

May 8, 2025

# Redefining mentoring for new staffing models

**NEW  
TEACHER  
CENTER**

**Featuring:**

ASU's Next Education Workforce  
American Institutes for Research



# Meet our panel



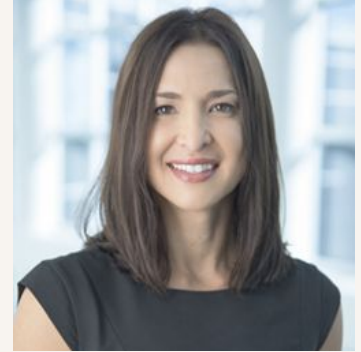
**Crystal Hall**  
**Panel Moderator**  
Senior Director of  
Program and Partnerships,  
New Teacher Center



**Brent Maddin**  
Executive Director, ASU's  
Next Education Workforce



**Lennon Audrain**  
Research Assistant Professor,  
ASU's Mary Lou Fulton  
College for Teaching and  
Learning Innovation



**Dena Slanda**  
Senior TA Consultant in the  
Education and Instruction  
division at AIR

## Overview

# Outcomes

- Build understanding of strategic staffing
- Consider new teacher experiences and mentoring approaches in new models
- Discuss quality mentoring in teams



# Let's engage

Please add your name, role, and affiliation to the chat



## Chat Box

Type comments and share resources in the chat.

**Seen by:** Everyone



## Question & Answer Panel

Submit formal questions for our panelists to address.

**Seen by:** Host + Panelists only, answers will be visible to Everyone



## Raise Hand Button

Click "Raise Hand" to ask your question live.

**Seen by:** Host + Panelists only

## Preview

# Today's areas of focus

→ What team-teaching can look like

→ Considering special education teachers as examples of distributed expertise

→ Shifts in mentoring and new teacher development

→ Who are your mentors?

# Strategic School Staffing framework










# It's time for the Next Education Workforce

**ASU** Mary Lou Fulton College for  
Teaching and Learning Innovation  
Arizona State University



**The Next Education Workforce is  
a paradigm shift in school  
staffing from “teachers of  
record” to “teams of record.”**





# Our building blocks of educator teams



## **Educational leader**

Leaders of teams, schools or systems



## **Professional educators**

Pre-service, novice, experienced, and specialist teachers



## **Community educators**

Prepared members of the community



## **Paraeducator**

Complement the work of professional educators

# A typical set of 3rd grade classrooms



**1 teacher**  
25 students



**1 teacher**  
25 students



**1 teacher**  
25 students



**1 teacher**  
25 students

100 students across four classrooms

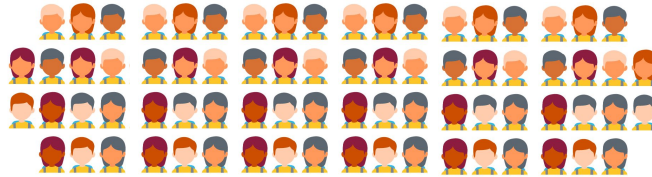


**1 paraeducator**  
Shared across all  
four classrooms

# 3rd Grade Educator Team



**Lead  
Teacher**



Shared roster of 100 learners



**Lead Teacher**

# 3rd Grade Educator Team



**Teacher  
B**



**Teacher  
C**



**Lead  
Teacher**

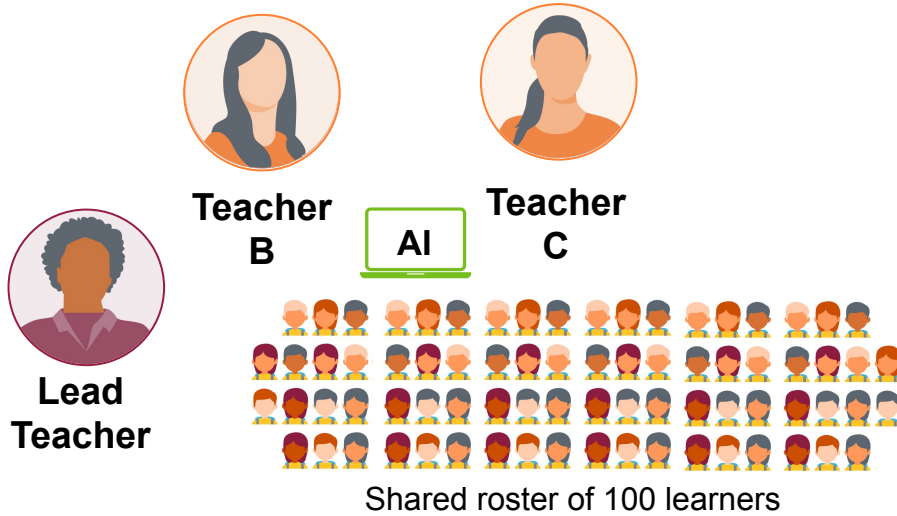


Shared roster of 100 learners



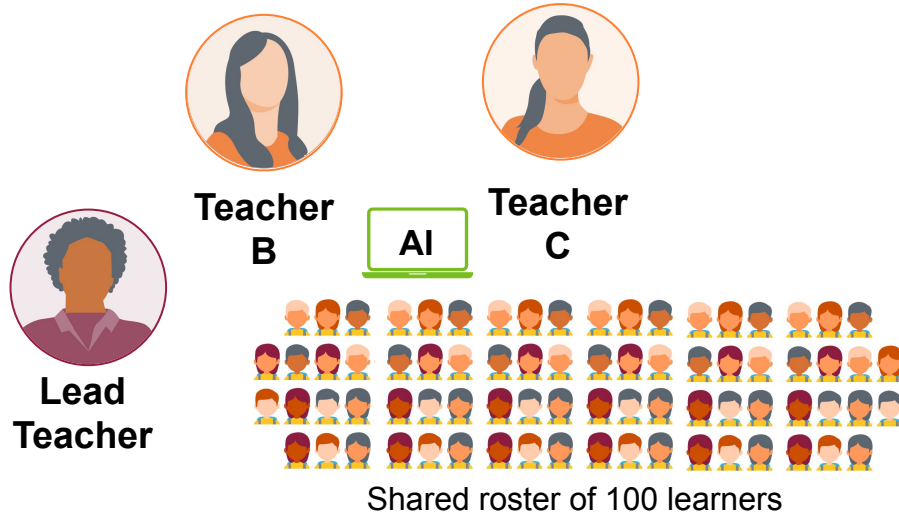
**Core Educator  
Team Members**

# 3rd Grade Educator Team



**Student-facing AI**

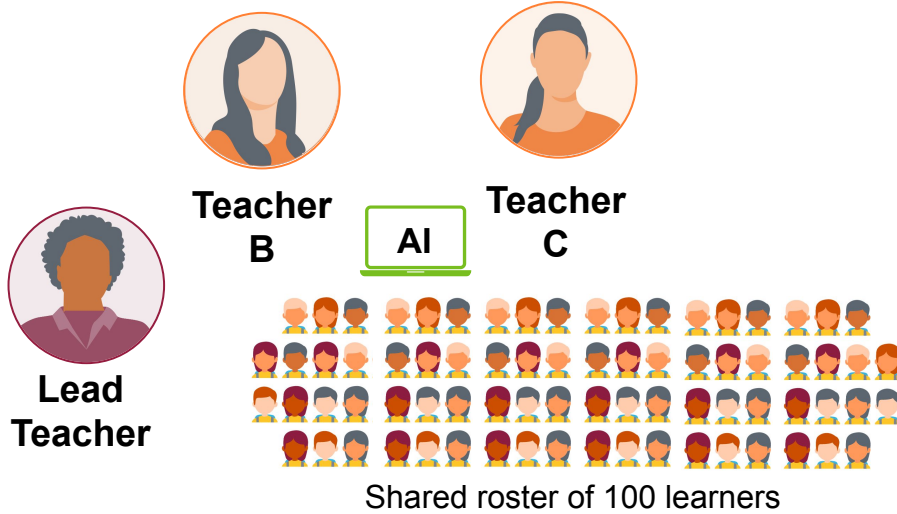
# 3rd Grade Educator Team



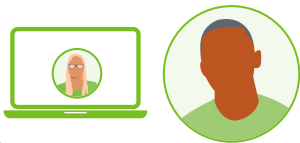
**Student Success  
Coaches**



# 3rd Grade Educator Team



**Student Success  
Coaches**

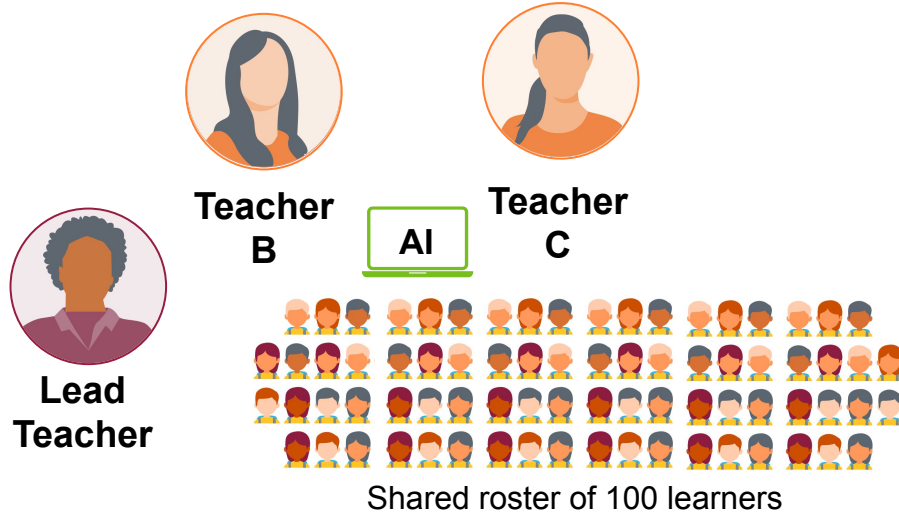


**Project-Based Mentors**



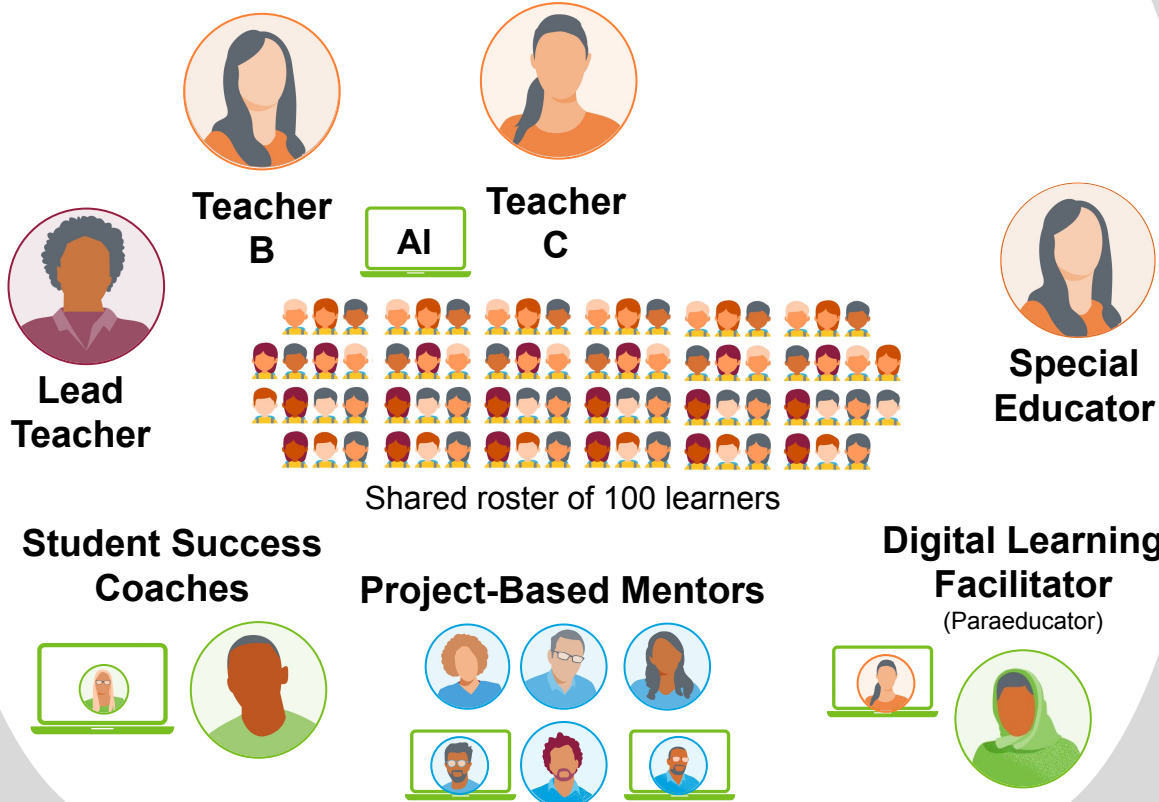
**Community  
Educators**

# 3rd Grade Educator Team



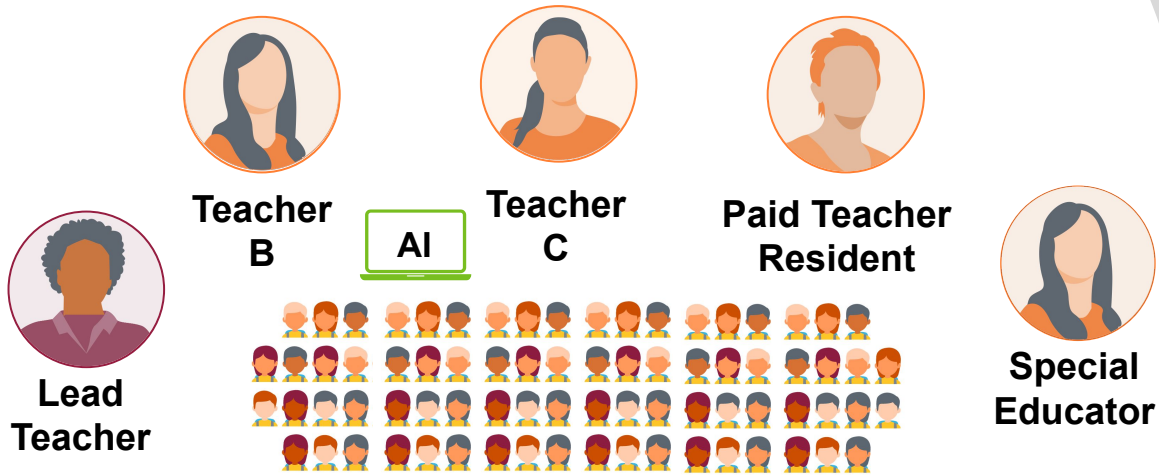
**Specialized  
Paraeducators**

# 3rd Grade Educator Team

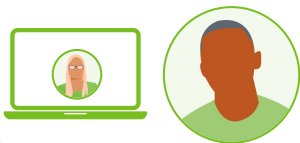


**Team-Embedded  
Special Educator**

# 3rd Grade Educator Team



**Student Success Coaches**



**Project-Based Mentors**

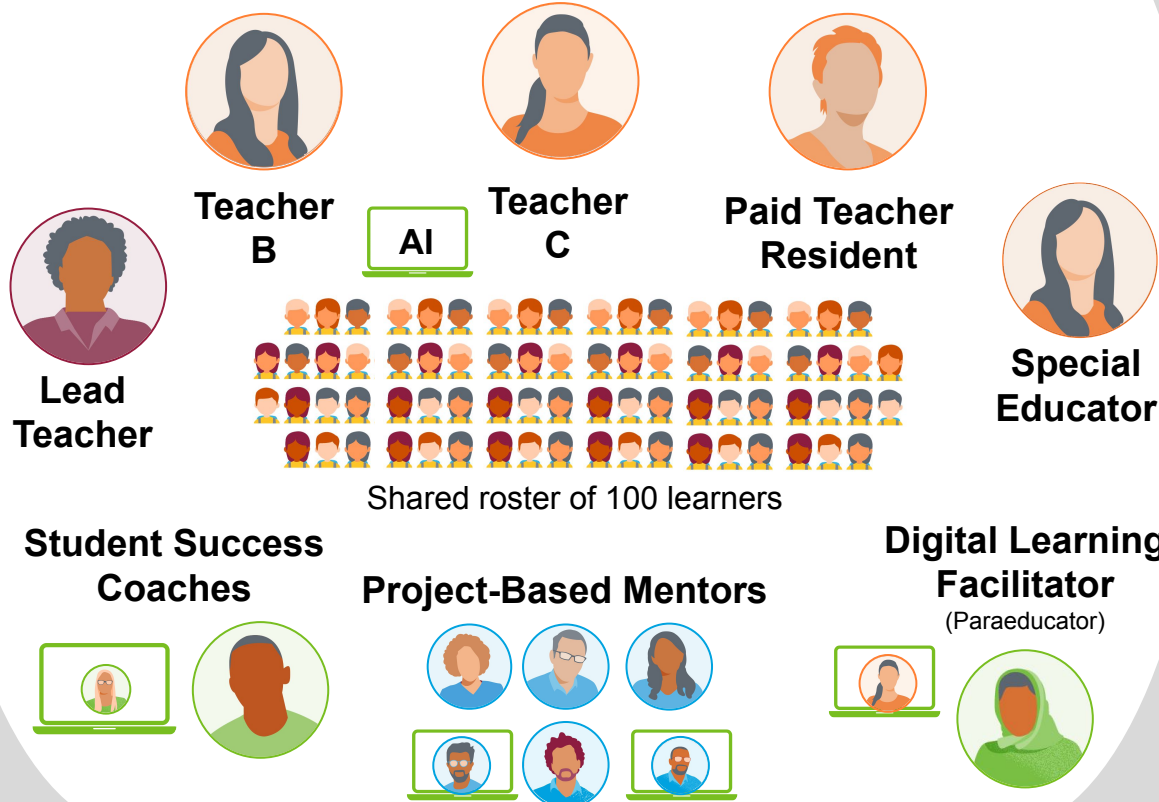


**Digital Learning Facilitator**  
(Paraeducator)



**Paid Teacher Resident**

# 3rd Grade Educator Team



**Enabling  
Conditions**

# Current Realities of Students With Disabilities

**7.4 Million**

Students ages 3–21  
(15% of U.S. public  
school students)  
received services  
under IDEA Part B.

**66.7%**

spend 80% or more  
of their day in the  
general education  
classroom.

**95.2%**

spend a portion of  
their day in the  
general education  
classroom.

Office of Special Education Programs, 2024.



# Special Educators Are Critical Supports for Educators and Students

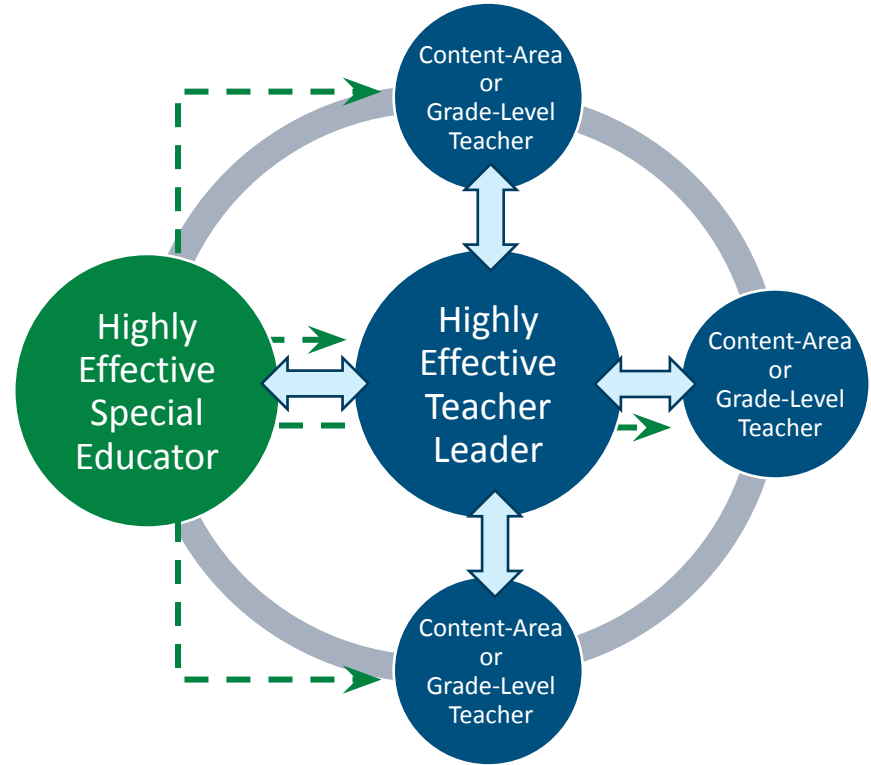
***“Only 30 percent of general education teachers feel ‘strongly’ that they and successfully teach students with learning disabilities and only 50 percent believe those students can reach grade-level standards.”***

Mitchell, 2019

- General educators initiate the referral process and provide targeted interventions, significantly influencing student outcomes.
- General educators, despite the least amount of training, are primarily responsible for educating students with disabilities.

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# An Integrated Model



# Special Educators Have Specialized Knowledge and Skills



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# Headline outcomes

## Educator outcomes



### **greater teacher retention**

(+4 percentage points  
+13 for novices  
+9 for Lead Teachers)



### **greater job satisfaction**

(+10 percentage points likely to agree)

## Student outcomes



### **Increased 3rd grade reading growth**

(+1.4 months)



### **passed Algebra 1 at higher rates**

(+4 percentage points,  
+7 for Latina learners)

# Benefits of Strategic Staffing

Strategic staffing not only is an effective model for educator retention, but also serves as a tool to attract a high-quality workforce.

## Benefits for Students

- Access to high-quality teachers
- Enhanced instructional supports

## Benefits for Educators

- Enhanced collaboration
- Increased job satisfaction
- Strengthened school connectedness
- Amplifies and leverages strengths

## Benefits for Schools

- Proactive vacancy management
- Builds strong instructional teams
- Accelerated school improvement
- Increased effectiveness of induction and mentoring

Marks, 2023; McKown, Shick, & Miles, 2020; Ohio Department of Education, 2024; Diamond & Spillane, 2016.

Join Us

## Webinar line-up

May 29

- **Understanding well-designed GYO programs and the role of mentoring** with Education Northwest and New America

June 12

- **Strengthening mentorship support for GYO candidates journey to teaching** with Educator Advancement Council, Eastern Oregon University, Michigan Talent Together, and Western Oregon University



Closing

# Connect with NTC

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**Web:**

[www.newteachercenter.org](http://www.newteachercenter.org)

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