In partnership with PK–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 are associated with outcomes for both learners and educators.

UNDERSTANDING NEXT EDUCATION WORKFORCE MODELS

- **Implementation**: 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 are Next Education Workforce models associated with educator diversity?
- **Satisfaction, recruitment and retention**: To what degree are Next Education Workforce models associated with educators’ 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?
- **Social, emotional, motivational and cognitive skills**: To what degree do students in Next Education Workforce models grow with respect to social, emotional, motivational and cognitive skills?
- **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 iterations of this research agenda. A committee of MLFTC faculty and staff drives the formation of the high-level research agenda, taking input from school system leaders and school-based leaders. Researchers then formulate aligned research questions with input from stakeholders invested in the answers to those questions, including school leaders, educators, students and families.