

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.

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

- Catalyzing 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

Team-level elements

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Shared responsibility:

The core educator team comprises at least two professional educators who share responsibility for teaching a single roster of students. The team works with students for a sustained period of time, creates goals for students and shares accountability for student outcomes. All team members share responsibility for developing and sustaining a safe, supportive and effective team culture.

Differentiated roles and responsibilities:

Core team members are not expected to be equally skilled in all aspects of an educator's role. Leveraging their distributed expertise, the team creates differentiated roles and responsibilities for each educator. The team defines and agrees upon roles and responsibilities for each educator and only asks educators to be responsible for aspects of the work for which they are prepared. The core team leverages extended team members and community educators to complement the work of the core team and provide additional support for learners.

Team-enabled deeper learning:

The core team provides students with rigorous, equitable learning opportunities that enable learners to develop transferable knowledge, skills and dispositions in relevant and authentic ways (e.g., inquiry, critical thinking, creative problem-solving, project-based learning, design thinking, competency-based learning, interdisciplinary approaches).

Team-enabled personalized learning:

The core team uses multiple types of data to tailor learning to each student's social identity, interests, strengths and needs. To create and sustain an inclusive environment, Next Education Workforce models provide students with voice and choice in what, how, when and where they learn. Students build agency in their own learning by helping to co-create rigorous learning paths from a curriculum that is accessible, transparent and culturally relevant.

Dynamic student groupings:

Using formative data, the core team dynamically groups and regroups students based on student needs and interests. Core and extended team members work with new groups of students based on team members' distributed expertise and relationships with learners.

Dynamic schedules:

The core team plans and adjusts schedules to better support students' needs, strengths and interests. The team also leverages scheduling autonomy to enable educators to take planned time off and to better accommodate unplanned absences in ways that cause little disruption to student learning.

Flexible learning 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.

Team planning time:

The core team utilizes protected planning time with core and extended team members to plan and enact all the Elements listed above.

School-level elements

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Innovator's approach:

School leaders innovate in a principled way in order to improve learner outcomes and educator experiences at their school. School leaders set a strategic vision for building and scaling team-based staffing models at their sites, which includes goals for how the school will achieve deeper and personalized learning for all students.

Change management:

School leaders collaborate and communicate with students, families, educators and community organizations to create an inclusive vision for team-based models. School leaders know and leverage the strengths of the school community and invest community members in the school's vision. Leaders anticipate and address potential roadblocks to implementing the school's new strategic vision.

Educator autonomy:

School leaders empower and entrust educator teams with the collective autonomy necessary to make decisions about daily schedules, learning spaces and instruction in order to meet the school's strategic goals and provide deeper and personalized learning for all students.

Staffing and hiring for core teams:

Educators are staffed into "just right" roles with responsibilities that are aligned with their preparation, expertise and interests and allow them to most effectively meet students' needs. Core teams are staffed with educators from diverse backgrounds; veteran and novice teachers are paired together and content expertise is distributed across teammates. School leaders hire new educators with expertise that complements that of other team members. Core team members participate in the hiring process.

Staffing and hiring for extended teams:

Once core educator teams have been formed, school leaders continue to diversify and strengthen the expertise of their teams by staffing and engaging other professional educators, community educators and classified staff to provide deeper and personalized learning for all students. School leaders build community partnerships to provide additional assets to the school and pilot new community educator roles.

Coaching and support for team-based roles:

School leaders provide educators with personalized professional learning that considers the distributed expertise of core and extended team members and the needs of their team(s) and students. School leaders provide coaching and support for teams and for educators in specialized roles (e.g., lead teachers, digital learning facilitators).

Team schedules:

School leaders ensure school schedules are designed so that core teams share the same students at the same time. School leaders provide daily protected planning time in the school schedule for each core team and weekly protected planning time for the extended team.

Team resources:

With support from the system leaders, school leaders provide teams with the resources necessary to enact team-based models (e.g., access to student data for the purposes of grouping and regrouping students, furniture and instructional tools that support shared learning spaces, curricular materials that support deeper and personalized learning for all students).

System-level elements

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Catalyzing change:

System leaders catalyze change by empowering school leaders to launch team-based models and by establishing and communicating an instructional vision based on delivering broader student outcomes and deeper and personalized learning for all students. System leaders set strategic goals and ensure the capacity of the school system to meet these goals by developing internal talent and providing access to relevant professional learning and support as needed.

School leader autonomy:

System leaders empower and entrust school leaders with the autonomy and flexibility necessary to make decisions about budgets, staffing, schedules and instruction in service of meeting the system's strategic goals. System leaders create the context, trust and safety for school leaders to take the risks necessary to design and implement team-based models.

New ways for educators to enter the profession:

System leaders work with partners to create accessible on-ramps into educator roles that serve in team-based models. These can include pathways for community members to become community educators; pathways for paraeducators to become certified educators; and other pathways, including part-time roles, into the education workforce. The variety of roles and pathways into those roles provide more ways for more people to become educators, leading to a more diverse and equitable education workforce.

New ways for educators to specialize:

System leaders provide personalized professional learning for educators. System leaders build professional learning infrastructure, policies and incentives that allow educators to develop and signal areas of expertise in support of their team(s) and students. These systems provide more equity in who accesses and benefits from professional learning.

New ways for educators to advance:

At the individual educator level, system leaders design and codify clear pathways for each educator role to advance within the school system. At the team level, system leaders adopt, design and/or modify educator evaluation and incentive systems to support teams of educators who share responsibility for a group of students' outcomes.

Team-based information and data systems:

System leaders adopt, design and/or modify student information and data systems that allow for multiple educators to share rosters of students and use data to provide deeper and personalized learning for all students. Information systems are easy to use and provide functionality and visualizations necessary for school leaders and teams to adjust student groupings and schedules as necessary.

Team-based learning spaces:

System leaders build or remodel facilities, purchase furniture or make other capital investments that support team-based models.

External partnerships:

System leaders cultivate and coordinate strategic external partnerships with groups, organizations and institutions that can help team-based models reach their full potential. These partnerships may include educator associations, educator preparation programs, local businesses and community-based organizations.