- The team consists of a **Lead Teacher, Professional Educators who vary in specialization depending on student needs and instructional support such as a paraprofessional or a Teacher Resident** from the Mary Lou Fulton Teachers College. Generally, **at least one core team member is a Special Education teacher** to ensure all students’ needs are met.
- Flexible learning spaces **enable the educator teams to reach more students and redesign the physical learning spaces to meet student needs**, for example by removing collapsible walls to promote small group learning while educators circulate throughout the classroom.
- The Next Education Workforce also promotes advanced pathways for educators to gain professional learning and skills that can **lead to increased compensation.**

Impact

- Early outcomes indicate that 75 percent of educators part of the model are **more satisfied with their roles**, collaborate more and believe they have **better teacher-student interactions.**
- Early outcomes for students show 5–7 percentage point increases in earned Algebra 1 credits and **improved reading growth among 3rd graders.**

“I love how I can feel comfortable with any teacher or student... I feel safe here.”—Student

“Ultimately what we’re looking to do is build a network of networks to support these schools... so the way that the professional learning on this works, think of it as a funnel.”—Technical Assistance Provider

Education First Consulting

Overview

- Education First (Ed First) serves local, state and national clients in more than **41 states including school systems, state education agencies, nonprofits and foundations to improve educational outcomes** for students and teachers, especially those farthest from opportunity.
- Ed First currently partners with **school systems in California and Texas to implement strategic staffing that creates innovative teaming structures** by defining the role of teacher residents to provide more personalized support for students to improve learning outcomes.
- The model that **Ed First aims to implement also ensures that both residents and mentor teachers receive compensation** for their unique roles.
- Ed First has also partnered with Public Impact to **implement Opportunity Culture, for example in the Syracuse City School District in New York**. As a result of this partnership, Syracuse extended the reach of its most effective educators to reach more students in eight of their schools.

Impact

- The Syracuse Opportunity Culture work resulted in **88 percent of participating teachers agreeing that they have a shared vision for their school's strategic staffing partnership**. Further, the initiative sparked increased interest in leadership roles as participating schools attracted an average of 10 applicants per new teacher-leader position.
 - + Overall, 1,791 students received instruction from a high-qualified teacher within the Opportunity Culture model.
- The work currently underway in **California created five sustainably funded residency positions** integrated within the core school staffing model. Further, partners are in the process of placing 24 residents across two participating school systems.

“What was most valuable to me were the design sessions [Ed First led]. I was able to then step back and put my shoes in various roles—the mentor teacher, resident teacher, principal—and think through how we can support them moving forward. I appreciate this partnership because it set us up to be successful.”
—Charter School Leader

Education Resource Strategies

Overview

- ERS empowers school system leaders to make **transformative shifts in resources, structures and practices so that all students**—especially those with the greatest learning needs and those furthest from opportunity—attend a school where they can learn and thrive.
- Grounded in their work with districts across the country and what they’ve learned from the field, ERS has **created tools and resources designed to help district leaders take action to transform schools for good.**
- ERS’ work around talent strategy and management takes a **comprehensive or “big picture” approach**, combined with an emphasis on promoting individual effectiveness, team effectiveness *and* collaboration for continuous improvement.
- ERS’ **framework for “Reimagining the Teaching Job”** has **provided a foundation for field-building and district support efforts**, alongside the organization’s research on organizing for [high-quality professional learning](#), “shelter and develop” models for [rookie teachers](#) and [studies](#) and [analyses](#) of strategic teacher compensation.

Impact

- Since 2004, ERS has worked **hand-in-hand with the leaders of more than 100 school systems and several states** through data (analysis & benchmarking), design (strategy, resource trade-offs & consensus building) and implementation (planning & monitoring).
- ERS facilitates the **national Coalition to Reimagine the Teaching Role, a partnership of more than 30 leading organizations** working in collaboration to create the conditions where all K12 educators thrive in collaborative and sustainable roles, so that all students realize their unique potential.

“The thing I always go back to is equity. ERS walks the equity talk—helping us design equitable processes that lead to equitable outcomes and does so in a way that is going to empower the voices of our students, our families and our staff.”
–District Superintendent

Overview

- US PREP works **nationally, reaching over 33,000 teachers and 750,000 students**, to form coalitions of university and district partners to advance high-quality, university-based teacher preparation.
- US PREP’s model **integrates teacher residents into core school staffing models, creating an innovative co-teaming structure** that prepares teachers to enter the classroom on day one, while also increasing student access to highly-qualified educators to improve learning experiences.
- As a **technical assistance provider, US PREP offers its district and university partners various services including implementation support for strategic staffing**, specifically to create sustainably funded, paid residency programs tailored to the needs of the students and district more broadly.
- The model aims **to reallocate existing budgets and roles to create sustainable, innovative teaming structures** that over time become budget-neutral to the district while remaining affordable and accessible to aspiring educators, especially educators of color.

Impact

- US PREP’s 2019–2020 Annual Report offers several metrics that indicate its success.
 - + There were **1,127 aspiring educators in yearlong, residencies, 5,823 aspiring educators in clinical teaching placements and 22,349 aspiring educators enrolled** across all partner teacher preparation programs.
 - + **21 total minority-serving institutions** partnered with US PREP serving Black, Latino/a/x and AAPI aspiring educators.
- Across multiple cohorts of aspiring educators partnering with US PREP, over **95 percent felt confident about beginning their teaching career and felt well prepared for the classroom.**

“US PREP has prepared our teacher candidates to come in day one, more prepared to take on the classroom, and those are the type of teachers I want to hire.”—US PREP Partner District School Principal

Transcend Education

Overview

- Transcend Education, a team of experienced educators and school system leaders, works **nationally to help schools transform and redesign their approach to teaching and learning to ensure all students succeed.**
- Transcend advances its work by directly supporting schools and systems in their design work to transform their approach to teaching and learning, **democratizing design support through resources, tools and professional learning and catalyzing systemic change by engaging funders, system leaders and policy influencers to advance innovation and transformative change.**
- Their Community-Centered Innovation service offering supports schools and system leaders in a **design journey to transform their approach to school and reimagine learning through a community-led process.** Transcend ensures that systems co-create with communities and transformative change including new and innovative teaming structures that support excellent teaching and learning.
- Transcend Education also conducts **research and elevates best practices and bright spots**, for example, through its recent “Transforming the Teacher Role” report.

Impact

- Transcend published the “Transforming the Teacher Role” report to advance a **critical conversation about the need to reimagine the teaching profession** to create a sustainable role that improves student outcomes.
 - + The report shares **promising bright spots of strategic staffing** nationwide that can serve as a springboard for scale and replication.
- Transcend also elevates proximate voices in their reports, for example, with the “Conversations with Kids” focus group and interview report to **ensure proximate student voices inform redesign efforts.**

“Our students know this rigid, one-size-fits-all approach to education does not work for them or their peers. We hope our students have piqued your interest and you’ll find a model you can learn from, be inspired by, and try in your community.” —[Transcend Staff](#)

Overview

- TNTP works with partners nationally to ensure all students, **especially those furthest from opportunity, learn from a high-quality teacher.**
- TNTP works at **multiple levels of public school systems** to create engaging classrooms that meet every learner’s needs, focused schools with strong principals and engaged communities and strategic school systems and states that implement policies advancing clear, rigorous and equitable education policies.
- TNTP has engaged in **strategic staffing work, serving as a technical assistance provider in some school systems to implement strategic staffing that creates innovative teaming structures** to support student learning. The organization also emphasizes the importance of new staffing solutions to meet the needs of multilingual learners.
- Through its recent talent [framework](#), TNTP offers a **comprehensive approach for reimagining staffing structures and implementing strategic staffing** to ensure a sustainable teacher role and meet the unique learning needs of all students.

Impact

- TNTP trained approximately **37,000 teachers for high-need school subjects.**
- Overall, **31,000 teachers in about 1,000 schools** benefitted from TNTP support, resulting in new compensation and career options.
- TNTP’s next-generation evaluation systems that support excellent teachers reached **about 15 percent of teachers in the United States.**

“We've got places where they are really trying to tackle these [strategic staffing] problems, especially for multilingual students. We've got those places that are really trying to figure out not only how are they going to find who they need, but they have to staff differently.” — TNTP Leader

Overview

- Coursemojo **partners with over 20 districts** and trains a Learning Coach, or facilitator who oversees the learning environment and Expert Teachers who lead instruction online. **These differentiated roles ensure that students received instruction from a content expert while under the guidance of an in-person coach.**
- Districts partner with Coursemojo to **create tech-enabled courses to meet school and student needs.** For example, Alpha Public Schools, a Charter Network in East Jose, CA experienced a shortage of STEM teachers. **Partnering with Coursemojo, students received geometry instruction in a hybrid manner,** learning from a content expert online while a learning coach supervised the environment.
- Coursemojo provides **training and guidance to content-experts, Learning Coaches and district staff and technology teams** to ensure a seamless implementation of the hybrid learning experience for students.

Impact

Coursemojo positively impacts students:

- **95 percent** of students say they have a chance to share and explain their thinking with others.
- **94 percent** of students report having a teacher who is respectful and who provides the support they need to succeed.
- **74 percent** of students say their course content is great and that they understand the material well.

“We are trying to crack the code on a model that would have real implications for the teaching profession and staffing. Most importantly would've real implications for access, for students. The idea is all students should have access to exceptional quality courses and that shouldn't be constrained by the zip code and who you can happen to recruit in that zip code.”—Coursemojo Leader

Overview

- Elevate K-12 **operates in over 27 states and delivers online, live instruction taught by certified teachers.** This addresses teacher shortages and enables schools to ensure certified, qualified teachers deliver instruction instead of contracting a non-certified substitute or implementing an asynchronous learning environment.
- The technology that Elevate K-12 uses **ensures fluid interactions between teachers and students** so that it replicates face-to-face learning.
- While the teacher live-streams into the classroom, **an in-person paraprofessional oversees and manages the learning environment** so that students can still receive face-to-face support from an adult as needed.
- Elevate K-12 **develops curriculum and lesson plans**, built by content experts and aligned to state and national standards. Further, districts, charters and schools can customize the lesson plans to fit within their own scopes.

Intended Impact

- Given the teacher shortages facing many districts, Elevate K-12 intends to **solve it for many schools by leveraging broader talent pools and ensuring access to a live, online, certified instructor in hard-to-staff subject areas.**

“I have taught on numerous online teaching platforms and I must say, I absolutely love working at Elevate. The camaraderie is superb, and I truly believe upper-management have a healthy respect for their teachers, which aids in fostering a wonderful teaching environment!”
—Elevate K-12 Teacher

Modern Classrooms

Overview

- Modern Classrooms has trained over **38,000 teachers worldwide to implement its research-backed instructional model** designed to “flip” the classroom and meet the needs of every student.
- Teachers deliver **blended learning through the creation of short, instructional videos for students to absorb relevant, curriculum-aligned content**. Rather than delivering real-time lessons, the blended-learning model allows teachers to lead small groups and work one-on-one with students to tailor support.
- Modern Classrooms **incorporates self-paced structures** so that students can control the pace of their learning and seek support as needed from the teacher.
- The curriculum bases **progress on mastery**, so students progress from one lesson to the next when they demonstrate mastery of the concept and/or lesson.

Impact

- A three-year evaluation published in 2021 indicated that Modern Classrooms **benefited teachers and schools at all levels and across different academic subjects**.
- Modern Classrooms-trained teachers **rated their ability to differentiate instruction higher than comparison teachers**.
- Students of Modern Classrooms-trained teachers **reported higher engagement with their learning versus comparison students**.

“I like how it is self-paced so I can work on whatever I want and as fast or slow as I want. So, while one person can be doing one thing, I can be doing another. And if anyone is struggling the teacher is always available to answer questions and help us out.”
—Student taught by a Modern Classrooms Teacher

New Classrooms

Overview

- New Classrooms serves **over 36 schools across more** than 11 states and uses technology to organize math instruction into tailored “playlists” for students using multiple modalities to meet all learners’ needs.
- The flagship tool, Teach to One Roadmaps enables teachers to assess each student's level of foundational knowledge and gaps, then the program **creates a customized roadmap for each individual learner so they can progress in math.**
- The Teach to One platform **assists teachers in differentiating instruction and curating different learning experiences for students depending on their roadmap.** For example, during school, some students might participate in independent learning, others in small groups or learn directly from the teacher.
- New Classrooms also **creates lessons and experiences grounded in high-quality instructional materials** to ensure students and teachers have access to relevant, impactful learning and teaching experiences.

Intended Impact

- New Classrooms’ intended impact is to **disrupt the typical one-classroom, one-teacher model to offer an innovative, tech-based approach** to learning that enables personalized instruction to promote student learning.
- New Classrooms also aims to be on **the cutting edge of digital and technology-based products that optimize the teacher role** and integrate seamlessly into the classroom to create favorable learning conditions for students.

“We have joy in it [learning] now. I raised my grade and I am going to the high school I want to go to because of this program.”
—Student learning from New Classrooms’ Teach to One

Appendix II: Bright Spots

Our research also elevated bright spots, or organizations piloting this work in a variety of configurations

The following slides provide greater detail on some of the bright spots described in the scan, including the relevant model types and characteristics of strategic staffing that apply.

<p>The subsequent slides will describe multiple Bright spots</p>	<ul style="list-style-type: none">▪ Best NC▪ CityBridge▪ Denver Public Schools▪ New York City DOE▪ Third Future Schools▪ Da Vinci Schools▪ Design39 Campus▪ Intrinsic PODS
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<p>The color-coded pie chart in the upper right-hand corner of each slide indicates which characteristics of strategic staffing apply.</p>	<ul style="list-style-type: none">▪ Distributed Leadership▪ Compensation Structures Differentiated by Role▪ Innovative Teaming Structures▪ Extended Teacher Reach▪ Staffing Structures that Intentionally Cultivate Teacher Pipelines▪ Technology that Optimizes Educator Roles/Time
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NOTE: This is not an exhaustive list of organizations that serve as bright spots.



Model Type being implemented

Changing how teaching teams are structured to better support students

Description

- Best NC is a policy and advocacy coalition of business leaders **advancing initiatives across North Carolina to improve the state's education system.**
- Best NC helps **champion Advanced Teaching Roles (ATR), a model that extends teacher reach to serve more students and creates differentiated compensation models** so that educators receive additional pay for increasing their reach, leadership and overall responsibilities. Often, ATR takes the form of Public Impact's Opportunity Culture.
- The North Carolina legislature launched ATR in 2016 through the state budget bill. Since then, the program **has scaled to over 200 schools** with districts utilizing grant dollars.
- Best NC also helps advanced innovative compensation models that **focus on professional growth leading to measurable and impactful improvement in student outcomes.**

Impact Data

- A report measuring the ATR pilot program schools indicated a positive impact for students and teachers.
- 68 percent of ATR schools had higher School Performance Grades after one year compared to 46 percent of comparison schools.
- 76 percent of ATR schools had increased growth scores in the first years of implementation compared to 45 percent of comparison schools.
- Teacher attrition in ATR pilot schools measured at 1–3 percent compared to 7.5–9 percent statewide.

"I think this program is really working and I do believe that it has made a difference in our school. I know the data show that it does, but I'm talking about even with the morale of the teachers. Even with the teachers' skill and their ability to feel good about themselves."—ATR Lead Teacher



Model Type being implemented

Changing how teaching teams are structured to better support students

Description

- CityBridge is a nonprofit organization supporting public and charter schools in Washington D.C. to **design equitable school systems and learning experiences for students.**
- The Transforming Teacher Initiative at CityBridge supports district and charter leaders **to transform the teaching role through a Professional Learning Community (PLC) and design workshops.**
- The INSPIRATION PLC **connects school-based decisionmakers in four virtual sessions to learn about national and local models that reimagine the teaching profession** and identify pathways to introduce these initiatives within their schools.
- The Transforming Teaching Design Workshop engages partners like ASU Next Education Workforce, Public Impact and Teacher Powered Schools to prepare school teams to **redesign the teaching profession within their schools.**

Impact Data

- Across all programs, CityBridge’s 2021–2022 annual report shows equitable and inclusive impact.
 - + There were **115 participants** across all programs.
 - + 80 percent of program participants **identify as a leader of color.**
 - + 74 percent of program participants **identify as Black.**
 - + CityBridge provided **\$2.8M to entrepreneurs, schools and partners** to advance transformational efforts including redesigning the teaching role.

“As a change agent, I feel equipped and prepared to address and solve complex challenges that impact the quality of teaching and learning at my school.”—CityBridge School Design and Transformation program participant



Model Type being implemented

Changing how teaching teams are structured to better support students

Description

- Denver Public Schools enrolls 89,213 students across 207 schools, **servicing mostly students of color**, notably 52 percent Latino/a/x, 14 percent Black, five percent two or more races and three percent Asian or Asian American.
- Denver Public Schools implements a teacher leadership program throughout the district enabling **educators to obtain a leadership role within their school while continuing to serve as a classroom teacher**.
- There are several roles with varying eligibility based upon years of experience and skills. These roles include Pre-Service Teacher Mentor, New Teacher Ambassador, Regional Team Specialist, Team Specialist, Team Lead and Senior Team Lead.
- Teachers holding leadership roles receive additional compensation from \$750–\$5,500 per semester.

Impact Data

According to a study that measured the success of some of the Teacher Leader pilots:

- 89 percent of teachers in pilot schools **valued having leaders who are still in the classroom**.
- 74 percent are glad their school participated in the pilot and agreed that the roles helped distribute leadership, **increase teacher voice and positively impact the school**.

“Being a Senior Team Lead is why I’m still in the classroom... because I have the opportunity to teach and lead.”

—Denver Public Schools Teacher



Model Type being implemented	Changing how teaching teams are structured to better support students
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Description	<ul style="list-style-type: none"> ▪ The country’s largest school district, New York City Public Schools, enrolls over 1.04M students across 1,867 schools serving mostly students of color; the district is 41 percent Latino/a/x, 24 percent Black; 16.5 percent Asian or Asian American. ▪ In partnership with the United Federation of Teachers, NYC Department of Education created Teacher Career Pathways (TCP) to provide educators an opportunity to obtain leadership roles while remaining committed to their current schools and classroom. Currently, 1,454 teacher leaders are serving in every borough across 657 schools. ▪ TCP established differentiated teacher leader roles through the UFT-DOE contract. These roles include Model Teachers, Peer Collaborative Teachers and Master Teachers. ▪ Teacher leaders received additional compensation based on their role from \$7,500 to \$20,000 per year. ▪ NYC Teaching Academies are embedded, paid residency programs in high-need, high-performing public schools where cohorts of at least five pre-service teachers complete a semester-long clinical experience. NYC Teaching academies include over 34 residency sites and 126 residents. ▪ The teaming structure in a Teaching Academy includes a resident, a Teacher Development Facilitator (TDF) who mentors the resident and a Peer Collaborative Teacher who supports a team of TDFs to ensure quality mentorship experiences for residents.
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Impact Data	<p>Research indicates that TCP impacts student achievement and teaching quality:</p> <ul style="list-style-type: none"> ▪ Students earning ELA scores at levels 3 and 4 increased by 9.25 percent in schools that staff at least one teacher leader for two or more years. ▪ 74 percent of TCP schools with a baseline Developing Score for “Teacher Pedagogy” improved compared to 30 percent of schools without a teacher leader. ▪ Teachers working with two or more teacher leaders were 24 percent more likely to be retained at their school the following year. ▪ Teacher Academy graduates remain in the classroom at higher levels. One study showed that 84 percent hired in 2017 stayed at their same school in 2018, compared to 79 percent of other new teachers.
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“Teacher teams are the backbone of our building. They are the most important element to our school success.”
—Assistant Principal

Third Future Schools



Model Types being implemented

Changing how teaching teams are structured to better support students; leveraging outside talent pools to teach courses

Description

- Third Future Schools is a charter network spanning 11 schools across Colorado, Texas and Louisiana, with more to launch next fall in Tennessee. They focus on **delivering high-quality instruction and providing relevant, enriching learning experiences for students.**
- The core staffing model includes a **Lead Teacher, Teacher Apprentices who can become a teacher of record upon completing their apprenticeship** and a **Learning Coach who provides instructional and administrative support** to ensure teachers spend most of their time delivering instruction.
- The teaming structure of Lead Teacher, Teacher Apprentice and Learning Coach **enables some class sizes to increase therefore extending teacher reach**, while keeping adult-to-student ratios the same. As a result, during a teacher absence a Teacher Apprenticeship and Learning Coach **can serve as substitutes to ensure students lose no instructional time.** Further, Lead Teachers earn additional compensation for **leadership and coaching responsibilities.**
- Third Future Schools **integrates community volunteers or Community Consultants** who provide innovative electives such as Spin Instructors providing Physical and Wellness Education experiences for students.

Impact Data

- Students at Third Future Schools demonstrated **nearly twice the growth in achievement** on NWEA Map scores in Reading, Math and Science compared to peers in the United States.
- Professional Learning Communities among educators **enable high-quality development experiences that improve the quality of teaching and learning.**

“I started as a Teacher Apprentice with Ms. V. It was a fantastic experience because I had no experience being a teacher whatsoever. I went to school for kinesiology, so I didn't think teaching was going to be for me. But once I got in and I got in the classroom as a teacher apprentice, it was good from day one.” —Current teacher



Model Types being implemented

Changing how teaching teams are structured to better support students; changing how existing teachers do their work by optimizing technology

Description

- Da Vinci Schools, in El Segundo, CA is a charter network serving 2,606 students across five schools offering a broad range of learning experiences to its students.
- One of its schools, Da Vinci Connect TK-8 offers a **unique approach to staffing that engages family members through a hybrid approach.**
 - + Da Vinci Connect enrolls 814 students **servicing mostly students of color**; the school is 33 percent Latino/a/x, 20 percent Black, 11 percent two or more races and six percent Asian or Asian American.
- The school implements a **homeschool-hybrid model where students spend two days per week of project-based learning on campus and three days per week of homeschooling through technology** where families are co-educators and partners in their child's education.
- Da Vinci Connect also implements a **social and emotional learning curriculum** so students build positive relationships with peers and educators.

Impact Data

- 70 percent of Da Vinci **students received college acceptances** between 2012–2021.
- 80 percent of Da Vinci graduates **enrolled in college immediately after high school**, 17 percent above state averages according to the 2021-2022 annual report.
- 100 percent of students gained **exposure to career-relevant curriculum** through real-world, project-based experiences.
- 65 percent of **school leaders are people of color, which is reflective of the student demographics.**

“I am grateful for this option for school for my child. He is thriving and developing confidence to try new things. He feels included and is able to demonstrate his unique strengths. Thank you!” —Da Vinci Parent



Model Types being implemented

Changing how teaching teams are structured to better support students; changing how existing teachers do their work by optimizing technology

Description

- Design39Campus, part of the Poway Unified Schools District, is in San Diego County and leverages **learning spaces, technology and innovative teaming to create a high-quality learning environment for students.**
 - + The school serves a **diverse student body of 1,226**: the demographics are 38 percent Asian or Asian American, 35 percent White, 11 percent two or more races, nine percent Latino/a/x and 5.5 percent Filipino.
- During lessons, students **move flexibly through the learning environment with a team of 5–6 teachers** guiding instruction of homerooms of 30 students called Learning Experience Designers (LED).
- One **LED leads a team of 5–6 supporting LEDs to collaborate, plan and execute lesson plans.** The teaming structure also includes paid, part-time high school students from the Poway Unified School District to support students' reading and math before and after school.
- Students move through the large learning space in Pods and **access to technology to support self-directed learning and small group instruction.**

Impact Data

- The school ranked as the **highest-performing middle school** in its district in 2018.
- It surpassed the district on all **key climate and student well-being indicators** in 2017.
- The school was presented as a **model school and exemplar design** to the United States Department of Education in 2018.

“At previous schools, I’d have my lesson plan, my monthly plan, my textbook...here, we understand that every child learns at a different pace. We let them take the wheel but help them navigate the way.”

-Design39Campus Teacher

Intrinsic School PODs



Model Types being implemented

Changing how teaching teams are structured to better support students; Changing how existing teachers do their work by optimizing technology

Description

- Intrinsic Schools, a charter school network in Chicago serving over 1800 students across two campuses, implements PODs to **leverage time, space, staff and technology to meet student learning needs.**
 - + The school serves **mostly students of color**; the demographics are 50 percent Black, 23 percent Latino/a/x, 14 percent two or more races, three percent Asian or Asian American and three percent indigenous peoples.
- PODs include up to **60 students and three teachers, including at least one Special Education Teacher.** POD teachers take on several roles including the POD lead, small group facilitator, large group facilitator, interventionist and mentor.
- Students **rotate through the learning space**, receiving small group instruction from two teachers for 30 minutes each, and then individual work time using online learning and technology tools for 30 minutes.
- PODs enable the strategic placement of school staff so that **novice teachers co-teach with and learn from more experienced, effective teachers ensuring quality instruction and teacher growth.**

Impact Data

- Intrinsic students demonstrate positive learning outcomes:
- 100 percent of seniors have a **postsecondary plan by May of each year and 58 percent enroll in a four-year college**, 34 percent in a two-year college and seven percent enter the workforce.
 - According to Illinois Network of Charter Schools data, **students made significant growth in math, reading and college-entry exams.**
 - + NWEA Map Reading Growth percentile: 64
 - + NWEA MAP Math Growth percentile: 78
 - + SAT Cohort Growth percentile: 89

“The POD provides our students with the keys to their growth: critical thinking, collaboration, creativity, independence.”
—Intrinsic Staff Member

Appendix III: Interviewees

Interviewees

Education First conducted interviews with the following individuals between April 2023-June 2023 to inform this scan.

- Amanda Fernandez, CEO/Founder, Latinos for Education
- Betsy Arons, CEO, Urban Schools Human Capital Academy
- Bree Dusseault, Principal and Managing Director, CRPE
- Brenda Berg, President and CEO, Best NC
- Brent Maddin, Executive Director, Next Education Workforce
- Brittany Gilbert, Learning Coach, Third Future Schools
- Bryan Hassel, Co-President, Public Impact
- Chang-Hao Fu, CEO Leading Educators
- Cyndi Vansyckle, Teacher, Third Future Schools
- David Rosenberg, Partner, Education Resource Strategies
- Dottie Smith, Partner, Transcend Education
- Edwin Morales, Leadership Development Specialist, Education Resource Strategies
- Eric Westendorf, Co-CEO, Coursemojo
- Evan Stone, Co-Founder and Co-CEO, E4E
- Felix Ruano, Co-Founder, Subject
- Dr. Feliza Ortiz-Licon, Chief of Staff, New Teacher Center
- Heather Peske, President, NCTQ
- Heidi Reed, Project Director, CityBridge
- Jenniffer Holleran, Impact and Philanthropy Advisor, Holleran Advisors
- Jeremy Grant-Skinner, Chief Talent Officer, Houston ISD
- John Baily, Founder, Vestigo Partners
- John Wright, Senior Director, Center for Enterprise Strategy, NEA
- Juan Ibarra, Teacher, Third Future Schools
- Julie Kennedy, Executive in Residence and Practice Leader, Academics and Character, Charter School Growth Fund
- Kareem Farah, CEO and Co-Founder, Modern Classrooms
- Lydia Rainey, CRPE
- Markus Flynn, Executive Director, Black Men Teach
- Marla Ucelli- Kashyap, Senior Director, Educational Issues, AFT
- Michelle Culver, Founder, The Reinvention Lab at Teacher for America
- Mike Miles, CEO, Third Future Schools
- Nathan Driskell, Associate Director, Policy Analysis and Development, NCEE
- Rachel Evans, CEO, CityBridge
- Robin Lake, Director, CRPE
- Robin Vitucci, Assistant Director, AFT
- Sandi Massey, Deputy Chief of Schools and Operations, Third Future Schools
- Sarah Almy, Chief of External Affairs, NCTQ
- Scott Muri, Superintendent, Ector County ISD
- Torren Brozovich, Teacher, Third Future Schools
- Victoria Van Cleef, EVP, Learning, Impact, and Design

A woman in a dark suit and white shirt is giving a high-five to a young boy in a blue and yellow striped shirt. They are in a classroom setting with a large window in the background. Other students are visible at a desk in the foreground. The text "7 | Works Cited" is overlaid on the image.

7 | Works Cited

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