

Next Education Workforce™

Research headlines



The Next Education Workforce seeks to

1. Provide all students with deeper and personalized learning by building teams of educators with distributed expertise, and
2. Empower educators by developing better ways to enter the profession, specialize and advance.

Headline outcomes

Educators in Next Education Workforce models...

- Have equal or lower turnover rates
- Are more satisfied and likely to recommend teaching as a career
- Report better teacher-student interactions & deeper collaboration
- Feel more supported and less lonely

Students in Next Education Workforce models...

- Made 1.4 more months of reading growth in 3rd grade
- Report higher levels of support
- Experience regular opportunities for collaboration

All of these differences between team-based models and traditional 1T:1C models are statistically significant $p < 0.05$

Implementing team-based models over time

| | Fall 19 <i>(actual)</i> | Fall 20 <i>(actual)</i> | Fall 21 <i>(actual)</i> | Fall 22 <i>(actual)</i> | Fall 23 <i>(estimated)</i> |
|------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|--------------------------------------|
| States | 1 | 1 | 1 | 2 | 13 |
| School Systems | 1 | 3 | 5 | 10 | 30 |
| Schools | 1 | 5 | 27 | 45 | 97 |
| Educator Teams | 1 | 9 | 86 | 123 | 253 |
| Professional Educators | 3 | 33 | 268 | 485 | 810 |
| P12 Learners | 85 | 995 | 6,660 | 9,854 | 20,240 |

What we've learned about Educator Outcomes



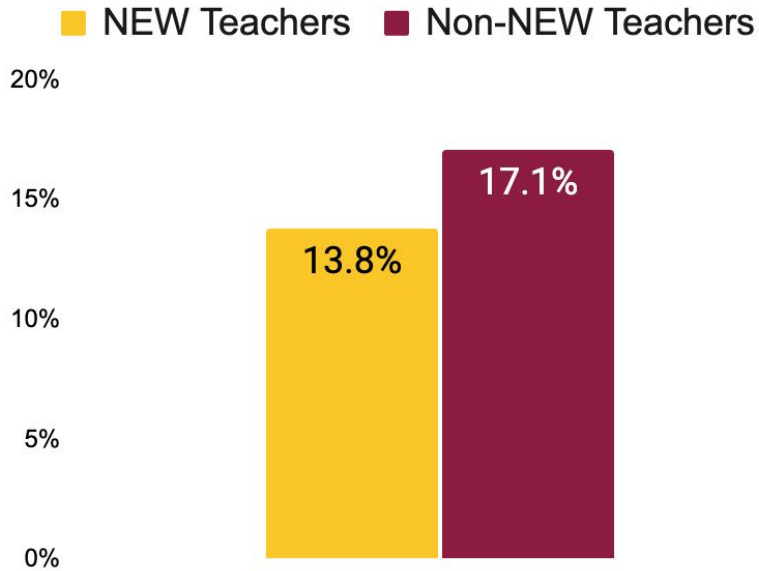
Key findings

Educators in Next Education Workforce models...

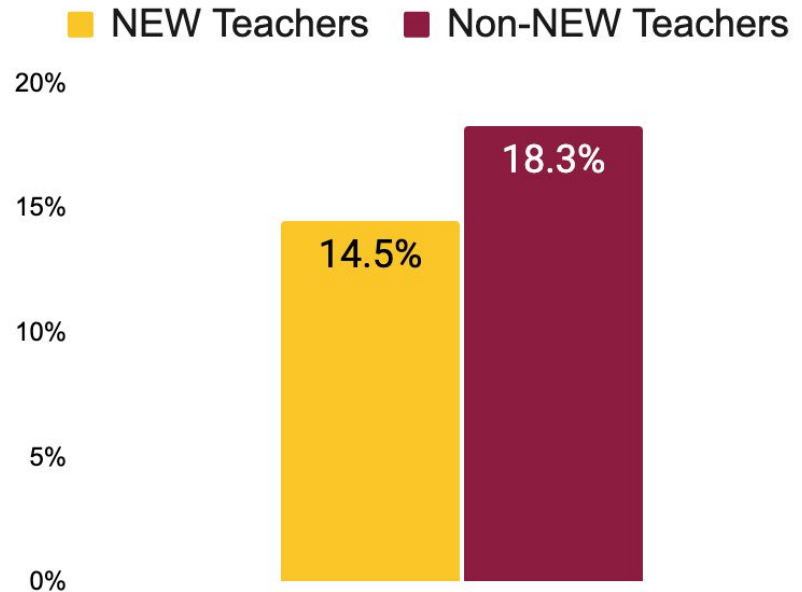
- Have equal or lower turnover rates
- Receive higher evaluation scores
- Are more likely to consider teaching to be their long-term career
- Are more likely to recommend the teaching profession
- Are more satisfied
- Report better teacher-student interactions
- Collaborate more
- Feel more supported and less lonely
- Take fewer sick days and require fewer substitute teachers

Teamed teachers have equal or lower turnover rates than their non-teamed peers

Proportion of Teachers Departing School or District, 2022



Proportion of Teachers Departing School or District, 2023

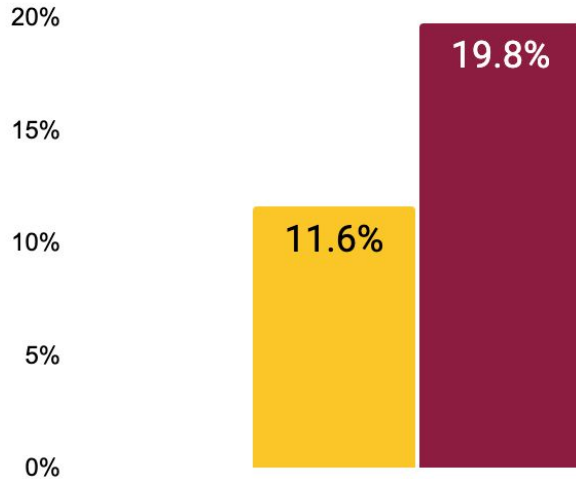


The difference in turnover rates **is statistically significant** in 2023. In 2022, the difference is not statistically distinguishable from zero.

Lead teachers and early career teamed teachers have lower turnover rates than their peers

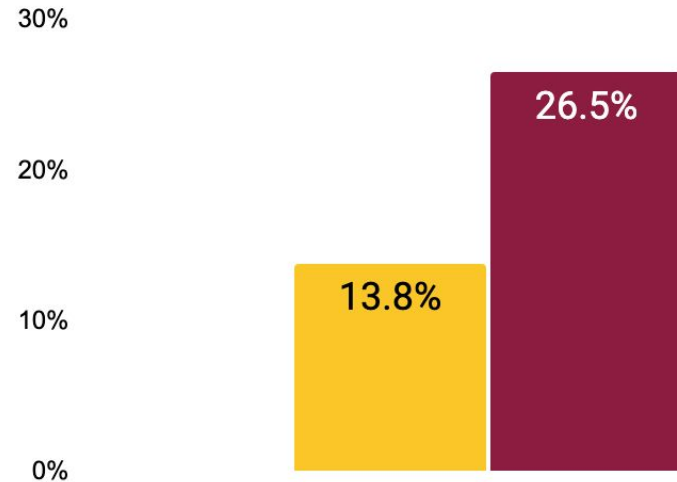
Proportion of Teachers Departing School or District

Lead Teachers Other Teachers in Same Schools



Proportion of Early Career Teachers Departing School or District

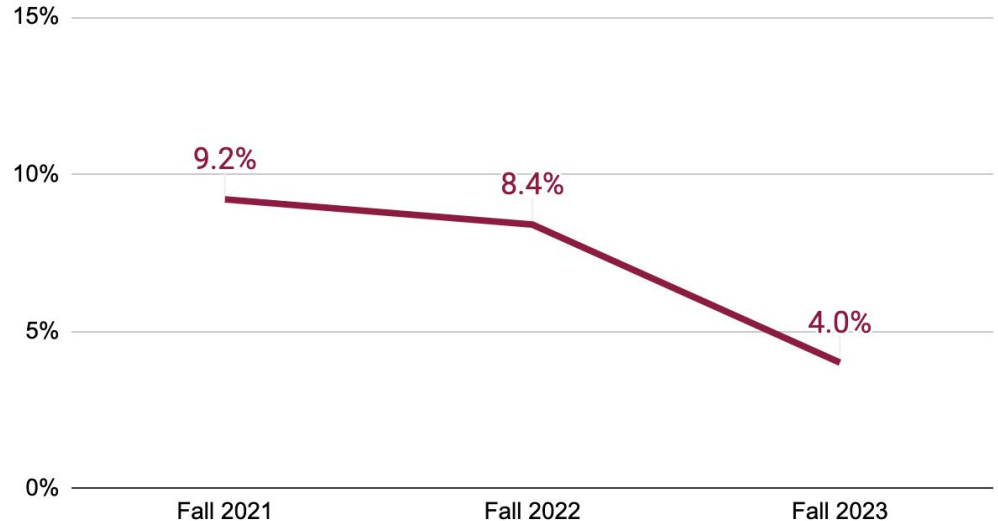
NEW Teachers Non-NEW Teachers



Teacher vacancy rates have dropped in Mesa Public Schools since implementing Next Education Workforce

Teacher vacancy rates have dropped annually in Mesa Public Schools since implementing Next Education Workforce models. Between fall 2022 and fall 2023, teacher vacancy rates **fell by over 4 percentage points, representing a decrease of over 50%.**

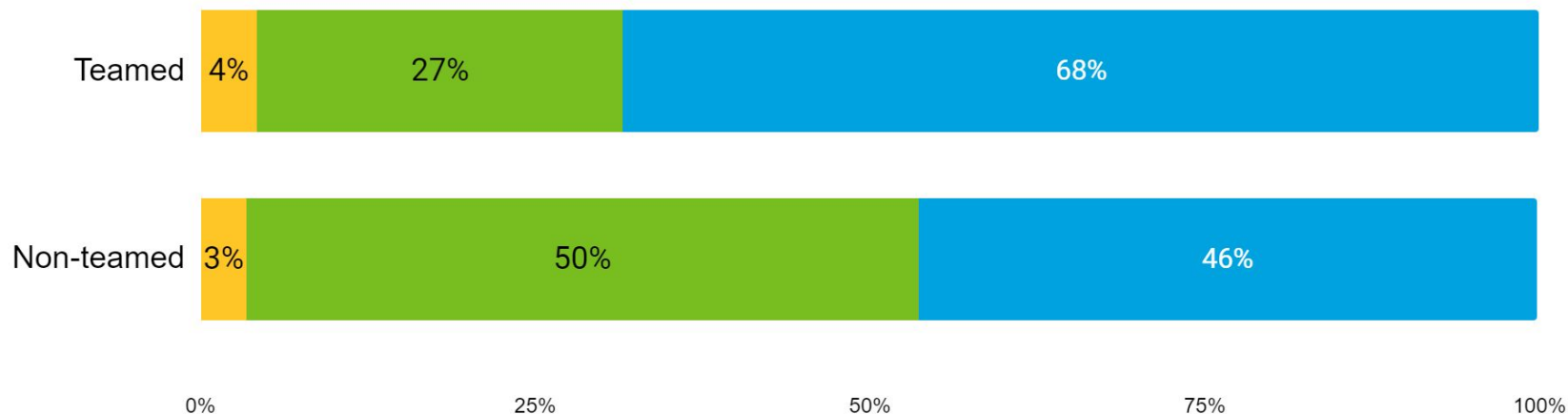
Teacher Vacancy Rates in Mesa Public Schools



Teamed teachers were more likely to be rated “highly effective” in their evaluations

Evaluation Ratings of Teamed and Non-teamed teachers (2021-2022)

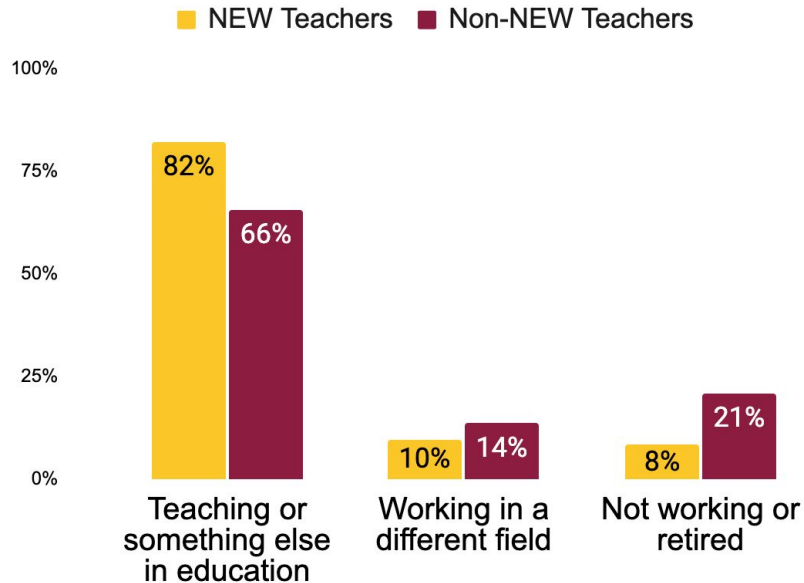
Developing Effective Highly Effective



*These statistically significant differences persist even when controlling for teacher demographics and previous evaluation ratings.

Teamed teachers are more likely to consider teaching to be their long-term career

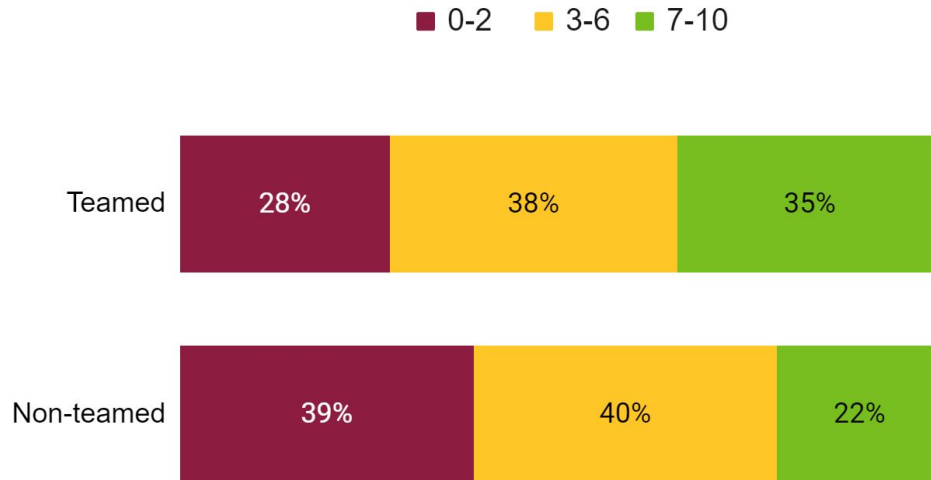
Given what you know now, what do you expect to be doing in your career 5 years from now?



Teamed teachers are about **16 percentage points more likely** to still intend to be teaching or working in education in five years. This difference is **statistically significant** even when accounting for differences in experience and demographics.

Teamed teachers are more likely to recommend the teaching profession

On a scale from 0 to 10, how likely are you to recommend teaching to a friend, family member or acquaintance?



“Even though teaching is challenging, it can be very rewarding with the right support system”
– Mesa, Arizona Next Education Workforce teacher

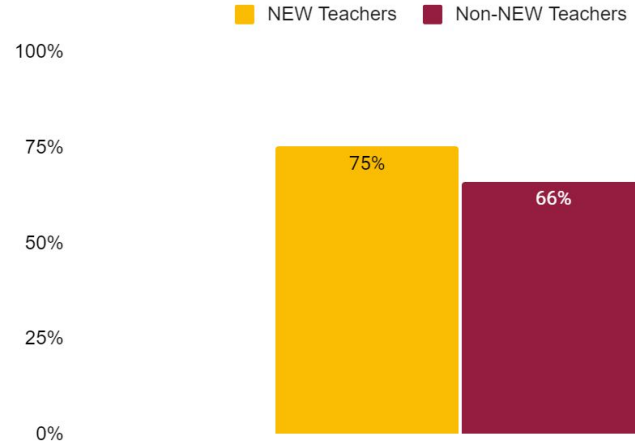
Next Education Workforce teachers are more satisfied



I have a lot of fun every day at my job. Additionally, I enjoy working with my co-teacher. I also think students at my school are very motivated.”

– Mesa, Arizona Next Education Workforce teacher

Job satisfaction



Teachers who are *somewhat satisfied* or *extremely satisfied* with their job

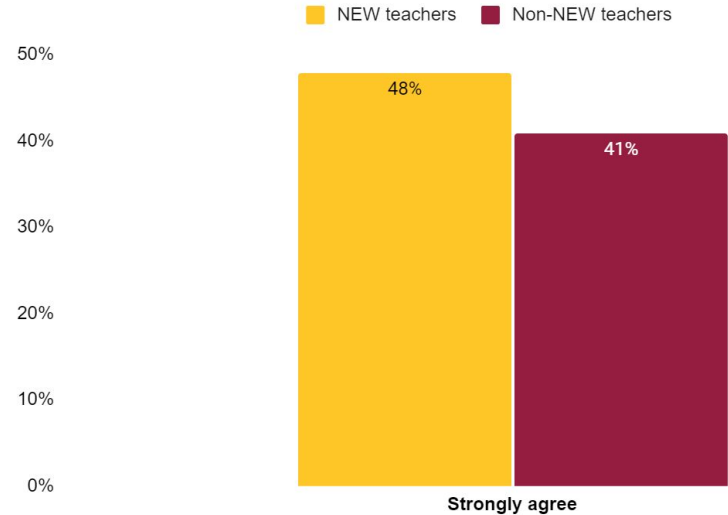
Next Education Workforce teachers report better teacher-student interactions



We have a friendly staff that cares for the students.”

– Mesa, Arizona Next Education Workforce teacher

Teachers that have positive teacher-student interactions



Teachers responded to a series of questions about the **quality of teacher-student interactions** on a scale of strongly disagree (1) to strongly agree (5).

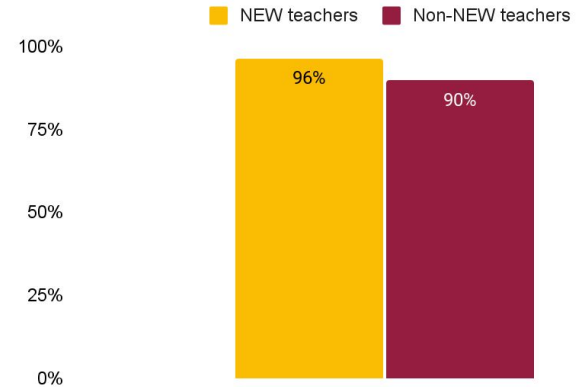
Next Education Workforce teachers collaborate more



I have a ton of support from my teammates and admin at my school. I feel like they are here to coach me and make me a better teacher.”

– Mesa, Arizona Next Education Workforce teacher

Teacher collaboration



Teachers who *agree* or *strongly agree* that they frequently and formally collaborate

Team teaching facilitates innovation



I think I wouldn't want to go back to the other way of teaching before...I feel like we have done leaps and bounds and taken chances...tried new **things that would've taken 10 years and we've done in a year and a half.**"

– Mesa, Arizona Next Education Workforce teacher



We tell them, 'If we walk in and things are not perfect, we know you're growing.' **We see phenomenal growing.**"

– Mesa, Arizona Next Education Workforce administrator

Teachers on teams say they feel more supported

“Teachers expressed a sense of relief due to being a part of a team.”

— Johns Hopkins researchers



JOHNS HOPKINS
SCHOOL of EDUCATION

Institute for Education Policy



“When you're one teacher and you're in one classroom, you have to be everything for every kid. And it's very isolating and you feel a lot of pressure. **[Now] we're equally carrying the load.**”

— Mesa, Arizona Next Education Workforce teacher



“I remember my first day teaching and where the door's all shut, and you're just in there alone in front of these 30 kids staring at you. And you're like, “Oh my goodness, I'm responsible for all of you all day right now.” And it's really scary. So **having that support system...has been so amazing this year.**”

— Mesa, Arizona Next Education Workforce teacher

Teachers on teams say they are less lonely



“Teaching's a very social job...being in this teaming model fosters that and feeds that passion.”

– Mesa, Arizona Next Education Workforce teacher



“I love working with my team and having other people. It's not so lonely.”

– Mesa, Arizona Next Education Workforce teacher



“I can't say enough good things about what we're doing now. I think it's a lot less isolating.”

– Mesa, Arizona Next Education Workforce teacher

Teachers on teams are more engaged

Next Education Workforce team teachers take, on average, **one fewer day of leave** (15% fewer leave days)

Next Education Workforce team teachers request on average, **two fewer substitute days per school year** (15% fewer substitutes)

“Both changes to teachers’ behavior suggest that teachers become more engaged when they participate as a NEW team member... These results are especially promising, given the current concerns of teacher shortages and morale.” (Bjorklund-Young et al., 2023)

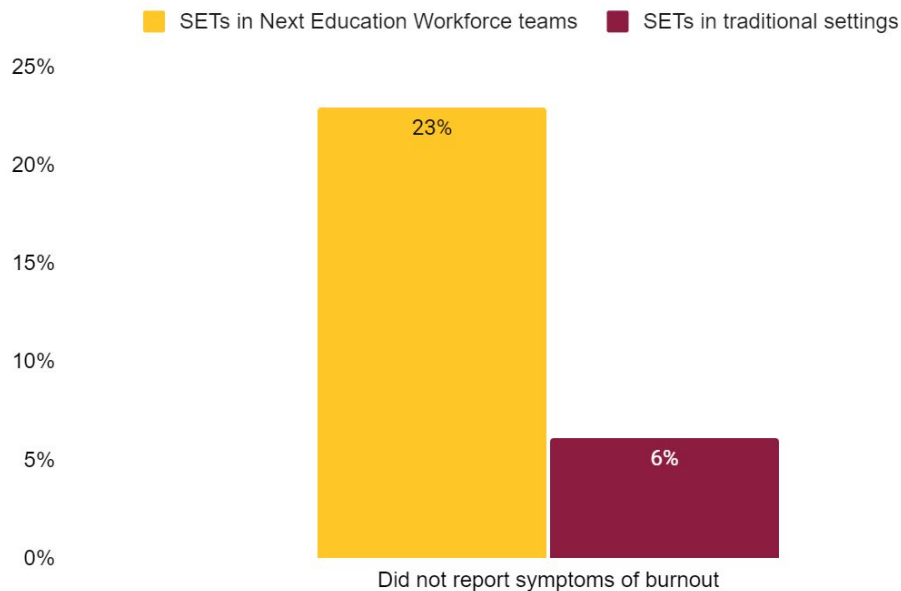


What we've learned about Special Education Teachers (SETs)



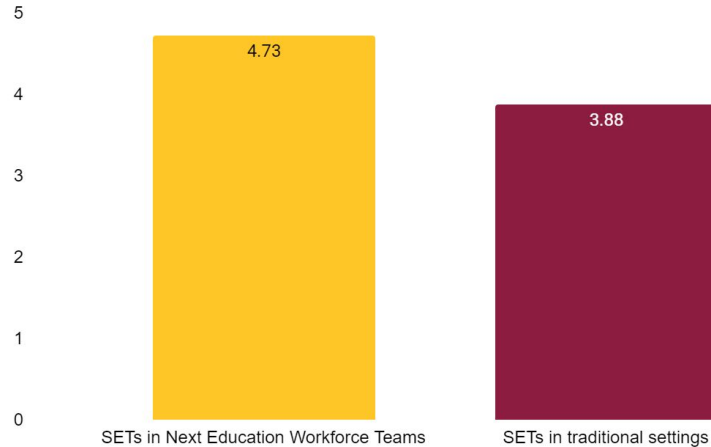
Special Education Teachers on teams report less burnout

% Reporting no symptoms of burnout



SETs on Next Education Workforce teams were more likely to say they feel respected

Special Education Teachers - average "feeling respected" score



Special Education Teachers responded to these questions on an agreement scale (1-5)

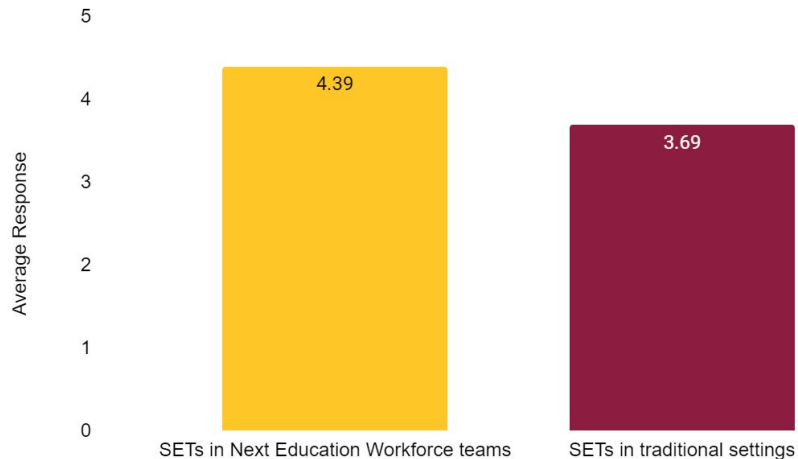
My role as an educator is respected at this school.

I contribute to decisions about educational issues at my school.

Current policies are improving this school.

SETs on Next Education Workforce teams were more satisfied with their professional learning

Special Education Teachers - average satisfaction with professional learning opportunities



Special Education Teachers responded to these questions on an agreement scale (1-5)

I have sufficient resources for my professional learning.

The professional learning I receive meets my needs.

Professional learning provides ongoing opportunities for me to work with colleagues to refine my practice.

I receive follow-up after professional learning activities to give me additional support

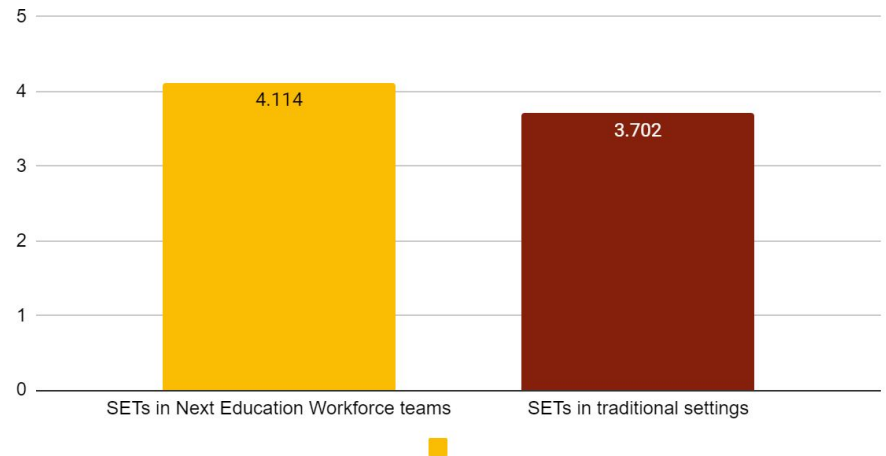
Professional learning opportunities enhance my ability to meet student needs.

My professional learning opportunities this year made me a more effective educator.

Special Educators on Teams Reported Having Sufficient Time

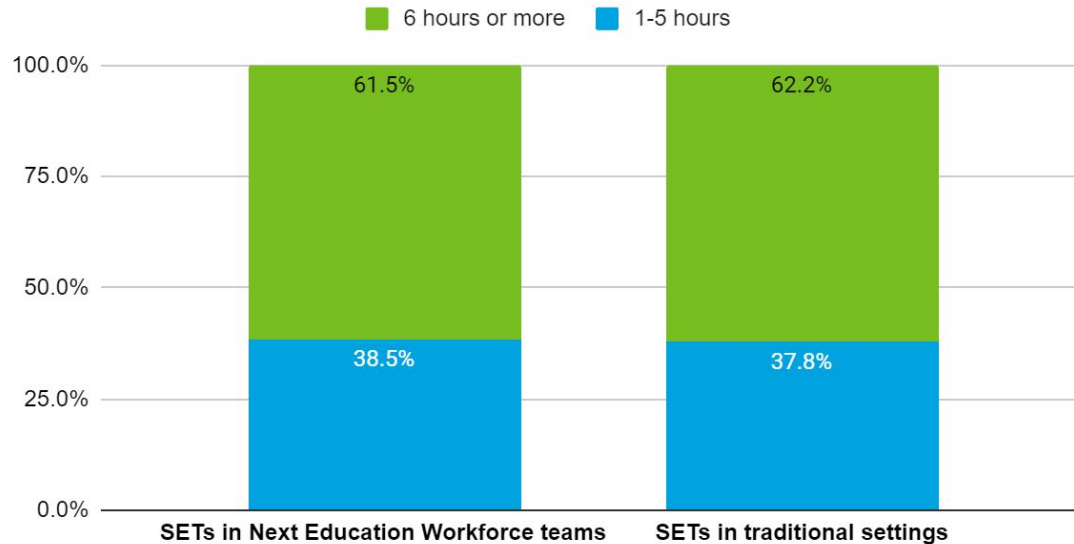
- *My scheduled workday includes sufficient planning time.*
- *...includes sufficient instructional time to meet the needs of my students*
- *I spend an unreasonable amount of time per WEEK working outside of the contracted work hours.*

Special Education Teachers - average "feelings of having sufficient time"



Special Education Teachers on teams do not spend more time outside of normal hours

How many hours per WEEK do you spend doing work outside of contracted work hours?

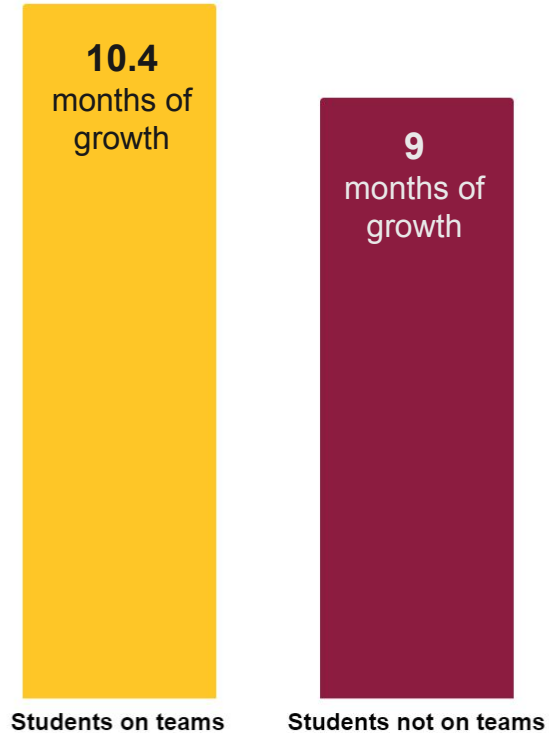


What we've learned about **PK-12 Student Outcomes**

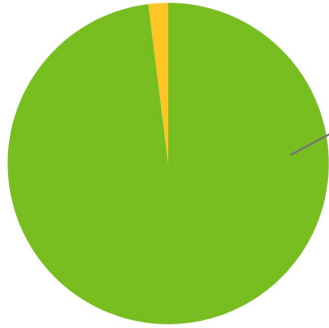


Students served by Next Education Workforce educator teams made 1.4 more months of reading growth than students in traditional models

All 3rd grade students across a large, urban school district (9 month instructional school year)



Students on teams are given opportunities to collaborate



98% of observed classrooms with teams had students collaborating

“Students collaborated with teachers, peers, and most commonly both...students worked with either peers and/or adults in 98% (46/47) of classrooms”

— Johns Hopkins researchers



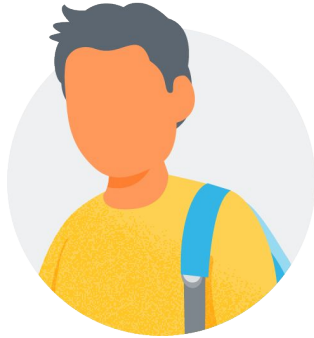
Institute for Education Policy



We see kids excited. We see kids learning. We see kids wanting to talk to us about their reading. If you go into some classrooms, you're not going to be able to *not* talk to kids.”

— Mesa Next Education Workforce administrator

What elementary students are saying about their experience with multiple teachers



[There] are more teachers to help you when you need it.”

– Elementary student



I like how there are a lot of teachers to support you.”

– Elementary student



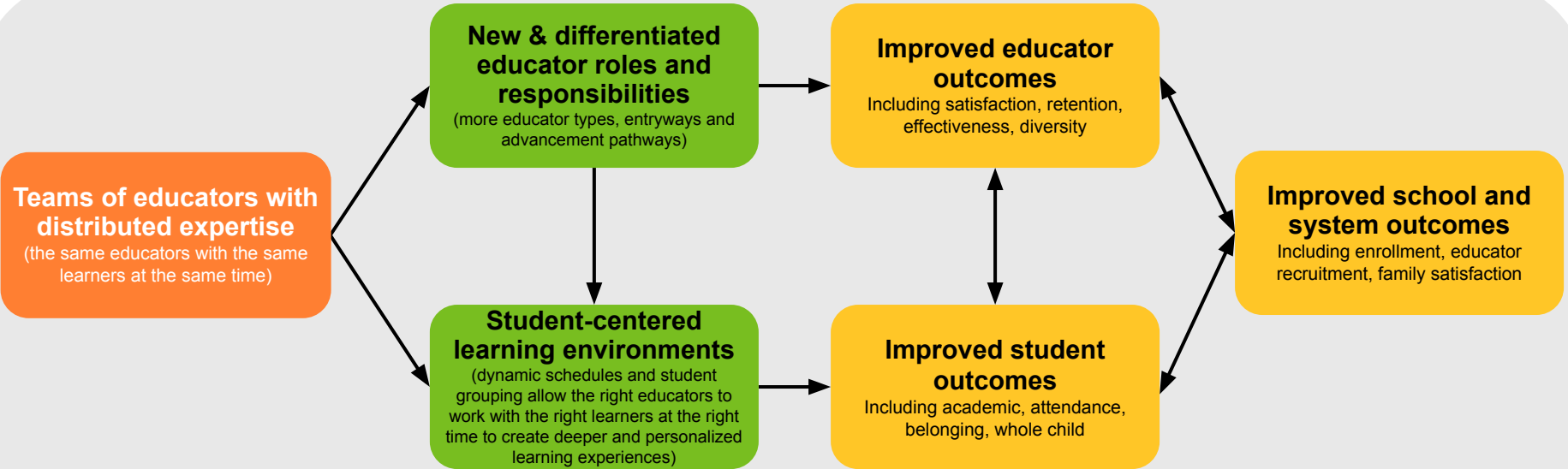
I get to let my creativity out and I get to interact with my classmates and teachers.”

– Elementary student

Theory of Action and Research Agenda



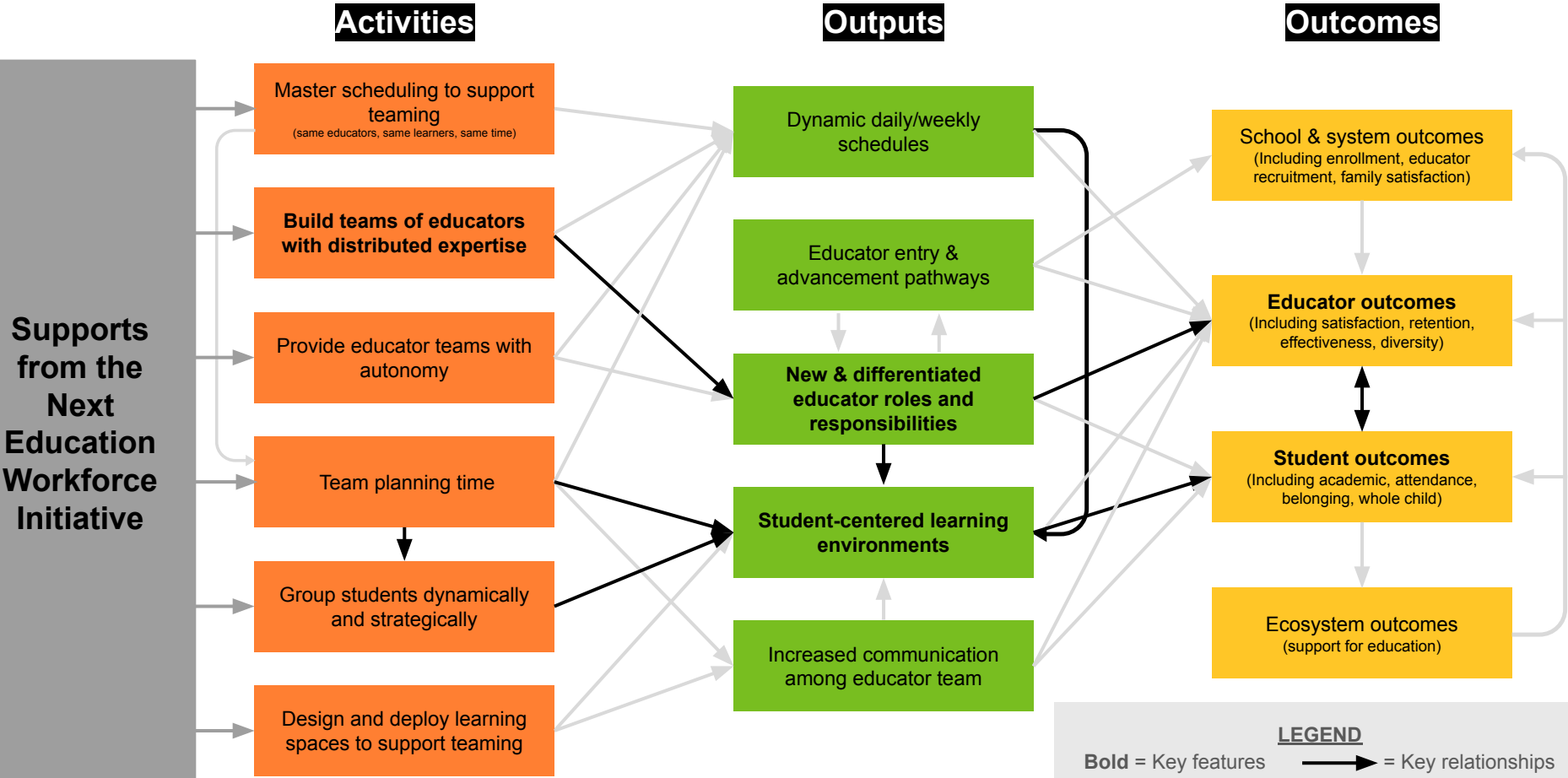
Next Education Workforce™ Theory of Action



Key Enabling Conditions

Including leader and educator autonomy, scheduling to support teaming, system/schools [ready for change](#)

Next Education Workforce Implementation Model



Next Education Workforce Detailed Logic Model

| Key Inputs | Key Activities | Key Outputs | System/School Outcomes | Educator Outcomes | Student Outcomes |
|---|--|---|--|--|--|
| <p>MATERIALS & SUPPORT FROM NEW (as detailed here)</p> <ul style="list-style-type: none"> Info sessions & intros to NEW ideas Virtual site visit Personalized recruitment NEW coach/guide NEW learning experiences (individual and cohort) NEW key elements documents NEW team elements instrument NEW readiness tool <p>EXISTING INPUTS</p> <ul style="list-style-type: none"> School-system leaders School leaders Educators Coaches Community partners Students and families District/state/federal funding & external funders Coherent vision and goals Student and educator data Data systems and other infrastructure (e.g. SIS) Local/state/federal systems & policies Curriculum Learning spaces: school campuses, rooms, furniture, supplies Materials and support from school system & other external providers | <p>SYSTEM LEADERSHIP</p> <ul style="list-style-type: none"> Provide school leader autonomy Creates educator roles at various levels, requiring different amounts of training Recognizes educator specializations Create conditions for strategic staffing to thrive Intentionally pilot and implement based on school readiness <p>SCHOOL LEADERSHIP</p> <ul style="list-style-type: none"> Provide educator autonomy Master scheduling that supports educator teams (through shared rosters and common planning time) Design, staff and support teams Provide educator planning time Educator hiring and retention Community/family outreach Provide or allow for instructional coaching Design and deploy learning spaces that support teaming <p>EDUCATORS/TEAMS</p> <ul style="list-style-type: none"> Regular team meetings and shared planning time Share responsibilities and leverage distributed expertise Provide all students with deeper and personalized learning Group students dynamically Communicate with families regularly Inform team-based hiring decisions | <p>SYSTEM / SCHOOL</p> <ul style="list-style-type: none"> # of implementing schools School organizational chart and distributed leadership Job descriptions for new educator roles Indicator-level ratings on school & system instruments Incorporation of NEW into existing school structures (information, data, HR, budget) Educator entry and advancement pathways <p>EDUCATOR/TEAMS</p> <ul style="list-style-type: none"> # of NEW teams # and type of educators in teams # NEW-related professional learning hours # team planning hours/week Indicator-level ratings on team elements instrument Artifacts that demonstrate teaming to families Amount of communication among team <p>STUDENTS</p> <ul style="list-style-type: none"> # of students in NEW models Frequency of deeper learning opportunities Frequency of personalized learning opportunities Dynamic student-teacher ratios Dynamic daily / weekly schedules # of student-led conferences and exhibits | <p>NEAR TERM (1-2 years)</p> <ul style="list-style-type: none"> Increased site-level leader autonomy Progression among levels of NEW element indicators implemented by teams, schools, and systems <p>INTERMEDIATE (3-5 years)</p> <ul style="list-style-type: none"> Increased site-level leader retention Increased site-level leader satisfaction Increased numbers of embedded special education teachers on teams Improved educator recruitment Improved family satisfaction and engagement <p>LONG TERM (6+ years)</p> <ul style="list-style-type: none"> Policies that support NEW models Further incorporation into structures: budgets, hiring, HR, data systems, evaluations, incentives, pay schemes Increasing or steady enrollments at schools implementing NEW models | <p>NEAR TERM (1-2 years)</p> <ul style="list-style-type: none"> Increased autonomy Increased collaboration Increased sense of belonging <p>INTERMEDIATE (3-5 years)</p> <ul style="list-style-type: none"> Increased self-efficacy Increased job satisfaction Increased retention of early-career educators Improved instructional practices Increased racial diversity <p>LONG-TERM (6+ years)</p> <ul style="list-style-type: none"> Differentiated pay, including increased pay for some educators (ie lead teachers) Increased retention of most effective educators Increase in % of educators of color in leadership positions | <p>NEAR TERM (1 year)</p> <ul style="list-style-type: none"> Improved attitude towards school Larger network of educator relationships Larger network of peer relationships Increased belief that they having caring adult at school Increased sense of belonging <p>INTERMEDIATE (2-3 years)</p> <ul style="list-style-type: none"> Improved academic outcomes (proficiency levels and growth) Improved attendance Increased likelihood that student has educator that looks like them Increased likelihood that student has experienced educator Increased growth on behavioral indicators Increased growth on skills for learning and life Increased inclusion of students with special needs in mainstream classrooms <p>LONG TERM (4+ years)</p> <ul style="list-style-type: none"> Improved academic outcomes (HS graduation) Increased score on a happiness index Increased earning potential post-graduation Increased interest in teaching as a career |

Next Education Workforce Research Agenda

Implementation and Scaling

- **The model:** How are Next Education Workforce models implemented? How does implementation vary across contexts?
- **Transformation:** How do schools and systems move from more traditional models to sustainable Next Education Workforce models?
- **Conditions:** What are the required resources and enabling conditions that allow for scale-up of Next Education Workforce models beyond initial adopters? What policies support or inhibit implementation?

Impact

- **Educators:** Do Next Education Workforce models improve educator outcomes? Key outcomes include satisfaction, retention, effectiveness, diversity
- **Students:** Do Next Education Workforce models improve student outcomes? Key outcomes include academic growth, attendance, sense of belonging, whole child outcomes, network of support
- **Schools and Systems:** Do Next Education Workforce models improve systems-level outcomes? Key outcomes include enrollment, educator recruitment and retention, family satisfaction

Mechanisms

- **Essential elements:** What are the essential elements of Next Education Workforce models that lead to improved outcomes? Are particular elements more important at key transformational stages?
- **Variation:** How do impacts vary across students, educators, schools, and systems? Under what conditions are these models most successful?

Future study

We are waiting on academic, behavioral, and social emotional growth data for SY2023-24.

We are also in the planning stages for a quasi-experimental study to estimate the impact of Next Education Workforce team-based staffing models on student outcomes.