

Committee on Education and the Workforce  
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Chairwoman Foxx, let me thank you for making the trip to ASU and taking the time to learn about our work.

Chairman Bean, Ranking Member Bonamici, Ranking Member Scott, and esteemed members of the subcommittee:

Allow me to start with two assertions. The first one may seem obvious. The second one may seem, at first, contrarian but bear with me.

First: people are different. They look different, have different tastes. And they learn in different ways.

Second: The problem we are accustomed to calling a teacher shortage is not really — or not ONLY — a teacher shortage. We do not have a shortage of credentialed teachers. We have a shortage of credentialed teachers who want to do the job.

The reason for this is connected to the fact that people are different.

The default model of schooling — one teacher, one classroom — treats all learners as identical. It mistakes the statistical abstraction of an average learner for a real human being. And, in assuming that all learners have the same educational needs, it assumes that all teachers need the same set of skills. So our teacher-preparation programs have been designed, essentially, to mass-produce identical educators.

And this tells us a lot about why so many credentialed educators would rather do something else than teach.

1. The one-teacher, one-classroom model asks all teachers to be all things to all people at all times. That's a tough ask for an experienced teacher, let alone a recent graduate of a teacher-prep program.
2. Most of the time, the job looks the same on day 3,000 as it does on day one. There are few pathways of advancement that offer professional growth.
3. There are too few paths to specialization in areas that would effectively address learner variance.

Teacher shortage is a downstream effect of a workforce design problem. It's bigger than pipeline building.

A potential solution to that problem is an education workforce comprised of professionals with varying sets of skills, different areas of content knowledge, and multiple modes of pedagogical expertise.

And we need them to work in coordinated teams.

At Arizona State University we have strategic staffing initiative we call The Next Education Workforce.

Through this initiative we partner with schools and school systems and aspire to:

1. provide all students with deeper and personalized learning by building teams of educators with distributed expertise; and
2. empower educators by developing better ways to enter the profession, specialize and advance.

In the 2024-25 school year, we anticipate working with more than 120 schools across 40 school systems in 15 states to implement team-based models. This work will impact upwards of 25,000 students and 1,000 educators on more than 300 teams.

This work has broad implications for teacher preparation.

Teacher-preparation programs and schools need to work together to accomplish three things they are not currently doing well enough.

1. Make work count.

The work teacher candidates perform in schools is work. Work should be compensated. Many teacher candidates work other jobs to support themselves and, in many cases, their families as they complete coursework and their professional experiences. This is a major cause of stress and burnout.

Right now, there are residencies, alternative certification pathways, and apprenticeship models that allow teacher candidates to be paid while they work toward certification. These are a start but in every case we need to get the professional experience right.

2. Get professional experience right.

In addressing the problem of paying teacher candidates, programs often create another problem by asking teacher candidates to perform the roles of experienced teachers. But they are not experienced teachers, and it is not

reasonable to expect to retain people that are hired to perform tasks they are not prepared to do.

For their sake — and for the sake of the students they serve — teacher candidates should be given clearly defined responsibilities that allow them to learn in stages, gain competencies, and grow professionally.

3. So put them on teams:

Work with schools to create role-based professional experiences that teacher candidates can perform successfully – and that serve identified learning needs in schools.

Our field, working with government at all levels, has no shortage of solutions to parts of the problem. And while each of those solutions will measurably advance progress in addressing some part of the problem, they are part of the solution and not the whole solution. ASU's model offers the whole solution.

We can make teacher-prep programs affordable through scholarships, but that doesn't mean we can retain educators in the field.

We can implement residencies and paid apprenticeships and other ways of making work count, but that doesn't address the isolation and lack of professional advancement pathways inherent in the one-teacher-one-classroom model.

We can make it easier to become a teacher, but that doesn't guarantee teacher retention or good learning outcomes.

So, if we have an ask of state and local government, it's this:

1. Support local innovations in workforce design and teacher-preparation that make the profession both more accessible and more attractive.
2. Reward school systems that manage their human capital in ways that lead to demonstrable improvement in learning outcomes for students and professional outcomes for educators.
3. Catalyze partnerships between State Education Agencies, teacher-prep programs and school systems to create new kinds of certification pathways for roles with meaningful professional support and coaching.

The challenge in teacher preparation is not merely labor shortage but a workforce design problem.

## Links for Further Review

Next Education Workforce Website: <https://workforce.education.asu.edu/>

Basile, C. G., Maddin, B. W., & Audrain, R. L. (2022). The next education workforce: How team-based staffing models can support equity and improve learning outcomes. Rowman & Littlefield.

<https://www.amazon.com/Next-Education-Workforce-Carole-Basile/dp/1475867263>

American Enterprise Institute Report: This Initiative Seeks to Redesign How We Staff Schools

<https://www.aei.org/op-eds/this-initiative-seeks-to-redesign-how-we-staff-schools/> (July 2024)

American Enterprise Institute Report: Next Education Workforce:

<https://www.aei.org/research-products/report/the-next-education-workforce-team-based-staffing-models-can-make-schools-work-better-for-both-learners-and-educators/> (August 2022)

Center on Reinventing Public Education: Early evidence of improved educator outcomes in Next Education Workforce models

<https://crpe.org/early-evidence-of-improved-educator-outcomes-in-next-education-workforcetm-models/> (May 2024)

Dean Carole Basile Blog: Teacher Retention Begins with Teacher Preparation:

<https://education.asu.edu/the-next-normal/teacher-retention> (May 2023)

U.S. Department of Education Grant supports Next Education Workforce models in Arizona's largest School District

<https://education.asu.edu/projects-and-impact/transforming-district%E2%80%99s-human-resources-strategy-benefit-both-learners-and>

Hechinger Report: <https://hechingerreport.org/in-one-giant-classroom-four-teachers-manage-135-kids-and-love-it/> (November 2022)

Survey of Teachers Working in Next Education Workforce models:

<https://workforce.education.asu.edu/resource/results-from-the-year-one-survey-of-next-education-workforce-teachers>

ASU Thrive Magazine: [ASU's Mary Lou Fulton Teachers College is helping school systems rethink the traditional classroom model](#) (January 2024)

DC Journal: [Innovative teaching models can solve teacher shortage](#) (November 2023)

Hechinger Report: [In one giant classroom, four teachers manage 135 kids – and love it](#) (November 2022)

Kappan Magazine: [Empowering educators through team-based staffing models](#) (September 2022)

AZ Republic OpEd: “[Arizona needs great teachers, not just warm bodies, in classrooms. Here's how to get them](#)” (July 2022)

EdWeek: “[It's Time to Rethink the 'One Teacher, One Classroom' Model](#)” (July 2022)

Ed Surge: “[Arizona Needs Teachers. Does the Answer Lie Beyond Recruitment?](#)” (July 2022)

## Highlights and Results of Next Education Workforce models

In the 2024-25 school year, we anticipate that the implementation of Next Education Workforce team-based models by schools and districts ASU partners with will include more than 120 schools across 40 school systems in 15 states. The launch of team-based models will impacting upwards of 25,000 students, support over 1,000 educators on 300+ teams.

In addition to Arizona, our work is happening in Arkansas, California, Colorado, Michigan, Minnesota, Missouri, North Carolina, Nevada, New York, Ohio, South Carolina, Texas, Virginia and Washington, D.C..

### Results for Educators

- Are more satisfied (75% vs. 66%)
- Collaborate more (planning & implementation)
- Believe they have better teacher-student interactions
- Report that students are more likely to ask for support
- Request fewer substitutes (2 less / teacher)
- Are absent less frequently (1 fewer day / teacher)
- Feel more respected in their role as an educator

### Results for Learners

- Observed higher levels of support and opportunities for collaboration
- Increase in 3rd grade reading growth (+1.5 months of growth)
- Increases in Algebra I passing rate



