Transforming the Learning Environment:

Facilitating personalized learning for every student while building the Next Education Workforce™

Lakeshore®

mesa
PUBLIC SCHOOLS

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Learning Objectives:

- Learn the benefits of employing teams of distributed expertise to positively impact social-emotional well-being and academic success.

- Hear how leadership brought staff, community and students into the process, embracing desired instructional shifts and moving toward personalized learning.

- Expand thinking about designing spaces for multiage learning communities within the constraints of existing built environments.

- Discover how approach helps staff recruitment and retention by empowering educators; developing better ways to enter profession, specialize and advance.

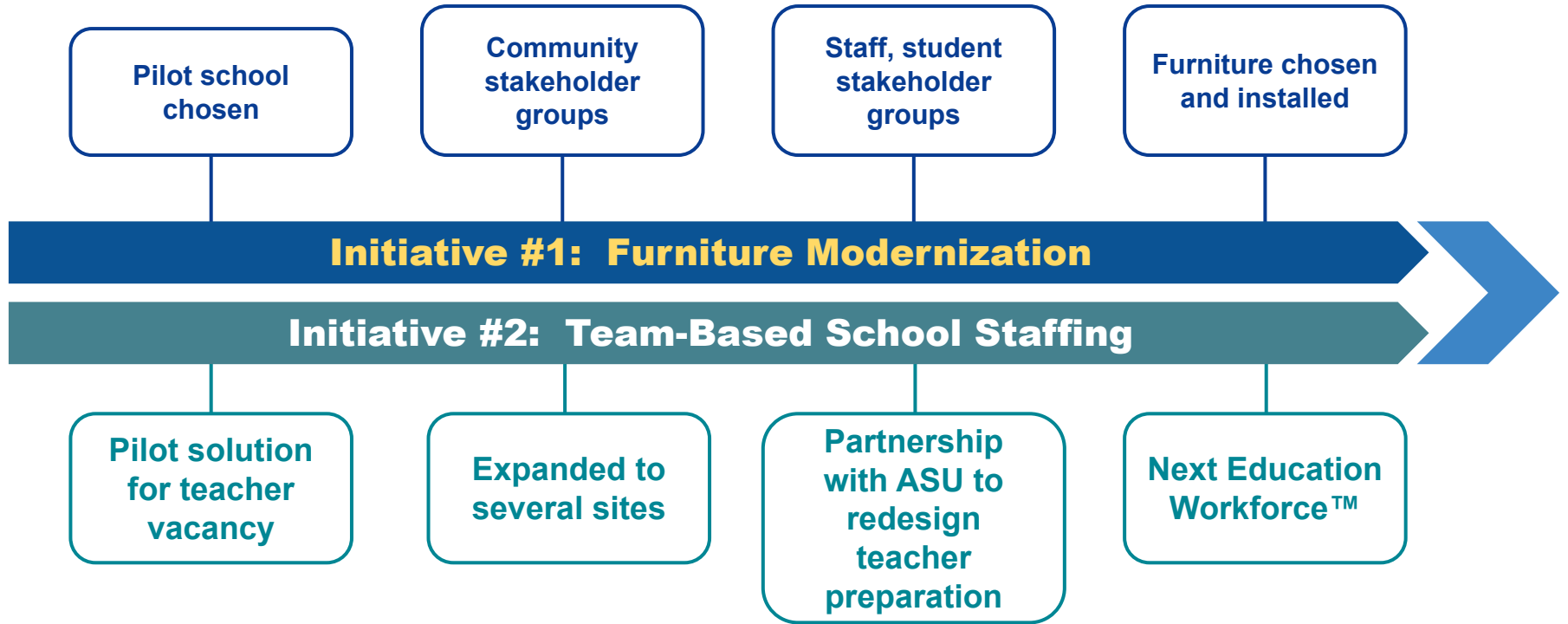| ✔ Benefits of approach | ✔ Process | ✔ Designing within constraints | ✔ Recruitment and Retention |

But First...Let's Find Out About You

Go to
www.menti.com

The Journey: Initiatives Integrate to Support Each Other

| Pilot school chosen | Community stakeholder groups | Staff, student stakeholder groups | Furniture chosen and installed |

Initiative #1: Furniture Modernization

Initiative #2: Team-Based School Staffing

| Pilot solution for teacher vacancy | Expanded to several sites | Partnership with ASU to redesign teacher preparation | Next Education Workforce™ |

Benefits of approach   ✓ Process   Designing within constraints   Recruitment and Retention

BY THE **NUMBERS**

MPSAZ.ORG | MPSAZ | MPSENESPANOL | UPDATED JULY, 2023

mesa PUBLIC SCHOOLS

IGNITE

17 A+ Schools of Excellence
Arizona Educational Foundation

10 National Blue Ribbon Schools
(2004-2021)
U.S. Department of Education

56 America's Healthiest Schools
Alliance for a Healthier Generation

Paws & Peers
91 Total dogs
43 Rescues
49 District locations

81 Schools | **200** Square miles

8,452 EMPLOYEES
CLASSIFIED 4,186 | CERTIFIED 4,266
46% with advanced degrees

ACHIEVE

3,679 GRADUATES

$92.8 M Scholarships offered to students in 2022-23 school year

17 National Merit Semifinalists

1 Flinn Scholar (20 awarded in AZ)

57,743 PreK-12 students

40 National Board Certified Teachers

162,887 Service learning hours

4,550 Advanced Placement and International Baccalaureate courses taken

4,363 Student athletes

6,907 Students in high school Career and Technical Education programs

ENGAGE

496 Adult Education students

1,300 Volunteers

83 Parent University sessions

92+ Business, community & health partners

321 Gold Cards
Issued in 2022-23 school year offering seniors free or reduced admission to sporting events and fine art performances

1,153 Health & dental services provided to students

Best Place to Work
2022 & 2023
East Valley Tribune

ENSURE

4,571,634 Miles driven

36 Languages spoken in our homes

27,379 Daily lunches served
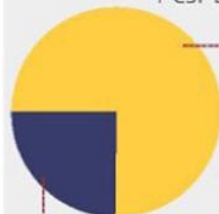
71,000 Student devices

$90,000 In school uniform donations by partners

ALIGN

$624.4 M Maintenance & Ops. + CSF Budget

Classroom expenses **75.2 %**
- 62.5% Instruction
- 9.4% Student support
- 3.3% Instructional support

Non-classroom expenses **24.8 %**

Portrait of a Graduate

The essential attitudes and skills students need to graduate ready for college, career and community.

ESSENTIAL ATTITUDES

Ethical
- Acts with character
- Is of service to others
- Takes responsibility for one's words and actions

Inclusive
- Finds common ground
- Invites and seeks to understand the ideas of others
- Sees strength in differences

Resilient
- Adaptable
- Learns from mistakes
- Is willing to risk trying again

ESSENTIAL SKILLS

Collaborator
Learns from and contributes to the learning of others while working toward a common goal

Communicator
Listens and shares ideas clearly and effectively, keeping the audience and purpose in mind

Community Contributor
Brings people together and contributes to the community and world
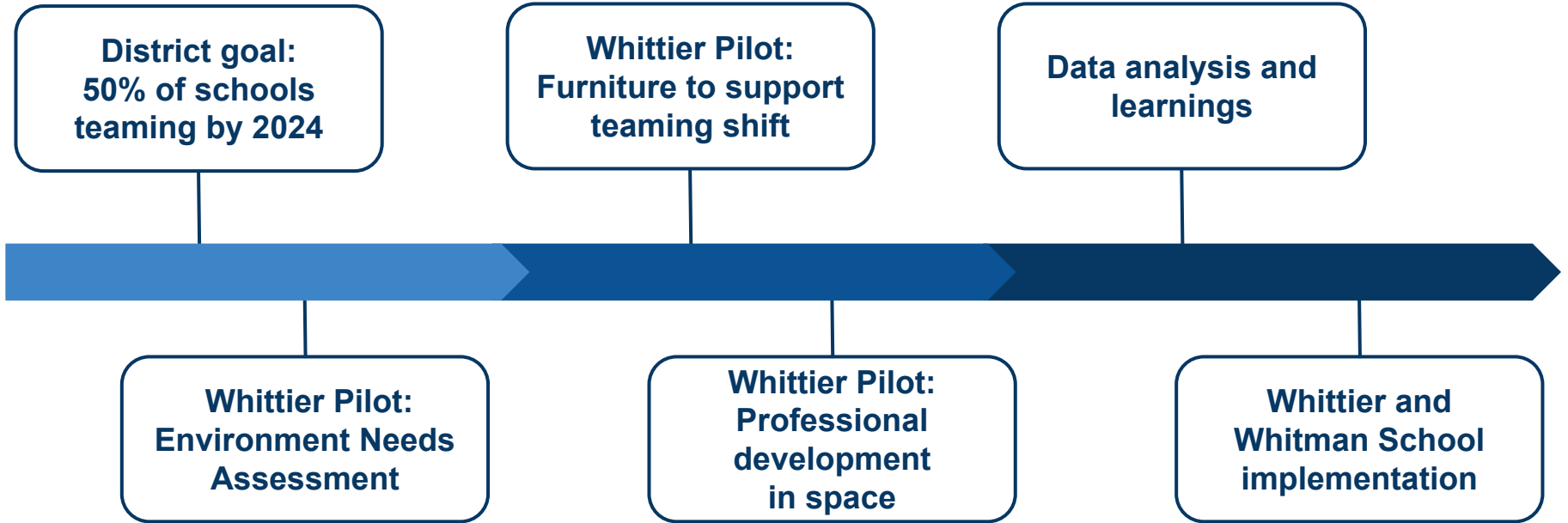
Creative Thinker & Innovator
Uses curiosity and imagination to inspire new ideas or build upon existing ones

Critical Thinker & Problem Solver
Investigates, learns and sees more than one way to solve a problem

The Portrait of a Graduate leads to the MPS Promise:
Every student in Mesa Public Schools is known by name, served by strength and need, and graduates ready for college, career and community.

The Journey: Initiatives Integrate to Support Each Other

**District goal:
50% of schools
teaming by 2024**

**Whittier Pilot:
Furniture to support
teaming shift**

**Data analysis and
learnings**

**Whittier Pilot:
Environment Needs
Assessment**

**Whittier Pilot:
Professional
development
in space**

**Whittier and
Whitman School
implementation**

Benefits of approach | ✓ Process | Designing within constraints | Recruitment and Retention

WHITTIER ELEMENTARY SCHOOLS
Grades K–6
Year 2022–2023

ETHNICITY OF ELEMENTARY STUDENTS
Total Number of Students 540
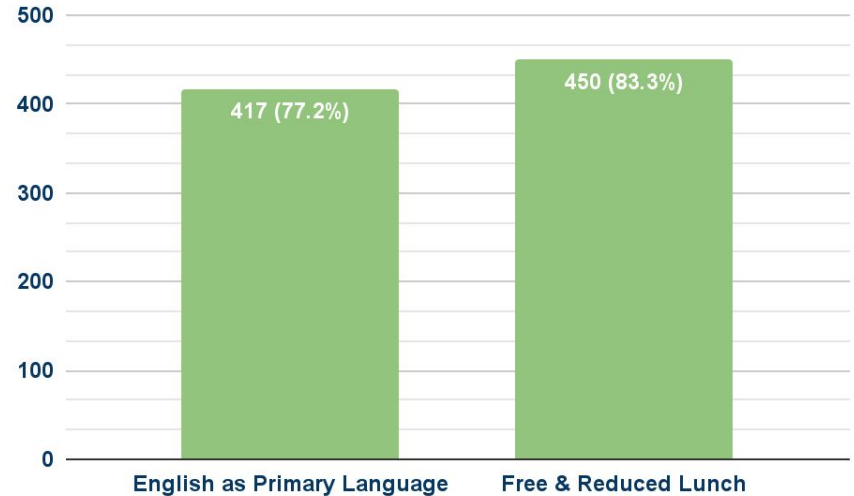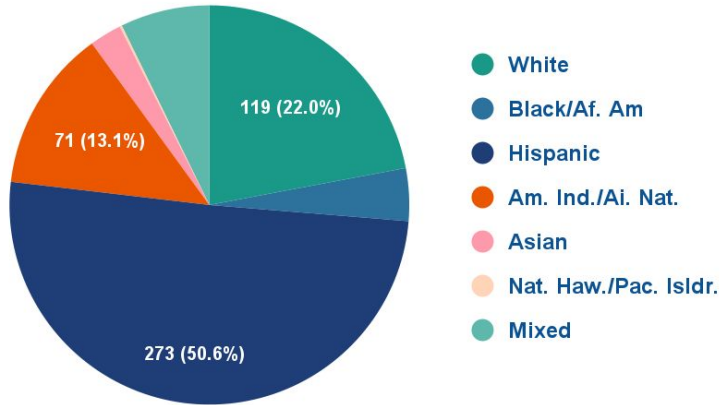
- 119 (22.0%)
- 71 (13.1%)
- 273 (50.6%)

- ● White
- ● Black/Af. Am
- ● Hispanic
- ● Am. Ind./Ai. Nat.
- ● Asian
- ● Nat. Haw./Pac. Isldr.
- ● Mixed

- 417 (77.2%) — English as Primary Language
- 450 (83.3%) — Free & Reduced Lunch

Benefits of approach | ✓ Process | Designing within constraints | Recruitment and Retention

WHITMAN ELEMENTARY SCHOOLS
Grades K–6
Year 2022–2023

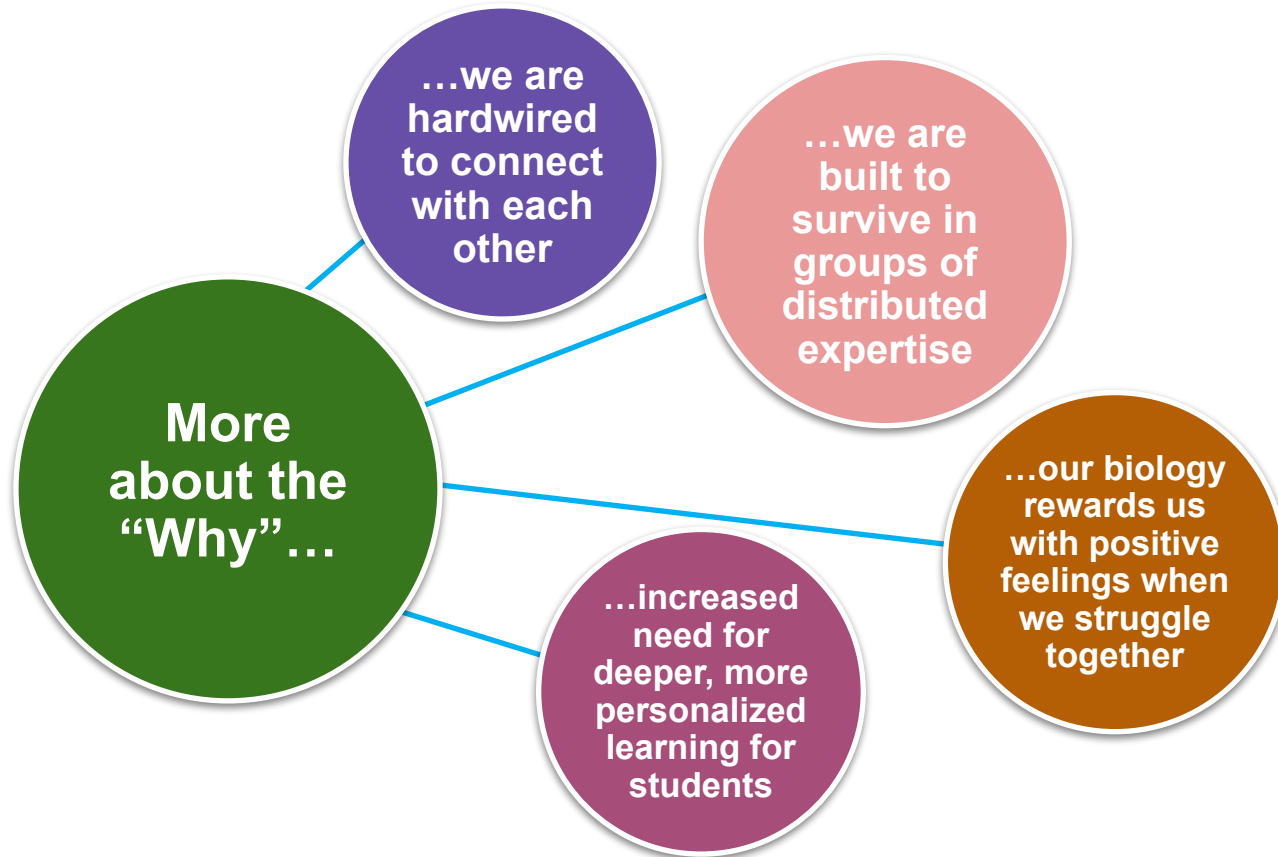### ETHNICITY OF ELEMENTARY STUDENTS

Total Number of Students 656
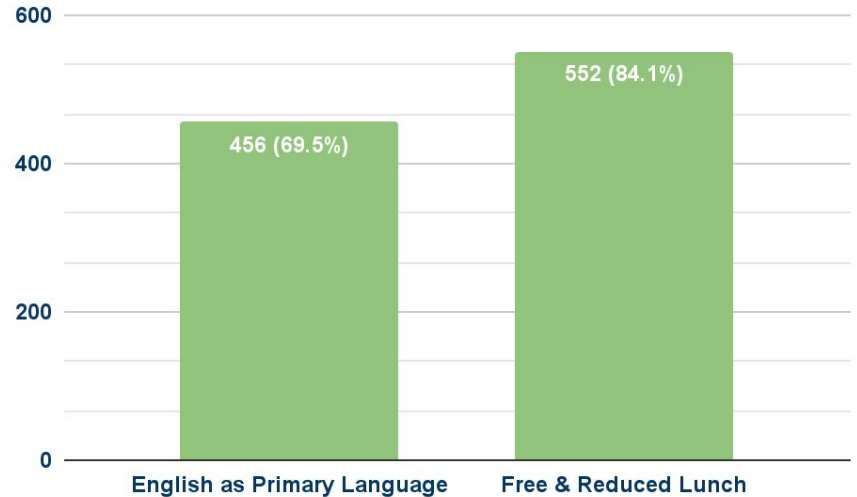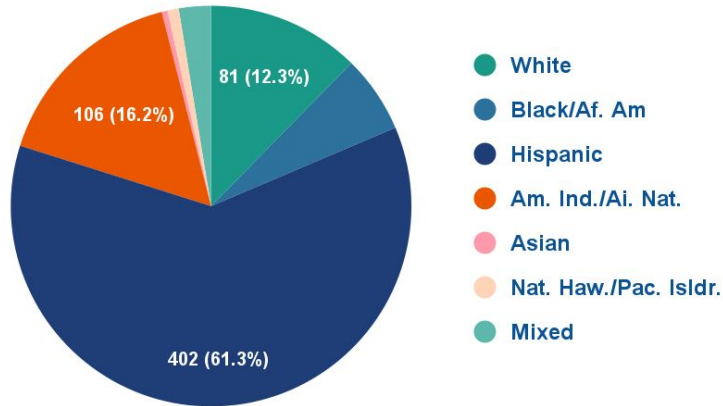
- 81 (12.3%)
- 106 (16.2%)
- 402 (61.3%)

- ● White
- ● Black/Af. Am
- ● Hispanic
- ● Am. Ind./Ai. Nat.
- ● Asian
- ● Nat. Haw./Pac. Isldr.
- ● Mixed

English as Primary Language: 456 (69.5%)
Free & Reduced Lunch: 552 (84.1%)

600
400
200
0

Benefits of approach | ✓ Process | Designing within constraints | Recruitment and Retention

Definition of Team

A group of people with different skills and tasks who work together on a common project, service or goal, with a meshing of functions and mutual support.

A team is a set of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.

Borgford-Parnell, J. (2005). *Teamwork for Learning and Project Success* (PowerPoint slides). University of Washington, Tacoma.
http://depts.washington.edu/celtweb/

✓ Benefits of approach   ✓ Process   ○ Designing within constraints   ○ Recruitment and Retention

The Next Education Workforce™ Seeks To...

ASU
Mary Lou Fulton Teachers College
Arizona State University

01 Provide all students with deeper and personalized learning by building teams of educators with distributed expertise.

02 Empower educators by developing better ways to enter the profession, specialize and advance.

✓ **Benefits of approach**   ✓ **Process**   ○ **Designing within constraints**   ✓ **Recruitment and Retention**

The Next Education Workforce™ Seeks To...

From…
One teacher in one classroom asked to be all things at all times

To…
Teams of educators with distributed expertise

| ✔ Benefits of approach | ✔ Process | ◯ Designing within constraints | ✔ Recruitment and Retention |

A Typical School

1 teacher
25 students

1 teacher
25 students

1 teacher
25 students

1 teacher
25 students

3rd-Grade Educator Team

Sharing a roster of 100 students

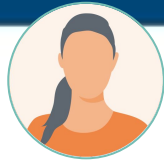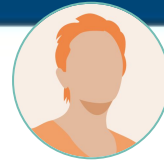✓ Benefits of approach ✓ Process ○ Designing within constraints ✓ Recruitment and Retention

3rd-Grade Educator Team

Teacher B

Teacher C

Paid Teacher Resident

Lead Teacher

Special Educator

Shared roster of 100 learners

Student Success Coaches

Industry-Based Mentors

Digital Learning Facilitator

✔ Benefits of approach   ✔ Process   ◯ Designing within constraints   ✔ Recruitment and Retention

Table Talk

With what we have shared so far, what are you excited about?

What are you wondering about?

Supporting the Whole Child

Maslow's Hierarchy of Needs

ASCD Whole Child Tenets

https://www.ascd.org/whole-child
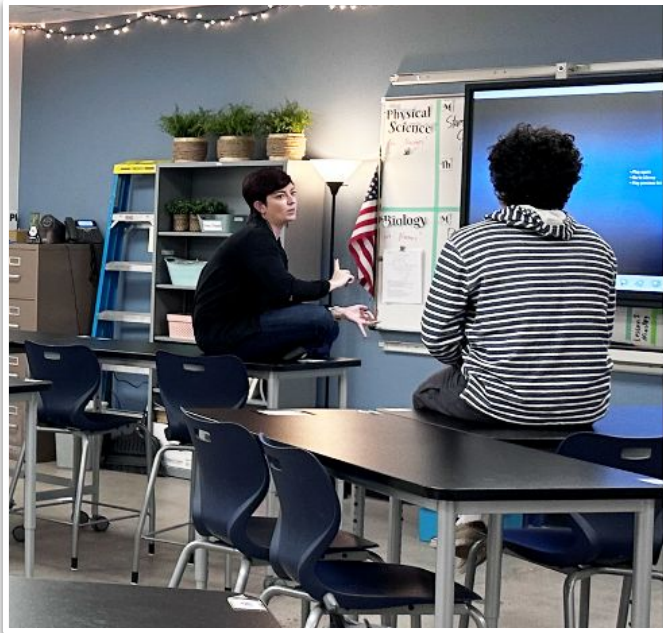
Benefits of approach | Process | Designing within constraints | Recruitment and Retention

Change in Approach Benefit for Educators

Nurtures a collaborative culture

Builds stronger teams

Provides professional growth & mentorship

Increased ability to meet EACH student where they are

Encourages innovation and creativity

Shared responsibility and support

Benefits of approach | Process | Designing within constraints | Recruitment and Retention

Change in Approach Benefit for Students

Students feel safe and welcome

Builds community

Opportunities for student ownership & agency

Increased connection with adults

Supports student-centered pedagogy

Ensures continuity in learning

Benefits of approach | Process | Designing within constraints | Recruitment and Retention

The "How" at Whittier

Introduction of Teaming

Pilot Classroom

Understanding the "Why"

School Committee Furniture Selection

School-Wide Environment

Benefits of approach

✓ Process

✓ Designing within constraints

Recruitment and Retention

Alignment of Environment - Cottages

Collaboration zones

Learning commons

Partner/ independent study

Community-building

Small-group instruction

| Benefits of approach | Process | ✓ Designing within constraints | Recruitment and Retention |

Year 1 Survey of Next Education Workforce™ Teachers (2022)

- ASU partnership with Johns Hopkins Institute for Education Policy
- Comparison of experiences between Next Education Workforce™ teachers (NEW) and those not involved with approach in Mesa Public Schools
- Focus on the following areas
  - Self-efficacy
  - Job satisfaction
  - Commitment
  - Collaboration
  - Perception of teacher-student interactions
- 1,418 teachers in final sample

JOHNS HOPKINS
SCHOOL of EDUCATION

Institute for Education Policy

ASU®
Mary Lou Fulton
Teachers College
Arizona State
University

✓ Benefits of approach   ○ Process   ○ Designing within constraints   ✓ Recruitment and Retention

Results

Table 9

The Comparison of NEW Teachers and Others based on Teacher Self-efficacy, Job Satisfaction, Commitment, Collaboration and Interaction with Students

	NEW Teachers			Non-NEW Teachers			t	sig.	LL	UL	d
	N	M	SD	N	M	SD					
Teacher self-efficacy	243	3.86	0.61	1,170	3.82	0.55	1.07		-0.04	0.12	
Instructional strategies	243	3.99	0.62	1,169	3.96	0.57	0.58		-0.06	0.10	
Motivation	242	3.57	0.72	1,168	3.48	0.73	1.83		-0.01	0.19	
Classroom management	243	4.02	0.74	1,170	4.01	0.68	0.07		-0.09	0.10	
Teacher job satisfaction	243	3.55	0.76	1,171	3.42	0.80	2.26	*	0.02	0.23	0.16
Co-workers	243	4.32	0.83	1,171	4.11	0.97	3.45	*	0.09	0.33	0.22
Students	243	3.26	1.04	1,171	3.10	1.06	2.12	*	0.01	0.31	0.15
Parents	242	3.07	1.07	1,171	3.06	1.06	0.12		-0.14	0.16	
Teacher commitment	242	3.66	1.04	1,170	3.57	0.99	1.21		-0.05	0.22	
Teacher collaboration	243	3.85	0.69	1,171	3.34	0.85	9.98	***	0.41	0.60	0.61
Formal collaboration	242	3.92	0.82	1,171	3.58	0.92	5.84	***	0.23	0.46	0.38
Frequency of collaboration on instruction	242	3.78	0.91	1,168	3.11	1.06	10.08	***	0.54	0.80	0.64
Teacher-student interaction	242	4.18	0.63	1,170	4.07	0.63	2.44	**	0.02	0.20	0.17

Note. LL = Confidence Interval Lower Limit. UL = Confidence Interval Upper Limit. $*p<.05$, $**p<.01$, $***p<.001$. Cohen's d: 0.2 small effect, 0.5 medium effect, 0.8 large effect.

Significantly higher job satisfaction

Significantly higher amount of teacher collaboration reported

Significant difference in teacher-student interaction reported

Institute for Education Policy. (2022). *Results from the Year One Survey of Next Education Workforce (NEW) Teachers* [Data set]. John Hopkins School of Education. ASU_NEW_Technical_Report_13July22.pdf

✓ Benefits of approach | Process | Designing within constraints | ✓ Recruitment and Retention

Lessons Learned

GOAL — 50% of MPS schools participating in teaming by 2024

BUDGET — Budget implications include staffing and preparation time/professional learning

RESULTS — Be prepared to pivot or expand depending on results

SYSTEMS — Supporting the work is crucial and hard to add to existing positions

Benefits of approach | ✓ Process | Designing within constraints | Recruitment and Retention

Tiers of Implementation

01 **No funding** Teaming and identified space on campus

02 **Limited funding** Furniture refresh or select pieces to supplement existing

03 **Dedicated funding** Furniture refresh and construction

Mountain View High School

Stevenson

Table Talk

What was your major "aha" moment in this session?

What are you going to do with this learning?

Thank You/Contact Info

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