School systems implementing Next Education Workforce models bring together teams of educators with distributed expertise to deepen and personalize learning for students. They also empower educators by developing new opportunities for role-based specialization and advancement. This document describes the elements that compose those models.

**Teams of educators with distributed expertise**

**Dynamic teams**
A core team of educators collectively supports a shared group of students. Other educators may join the team to support students and educators. Their roles will vary in size (e.g., full-time, half-time, a few hours each week) and duration (e.g., entire year, just one unit of study).

**Distributed expertise**
Team members have complementary strengths and take on roles that play to those strengths (e.g., lead teacher, mathematics lead planner, project-based learning designer).

**Self-improving teams**
The educator team regularly has sufficient time to plan, analyze data and develop professionally. Individual team members see themselves as part of a collective unit; they trust each other and address challenges together.

**Systems leadership support**
School and district leaders view and support schools as interconnected networks of teams that function together to better meet the needs of both students and educators.

**Deeper and personalized learning**

**Instructional components**

**Learner-centered instruction**
The team leverages instructional approaches that enable learners to develop knowledge, skills and dispositions in relevant and contextualized ways (e.g., inquiry, project-based learning, design thinking, multidisciplinary approaches).

**Learning paths**
The team tailors learning to each student's strengths, needs and interests, including enabling student voice and choice in what, how, when and where they learn. Students build agency in their own learning by helping to co-create learning paths.

**Authentic assessment**
The team provides students with opportunities to demonstrate learning by producing original, authentic work connected to learners' identities, in which they see their core selves as vitally connected to what they are learning and doing.
Broader student outcomes

Student mastery
Students have multiple opportunities to understand complex academic content, solve problems, apply knowledge and make connections within and across disciplines.

Intrapersonal skills
Students have multiple opportunities to practice and demonstrate growth in understanding themselves as learners (e.g., self-direction, curiosity, metacognition) and have many opportunities to reflect on and monitor their progress.

Interpersonal skills
Students have multiple opportunities to develop skills in working with peers and adults (e.g., collaboration, communication).

Structures and systems

Shared rosters
Together, the team serves a shared group of students, and each educator considers all students “their” students. This allows for more dynamic grouping of students to better meet the needs of all learners.

Sustaining relationships
There are structures in place to promote long-term relationships among students and the adults who support them (e.g., advisory groups, educator looping, multi-age bands).

Flexible space
The educator team and students share space according to task and need, moving across multiple spaces in varied group sizes that best meet students’ and educators’ needs.

Flexible scheduling
The team has the ability to modify schedules as a function of both students’ and the team’s needs, interests and strengths.

Specializations and advancement pathways

Continuum of educator roles
The school or district recognizes a wide range of educator roles, from those that could be filled by community members (e.g., project-based mentor) to those requiring deep educational expertise (e.g., lead teacher). There is a clear articulation of the knowledge, skills and dispositions required to do each role well.

Just-right responsibilities
Educators fill only those roles that match their current level of knowledge and skill (e.g., novice educators have intentionally sheltered roles commensurate with their skill, and their responsibilities increase and differentiate as they grow and develop).

Personalized professional learning
The school or district recognizes and rewards personalized, role-based professional learning for educators.

Clear advancement pathways
There are clear pathways for how educators can enter and advance in the system. Prior knowledge and skill is valued, and educators can take on new and more complex roles through established pathways.

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