In partnership with K–12 districts and schools, Arizona State University’s Mary Lou Fulton Teachers College aims to understand how schools and districts are adopting Next Education Workforce models and how those models affect outcomes for both learners and educators. MLFTC’s guiding research questions address efficacy, diversity, satisfaction, recruitment and retention for educators, and academic growth, skills, mindsets, disposition and social capital for learners.

**Understanding of Next Education Workforce Models**

**The model**
How are Next Education Workforce models implemented?

**Transformation**
How do schools and systems move from more traditional models to sustainable Next Education Workforce models?

**Essential elements**
Are particular elements of Next Education Workforce models more important at key transformational stages?

**Educators**

**Efficacy**
To what degree are educators in Next Education Workforce models effective?

**Diversity**
To what degree do Next Education Workforce models increase educator diversity relative to more traditional workforce models?

**Satisfaction, recruitment and retention**
To what degree do Next Education Workforce models improve educator job satisfaction and the ability to recruit and retain high-quality educators?

**Students**

**Academic growth**
To what degree do students in Next Education Workforce models grow academically?

**Skills, mindsets, dispositions**
To what degree do students in Next Education Workforce models grow more in skills, behaviors and mindsets associated with Building Blocks for Learning and non-academic outcomes (e.g., attendance, disciplinary referrals) than their peers in more traditional models?

**Social capital**
To what degree do students in Next Education Workforce models have access to and the ability to mobilize a diverse network of relationships?

Many stakeholders have informed the creation and functional iterations of this research agenda. A subcommittee of MLFTC faculty and staff drives the formation of the high-level research questions, taking input from school systems leaders and school-based leaders. Specific researchers drive the formulation of aligned sub-research questions with input from stakeholders invested in the answers to those questions, including school leaders, educators, students and families.

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