



It's time for the Next Education Workforce



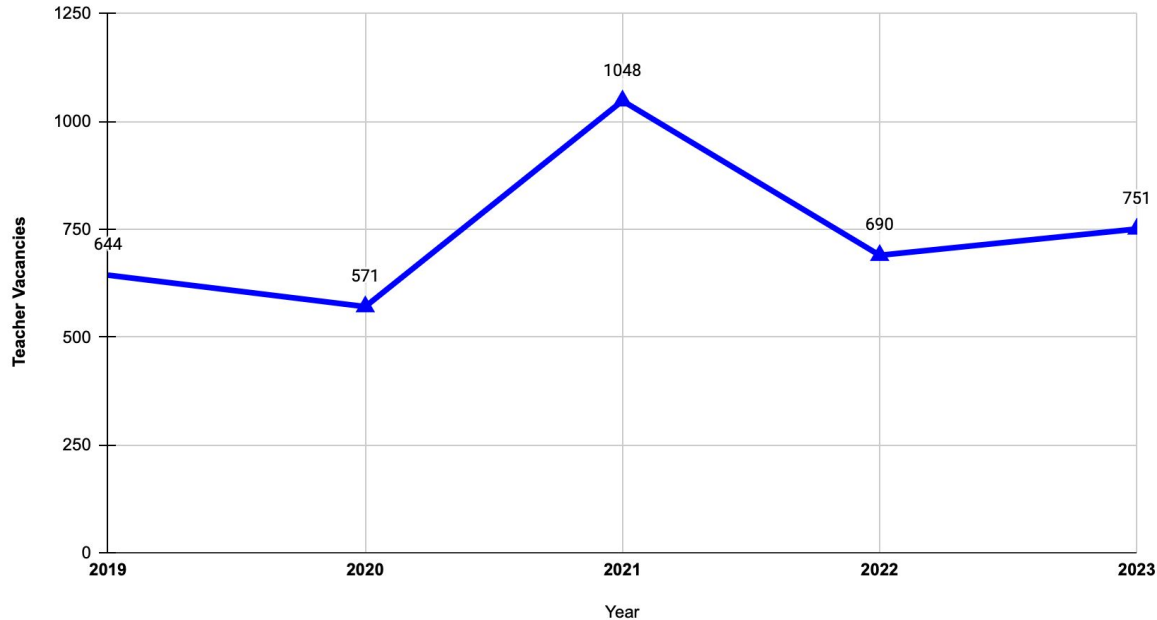
NM Legislative Finance Committee
August 20, 2024
Mescalero, NM

Brent Maddin
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ASU Mary Lou Fulton
Teachers College
Arizona State University

NM Teacher Vacancy Rates

of NM Teacher Vacancies 2019-2023

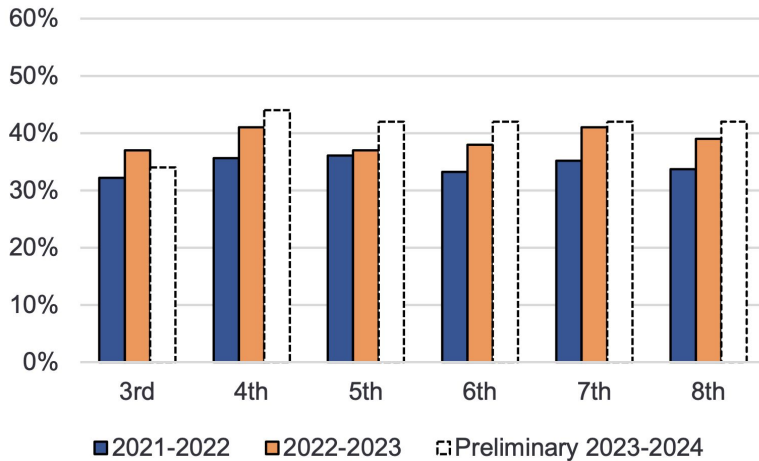


Significant declines in teacher vacancies post 2021.

Over time, the trend in teacher vacancies is modestly increasing.

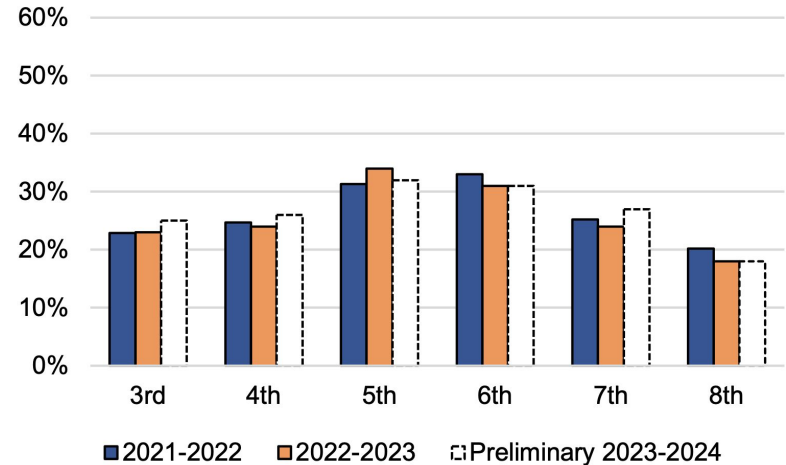
NM Achievement Results

MSSA Reading Proficiency by Grade



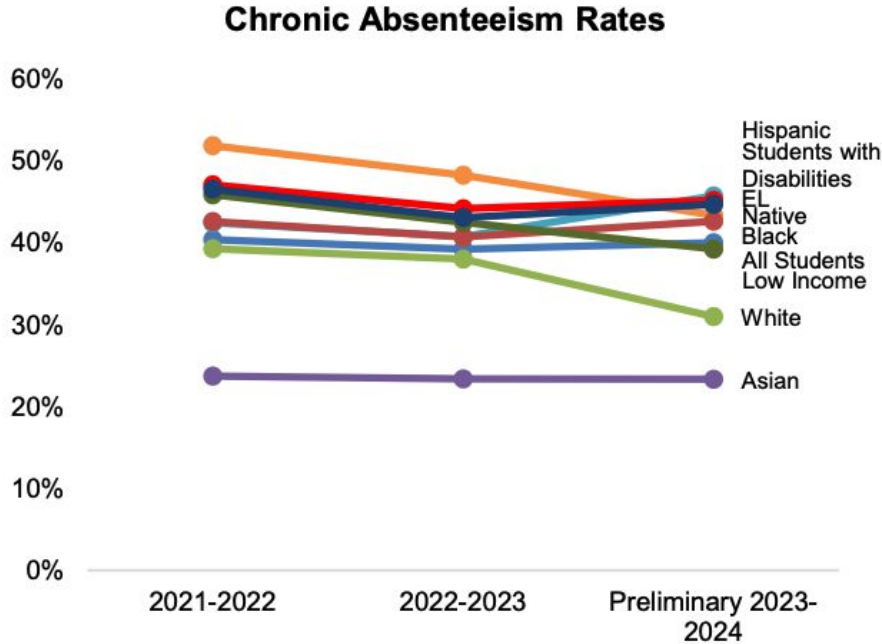
“Preliminary MSSA test show overall improvements in most grade levels, between 1 percentage point and 5 percentage points.”
Proficiency rates remain below 50%.

MSSA Math Proficiency by Grade



“Except for fifth grade, preliminary MSSA test results show about 2 percentage points of improvement. Sixth and eighth graders showed no change in math proficiency rates..”
Proficiency rates remain below 40%.

NM Attendance Rates



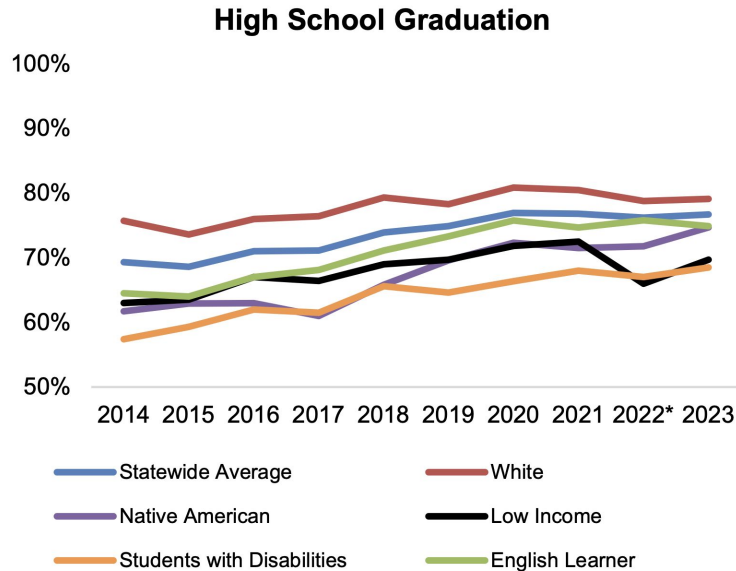
*2024 data is based on 7 districts representing 50 percent of all students
Source: PED

“Students in New Mexico have missed more days of school since the pandemic than their peers nationally.

Chronic absenteeism rate data was not available for most schools. Initial data shows concerning trends of increasing absenteeism from Hispanic students, particularly in the largest districts.

Chronic absenteeism rates are the highest in early grade levels and high school.”

NM HS Graduation Rates



*Low income changed from FRL to direct certification in 2022

Source: PED

Since 2014, graduation rates have steadily increased, particularly for Native American students and English learners, who have been closing the gap with their peers.

New Mexico's high school graduation rate for the class of 2023 is 76.7 percent, up slightly from 76.2 percent in 2022.

U.S. high school graduation rate in 2022 was 87 percent. It was 76% in NM.

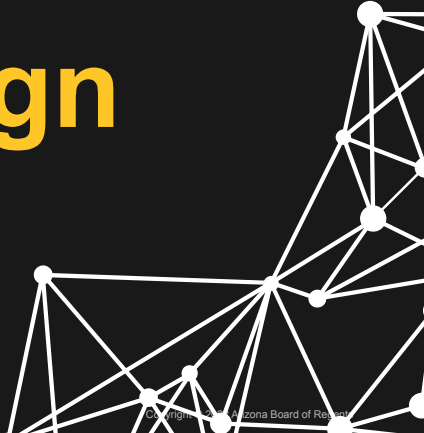

Headline in NM


There are several evidence-based options to boost student outcomes and close achievement gaps with at-risk youth, including **increasing access to quality learning time, developing and retaining highly effective educators**, and providing **engaging curriculum**. In recent years, the state has enacted legislation and significantly increased appropriations in support of these objectives. Overall proficiency rates appear to be improving, disparities in graduation rates across demographic groups are narrowing, and statewide graduation rates have grown over the last decade. **However, the state has more room for improvement.**





REFRAME

What if we don't just have a
 problem, but
also, a **workforce design
problem?**





**The Next Education Workforce is
a paradigm shift in school
staffing from “teachers of
record” to “teams of record”**



An illustration of a classroom scene. In the foreground, the backs of several students' heads are visible as they sit at desks. In the background, a teacher is seated at a table, and other students are engaged in activities. The style is flat and colorful.

The Next Education Workforce™ seeks to

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

A burgeoning movement:

Strategic school staffing

**COALITION
TO REIMAGINE
THE TEACHING ROLE**

**Next
Education
Workforce**

ASU Mary Lou Fulton
Arizona State University
Teachers College



A typical set of 3rd grade classrooms



1 teacher
25 students



1 teacher
25 students



1 teacher
25 students



1 teacher
25 students

100 students across four classrooms



1 para-educator
Shared across all
four classrooms



3rd Grade Team 1

Teacher A



ELA Planner
Math Planner
Family Communications

Teacher B



SS Planner
Science Planner
Tech Integration



Sharing 50 students

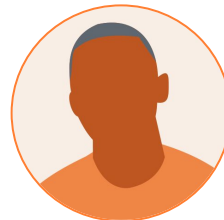
3rd Grade Team 2

Teacher C



ELA Planner
Math Planner
SS Planner
Tech Integration

Teacher D



Science Planner
Family Communications



Sharing 50 students



1 para-educator
Shared across both teams



3rd Grade Educator Team

Teacher A
ELA Planner
Math Planner



Teacher B
Science Planner
Tech integration



Teacher C
Social Studies Planner
Family communications



Teacher D
Small-group support
MTSS Check-in/out



Para-Educator
Small-group support
MTSS Check-in/out



Sharing a roster of 100 students



3rd Grade Educator Team



Teacher B
ELA Planner
Social Studies Planner
Family Communications



Teacher C
Science Planner
Tech / AI Integration



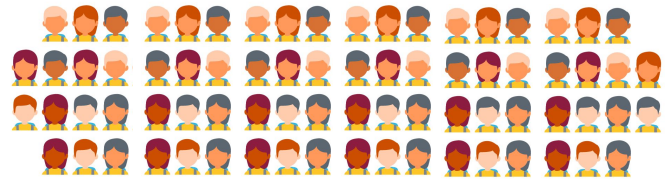
Paid Teacher Resident
Small-Group Instruction
ELA + Math Tutoring



Special Educator
IEP Services
UDL Supports



Lead Teacher
Math Planner
Team Management
Educator Coaching



Shared roster of 100 learners

Student Success Coaches

MTSS Check-in & Check-out
Work with 15 learners each



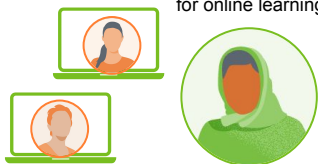
Project-Based Mentors

Content Experts + Authentic Audience



Digital Learning Facilitator

Motivator + Tech Help
for online learning



Cross-Team Data Analyst




Community Educator Coordinator




Therapy dog




Small K-8 school




Teacher




20
Kindergarten
students




Teacher




20
1st grade students




Teacher




20
2nd grade
students




Teacher




20
3rd grade
students




Teacher



20
4th grade students



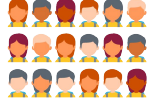
Teacher




20
5th grade students




Para-educator
Shared across all
six classrooms




20
6th grade students




20
7th grade students




Science
teacher




English
teacher




Math
teacher



Social Studies
teacher



20
8th grade students



Para-educator
Shared across all
classrooms

Small K-8 school with teams



60 grades K-2 students



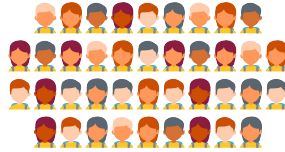
Special educator



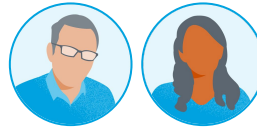
Specials teacher



Para-educator



60 grades 3-5 students



Context-specific Electives or intermissions



60 grades 6-8 students



Lead teacher and ELA



Social Studies



Indigenous Language



Digital learning facilitator



Science



Math



Virtual Electives

Three **BIG** ideas...



BIG IDEA #1:

There are a few design elements, but there is no “one model.” School and community context determine the model.



Elements of Next Education Workforce models

- Team, school, and school system levels
- Reflects promising practices across 120+ teams in 10+ systems

Elements of the Next Education Workforce™

There is no one-size-fits-all Next Education Workforce model. The diverse contexts, assets, and needs of each school inform the design and implementation of each model. However, all Next Education Workforce models share several common elements. This document describes the Elements of the Next Education Workforce found across dozens of schools that have launched successful team-based models. These elements are found at the team, school, and system levels.

Grounded in values of justice, equity, diversity and inclusion, Next Education Workforce models aspire to improve outcomes for both learners and educators.

For learners

Next Education Workforce models provide learners with more equitable access to deeper and personalized learning. Working together, the right set of educators helps students achieve greater academic and socio-emotional outcomes.

For educators

Next Education Workforce models seek to improve opportunities for educators to enter the profession, specialize and advance. They seek to deepen expertise, increase satisfaction and provide jobs that are more rewarding and sustainable.

Team-level elements

- Shared responsibility
- Differentiated roles and responsibilities
- Team-enabled deeper learning
- Team-enabled personalized learning
- Dynamic student groupings
- Dynamic schedules
- Flexible learning spaces
- Team planning time

School-level elements

- Innovator's approach
- Change management
- Educator autonomy
- Staffing and hiring for core teams
- Staffing and hiring for extended teams
- Coaching and support for team-based roles
- Team schedules
- Team resources

System-level elements

- Catalytic change
- School leader autonomy
- New ways for educators to enter the profession
- New ways for educators to specialize
- New ways for educators to advance
- Team-based information and data systems
- Team-based learning spaces
- External partnerships

ASU
Arizona State University
Next Education Workforce

workforce.education.asu.edu

version 3.0 | 4

Scan to view document:





Implementing team-based models over time

	<i>Fall 19</i> <i>(actual)</i>	<i>Fall 20</i> <i>(actual)</i>	<i>Fall 21</i> <i>(actual)</i>	<i>Fall 22</i> <i>(actual)</i>	<i>Fall 23</i> <i>(actual)</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

A network diagram consisting of white dots connected by white lines, forming a complex web of interconnected nodes. It is located in the top-left corner of the slide.

BIG IDEA #2:

**This will be iterative work.
Healthy, lasting change
moves at the speed of trust.
And often starts small.**

A network diagram consisting of white dots connected by white lines, forming a complex web of interconnected nodes. It is located in the bottom-left corner of the slide.A network diagram consisting of white dots connected by white lines, forming a complex web of interconnected nodes. It is located in the bottom-right corner of the slide.

Most change starts with a few, small pilots



Stevenson Elementary School

- Year 1:
 - One 3rd grade team
- Year 2:
 - School-wide teaming
- Year 3:
 - School-wide teaming with mixed-aged classes



Westwood High School

- Years 1 & 2:
 - 3, ninth grade teams
- Year 3 & 4:
 - Teaming w/ all ninth grade
- Year 5:
 - Teaming across all grades, 9-12



BIG IDEA #3:

**This should be good for
students, families AND
educators.**



Headline outcomes

Educators in Next Education Workforce models...

- Have lower turnover rates
- Are more satisfied and likely to recommend teaching as a career
- Report better teacher-student interactions & deeper collaboration
- Have higher evaluation ratings

Students in Next Education Workforce models...

- Made 1.4 more months of reading growth in 3rd grade
- Passed Algebra 1 at 5-7% greater rates
- Report higher levels of support
- Experience regular opportunities for collaboration



**But won't
this cost a
bajillion
dollars?**

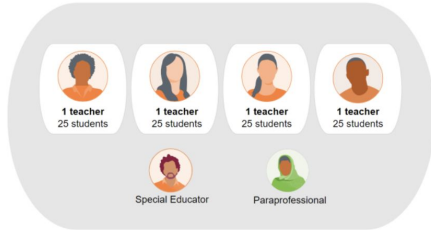


Financially Sustainable Staffing Models:

Shifts in time and money that allow schools to build
Next Education Workforce models

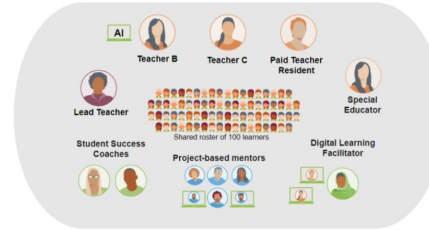


Costs of two staffing models



One-teacher, one-classroom Staffing Model

Role	Cost
Teacher A (Salary \$70K, Benefits \$17.5K)	\$88K
Teacher B (Salary \$55K, Benefits \$13.75K)	\$69K
Teacher C (Salary \$50K, Benefits \$12.5K)	\$63K
Teacher D (Salary \$45K, Benefits \$11.25K)	\$56K
Special Educator (Salary \$60K, Benefits \$15K) (Case load is shared across multiple teachers' classrooms)	\$75K
Paraprofessional (Hourly wage + benefits; shared across four teachers' classrooms)	\$20K
GRAND TOTAL	\$371K



Team-based Staffing Model

Role	Cost
Lead Teacher (Salary \$75K, Benefits \$18.75K)	\$94K
Teacher B (Salary \$55K, Benefits \$13.75K)	\$69K
Teacher C (Salary \$50K, Benefits \$12.5K)	\$63K
2 Student Success Coaches (\$15K each through CityYear partnership ²)	\$30K
Team-Based Special Educator (Salary \$60K, Benefits \$15K) (Assumes case load is high enough to associate a 1.0 FTE with single team)	\$75K
Digital Learning Facilitator (Higher than para hourly wage + benefits)	\$23K
Project-Based Mentors (Partnership with local industry, coordinated by Teacher B)	\$0
Paid Teacher Resident	\$20K
AI Tutors (Khanmigo is \$9/mo/student) ³	\$9K
GRAND TOTAL	\$383K



Opportunities for State-Level Policy Plays

Ways STATES can catalyze strategic staffing

1. Create a **strategic school staffing program or cohort** to support school systems to design, pilot, & scale staffing models over 3+ years
2. Create **more flexibility** in teacher-of-record requirements, class-size maximums, budgeting, and teacher & student time
3. Establish sustained support for “**lead teachers**”, **paid teacher residencies**, and **paid community educators**
4. Establish **innovation zones** with waivers that create opportunities for school systems to test aspects of innovative staffing models
5. **Recognize and incentivize role differentiation and specialization** for educators (e.g., lead teachers, tiered para roles)

All these slides!



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Additional Slides

(as needed)

Roadmap of supports to build Next Education Workforce models

Monthly start dates
beginning Sept 2024

Explore

Explore how Next Education Workforce team-based models engage learners and empower educators and consider what strategic staffing could look like in your context.

Year 0

Prepare

Prepare to launch your model by gauging readiness, creating a plan and catalyzing change.

Year 1

Year 2

Launch

Launch your models with 1:1 support from an Next Education Workforce coach and access role-specific resources and professional learning that will equip you for a successful launch.



Do we need redesigned space to do this?

Creating shared and flexible learning spaces: A continuum for rethinking space

Space matters, but not having the money to invest in learning space design shouldn't stop you from launching team-based models. This continuum is a tool to support decision-making for a phased approach for transforming learning spaces.



School-level element: Flexible spaces

The core team and students share multiple learning spaces within one room or multiple rooms, according to learning task and need, and move across these spaces in varied group sizes throughout the school day.

Level 1	Level 2	Level 3	Level 4
Leverage existing spaces that are physically close to one another.	Invest in lower-cost furniture, equipment and/or minor construction	Invest in higher-cost furniture, equipment and/or major construction	Invest in completely redesigned space or new construction



How does this work with collective bargaining?

“Teacher and staff collaboration directly helps students.”

— American Federation of Teachers,
Teacher Shortage Task Force Report (2022)



“Our members are looking for anything they can get because most of them would say what I’m doing right now is not sustainable.

Instructional isolation is not a great model. Every teacher is recreating the same thing in their classrooms all the way down the hallway, when if they were just working together, it would be a much better use of time and actually the product would be so much better.

One of the biggest challenges we have is that many of our members can’t even comprehend that there’s another way to do it, and if we’re able to show them different ways of working together we’ll get a lot of teachers happy about the way the profession is going.”

- Rob Weil, Director of Field Programs, Educational Issues,
American Federation of Teachers

<https://next-education-workforce.simplecast.com/episodes/school-staffing-unions>

Current and forthcoming work in this space



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The State Leader's Role in Reimagining the Teaching Job

MAY 22, 2024

The student experience today looks very different than it did even a decade ago. School system leaders are adapting to a post-pandemic environment, while teachers are rethinking lessons to attend to students' new and increasing needs.

Yet despite this rapid change, the basic structure of how we organize schools has remained stagnant for decades—particularly when we look at the teaching role. Teachers are students' most important resource, but the teaching job itself is in crisis, with districts across the country facing enduring staff shortages and persistently high turnover—especially in the highest-poverty schools—that are negatively impacting student experiences.

Fortunately, school system leaders are in a position to move beyond traditional recruitment and retention efforts to address the root cause of these shortages: a one-size-fits-all teaching job that remains rigid and isolated.

But they can't do it alone. State education leaders have a critical role to play in supporting district leaders and ensuring the teaching job is dynamic, rewarding, collaborative, sustainable, and diverse.

Assess Your State's Conditions for Reimagining the Teaching Job Finding Strengths and Opportunities



Teaching shouldn't be a one-size-fits-all job. To make teaching attractive to educators entering the profession and sustainable so they stay long term, we need to rethink the fundamental structures that define the teaching job.

Reimagining the teaching role requires state and district leaders to have enabling conditions in place that support bold improvements to the job. **This diagnostic is designed to help you clarify which enabling conditions are and aren't in place in your state.**

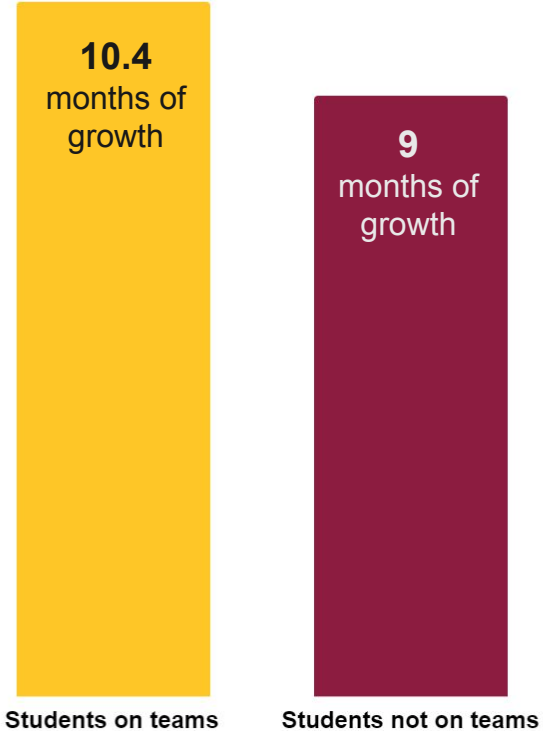
Use this tool as a starting point for establishing priority focus areas that support schools and districts in reimagining the teaching job and creating a springboard for broader and deeper shifts over time. Note that some of these conditions are typically under the purview of State Education Agencies, and others may require collaboration with legislators.

Instructions: For each of the guiding questions below, assess your state's conditions on a scale of 1 to 3:

1. This condition doesn't exist at all in our state.
2. This condition somewhat exists in our state.
3. This is a strength in our state.

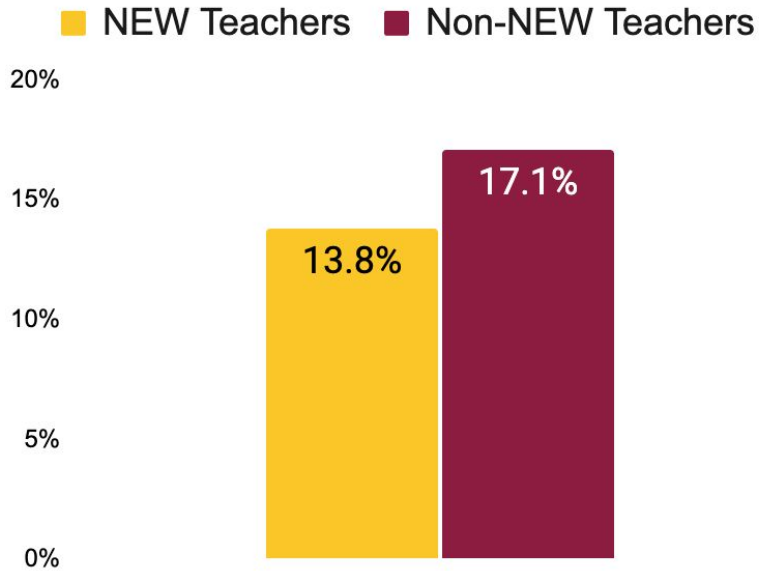
Students served by Next Education Workforce educator teams made 1.4 more months of reading growth than students in traditional models

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

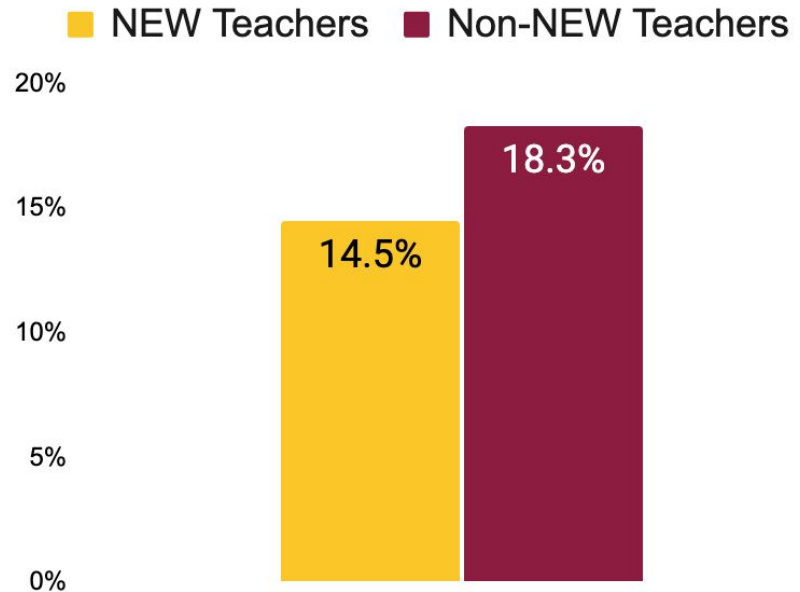


Teamed teachers have equal or lower turnover rates than their non-teamed peers

Proportion of Teachers Departing School or District, 2022



Proportion of Teachers Departing School or District, 2023

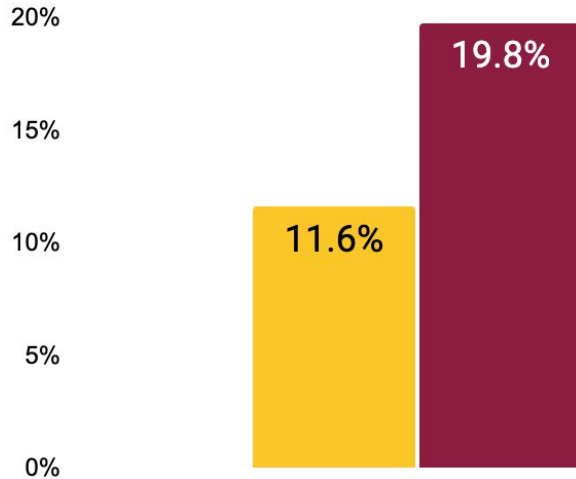


The difference in turnover rates **is statistically significant** in 2023. In 2022, the difference is not statistically distinguishable from zero.

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

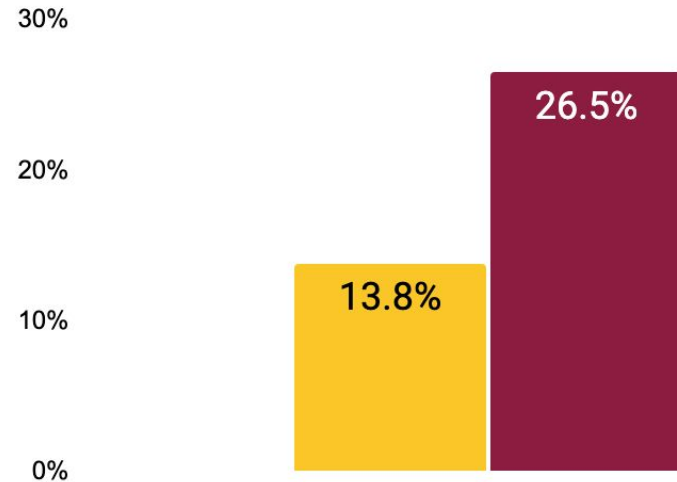
Proportion of Teachers Departing School or District

Lead Teachers Other Teachers in Same Schools



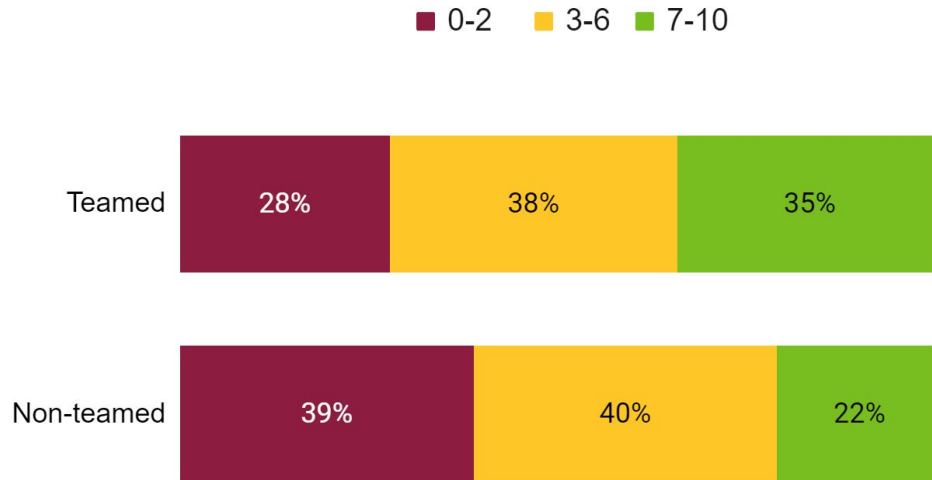
Proportion of Early Career Teachers Departing School or District

NEW Teachers Non-NEW Teachers



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?

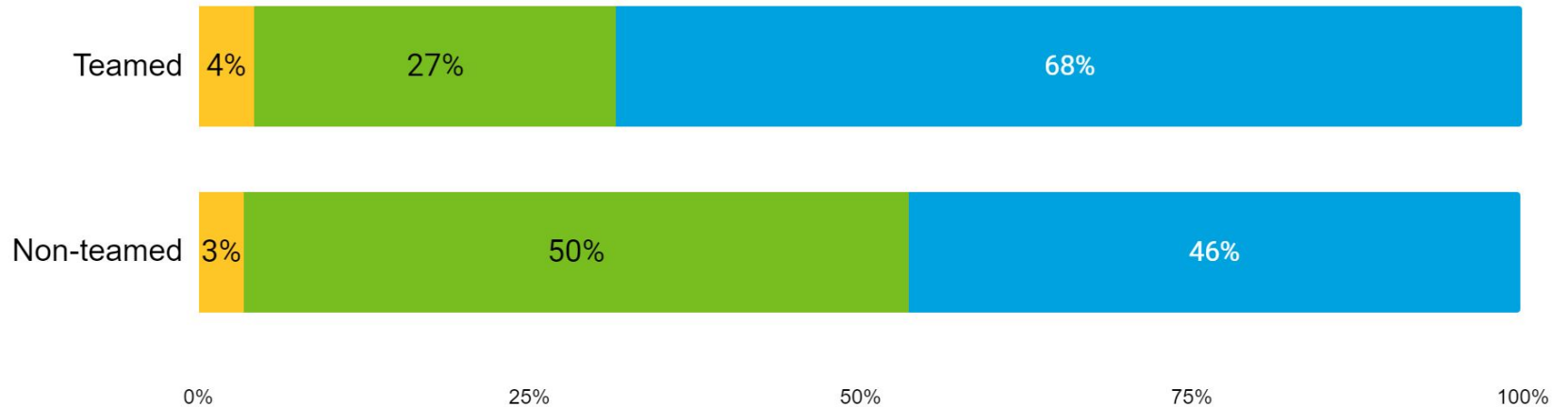


“Even though teaching is challenging, it can be very rewarding with the right support system”
– Mesa, Arizona Next Education Workforce teacher

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.