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| ***Step 2: If seeking to start or implement a practice with increased fidelity, use these resources to learn more***. Consider ways to cover expenses by braiding funds.  ***Step 1: Consider the practice and your context. Select the box that reflects your self-assessment:***   * **Not Started**: You may consider this practice in the future but have not pursued it yet. * **Emerging:** You are pursuing this practice and are in the planning stages. * **Implementing:** You are implementing this practice and have achieved some desired outcomes. * **Optimizing:** You are implementing this practice and calibrating to achieve ambitious outcomes. * **Not applicable:** This strategy does not fit well with your context; it is not helpful. | | | | | | | | | | | |
| **Talent System Domain**  **1** | **Practice**  **At-A-Glance** | **Evidence-Based Practice** | **Core Components**  **(Key features)** | **Primary EDT Gap(s) Addressed** | **Not Started** | **Emerging** | **Implementing** | **Optimizing** | **N/A** | **Resources**  **2** | **State/ Federal Funding Options** |
| **Intentional Supports for Teachers**  **Intentional Supports for Teachers**  ***(Continued)***  **Intentional Supports for Teachers**  ***(Continued)*** | ***Ongoing***  ***Needs Assessment*** | Regularly conduct needs assessments, using data from staff surveys to identify and address needs.[[1]](#endnote-1) | * Leverage periodic surveys to gather teacher feedback on school working conditions, instructional supports, student non-academic supports, professional learning, and time management. * Use findings from teacher feedback/evaluation to inform planning efforts and use of school resources, e.g., investments in teacher prep and training to meet in-field requirements. | * **Effective** * **In-Field** * **Experience** |  |  |  |  |  | * [Teaching and Learning Conditions in Colorado (TLCC) Survey Results](http://tlccsurvey.org/) – Access Colorado district and school-level TLCC survey results * [TLCC Do’s and Don’ts](http://www.cde.state.co.us/tlcc/tlccdosanddonts) – How to use TLCC results effectively * [School Climate Improvement Action Guides](https://safesupportivelearning.ed.gov/scirp/action-guides) – provides district, school, and instructional leaders action steps to improve school climate | * Title I, A * Title II, A * [EASI Exploration Supports](https://www.cde.state.co.us/fedprograms/explorationsupports) |
| ***Continuous Feedback on Instruction***  ***Continuous Feedback on Instruction***  ***(Continued)*** | School leaders and teachers participate in a meaningful, ongoing process of evaluation and feedback based on teacher quality standards and measures of student learning.[[2]](#endnote-2) | * The driving purpose of the evaluation system is instructional improvement and support. * Observations are conducted by at least two, well-trained staff to ensure accuracy. * Quality standards include content knowledge, classroom environment, facilitation of learning, and professionalism. * Measures of student learning include multiple measures of student achievement and growth in relevant subject areas. * Evaluation results inform professional learning and personnel decisions, e.g., coach and/or mentor assignments, types of PD. | * **Effective** * **In-Field** |  |  |  |  |  | * [Colorado State model Evaluation System](https://www.cde.state.co.us/educatoreffectiveness/statemodelevaluationsystem) – this CDE webpage offers links to state law, evaluation model fact sheets, practice guides, and rubrics. * [User’s Guide: Colorado State Model Educator Evaluation System](https://www.cde.state.co.us/educatoreffectiveness/usersguide) – this guide outlines changes to the professional practice rubric for evaluating teachers and scoring of elements and standards. * [Model Evaluation System for Teachers](https://www.cde.state.co.us/educatoreffectiveness/smes-teacher) – offers resources on teacher quality standards, and key “look-fors” for evaluating a variety of teachers. * [Model Evaluation System for School Leaders](https://www.cde.state.co.us/educatoreffectiveness/smes-principal) – offers resources on principal evaluation, quality standards and rubrics. * [Implementation Guidance](https://www.cde.state.co.us/educatoreffectiveness/implementationguidance) – offers a suite of tools and materials to implement evaluations and leverage surveys. * [Observer Training Guide](https://k12education.gatesfoundation.org/resource/better-feedback-for-better-teaching-a-practical-guide-to-improving-classroom-observations/) – This Measures of Effective Teaching (MET) guidance and workbook outlines key points to improve observation and provide ongoing feedback. | * [Title II](https://www.cde.state.co.us/fedprograms/tii/a) * [Turnaround Leadership Development Program](https://www.cde.state.co.us/accountability/turnaroundleadership) |
| ***Protected Time for Collaboration*** | Schedule and protect time for teacher collaboration on high quality, standards-driven instruction and student assessment results.[[3]](#endnote-3) Protected collaboration time should include specialists (e.g., ELD or SPED specialists). | * School master schedules reflect regular blocks of time for teachers to collaborate, problem solve, and plan together within and across grades to strengthen vertical and horizontal alignment of standards, assessment, and effective instructional strategies. * School master schedules protect time for collaboration with specialists. * Collaboration activities should include looking at data together for shared students. * Quality of collaboration is a focus. Discussion is regularly informed by standards and ongoing assessment of student performance and growth. | * **Effective** * **Experience** |  |  |  |  |  | * [Organizing Schools for Teaching and Collaborating](https://edpolicy.stanford.edu/sites/default/files/Hillsdale%20Teacher%20Time%20Final.pdf) – A case study in using school schedules to maximize teacher time for planning and PD * [Establishing Time for Professional Learning](https://learningforward.org/wp-content/uploads/2017/09/establishing-time-for-professional-learning.pdf) – Provides a 7-step process to rethinking use of time, scheduling, and collaboration * [Scheduling Practices for Professional Learning Communities](https://www.wfbschools.com/cms_files/resources/Scheduling%20Practices%20for%20Professional%20Learning%20Communities.pdf) – Provides scheduling models and best practices to maximize teacher planning time | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |
| ***Culture of safety, respect, and shared high expectations*** | Create safe working conditions that foster an inclusive environment of respect and trust among colleagues. Build a shared mission motivated by a “can-do” attitude.[[4]](#endnote-4) [[5]](#endnote-5) | * Student behavioral expectations are clearly communicated and consistently addressed. * School leader communicates high expectations of students and staff, and effectively manages talent to achieve instructional goals. * School culture is built around respect and trust among teachers, with collective responsibility for results. * School leaders hold themselves accountable for modeling these behaviors and hold themselves to high expectations. | * **Effective** * **Experience** |  |  |  |  |  | * [Positive Behavioral Intervention & System (PBIS): Getting Started](https://www.pbis.org/pbis/getting-started) – Provides overview of PBIS and resources to get started * CDE PBIS [Universal](http://www.cde.state.co.us/pbis/universalpbis) (Tier 1), [Targeted](http://www.cde.state.co.us/pbis/targetedtier2) (Tier 2), and [Intensive](http://www.cde.state.co.us/pbis/intensivetier3) (Tier 3) – Content and examples for tiered behavioral supports. * [PBIS Tiered Fidelity Inventory](https://www.pbis.org/resource/tfi) – a school-level PBIS self-assessment tool * [The School Principal as Leader](https://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf) – Wallace Foundation report outlining 5 key practices to effective leadership, including setting high expectations * [10 Principles to Move Your School Toward Distributive Leadership](https://www.nextgenlearning.org/articles/10-principles-to-move-your-school-toward-distributive-leadership) –Ideas on shifting school culture to empower teachers * [Examples of shared leadership](https://www.nextgenlearning.org/articles/k-12-roundup-of-tools-and-resources-distributed-leadership) – Key hallmarks, tools, and case examples of distributed leadership | * [Title IV](https://www.cde.state.co.us/fedprograms/titleiv) * [Connect for Success](https://www.cde.state.co.us/fedprograms/cdeofferedservices-connectforsuccess) * [Turnaround Network](https://www.cde.state.co.us/accountability/turnaroundnetwork) * [Turnaround Leadership Development Program](https://www.cde.state.co.us/accountability/turnaroundleadership) * [State Personnel Development Grant](https://www.cde.state.co.us/mtss/spdg) (SPDG) |
| ***Data-Informed Mentor Pairings*** | Pair teachers needing support with teacher mentors that demonstrate excellence in quality standard areas where there the mentee teacher is experiencing challenges. Create the time and structure for mentors to provide feedback on instruction, lesson plans, etc.[[6]](#endnote-6) [[7]](#endnote-7) | * District develops a program to connect teachers to one another based on need and growth to engage in instructional mentorships. * Principal motivates teachers to engage as mentors or mentees, and protects time for this throughout year (leverages substitutes or stipends) * Mentorship pairings focus on specific instructional areas of improvement based on evaluation results and utilizes peep observations to increase consistent implementation of effective practices across the school | * **Effective** * **Experience** |  |  |  |  |  | * [Mentoring Teachers: Renewed Approaches](https://www.sreb.org/sites/main/files/file-attachments/mentoring_new_teachers_2.pdf) – provides three focus areas to rethink strategies and action steps for mentorship roles, pairings, and efforts * [Teacher Induction and Mentoring Brief](https://lincs.ed.gov/publications/te/mentoring.pdf) – Defines mentoring, considerations for pairings, provides linked tools, and describes characteristics of mentors * [Tennessee Instructional Partnership Initiative (IPI)](https://lincs.ed.gov/publications/te/mentoring.pdf) – example approach to identify teacher mentors through growth data, and pair them with mentees | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) * Title III, A * [Retaining Teachers Grant](http://www.cde.state.co.us/educatortalent/retainingteachersgrant) |
| ***High Quality, Integrated Professional Development*** | Professional development focuses on specific teaching strategies and content areas, and integrates with coaching, mentoring, based on individual teacher and overall personnel needs.[[8]](#endnote-8) | * PD is aligned with teachers’ identified need or requests for support, as well as student learning data. * PD emphasizes specific subject content and pedagogical strategies. * PD is informed by research, or has demonstration of positive impact. * PD is delivered in phases over course of year, so learning is cumulative. * PD is intentionally reinforced through coaching and professional learning communities. * Teachers are provided ample opportunity to test strategies, get feedback, and refine practice in a classroom environment. | * **Effective** * **Experience** |  |  |  |  |  | * [Effective Professional Development](https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief) – Outlines key components of adult learning based on research findings * [Professional Development Toolkit](https://tntp.org/teacher-talent-toolbox/view/professional-development) – Resources curated by the New Teacher Project (TNTP) for immediate use or customization to strengthen PD efforts. * [Evidence-based Personnel Development Rubric](http://www.cde.state.co.us/mtss/spdg-co-eb-pd-rubricfall2017) – a self-assessment tool to implement components of high-quality PD | * [Title II](https://www.cde.state.co.us/fedprograms/tii/a_hqt) * [State Personnel Development Grant](https://www.cde.state.co.us/mtss/spdg) (SPDG) |
| **Recruitment and Hiring**  **Recruitment and Hiring**  ***(Continued)*** | ***Proactive District Supports*** | Staff and resources at the district level are devoted to early recruitment activities and support performance-based tasks during the hiring process.[[9]](#endnote-9) | * LEA regularly analyzes vacancies (including projected shortages) and proactively recruits teacher candidates. * LEA emphasizes performance-based tasks to inform school hiring decisions. * Teachers are hired before the start of the school year to increase conditions that impact effectiveness and retention. | * **In-Field** * **Effective** * **Experience** |  |  |  |  |  | * [How Districts Can Improve Their Human Capital Systems](https://www.americanprogress.org/issues/education-k-12/reports/2016/12/22/295574/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/) – describes how districts can leverage resources to strengthen recruitment and retention. * [Teacher Hiring, Placement, and Assignment Practices](https://files.eric.ed.gov/fulltext/ED543675.pdf) – robust resource offering research-based strategies and action steps to improve outcomes. * [Predicting Success: Teacher screening and hiring practices](https://caldercenter.org/sites/default/files/WP%20184_0.pdf) –this large metropolitan district case study offers processes and tools to improve hiring. * [Teachers hiring teachers](http://www.ascd.org/publications/educational-leadership/oct13/vol71/num02/Teachers-Hiring-Teachers.aspx) – An approach to leveraging teacher leadership and inclusive hiring practices for candidate selection | * [Quality Teacher Recruitment Grant](https://www.cde.state.co.us/educatoreffectiveness/qualityteacherrecruitmentgrantprogram) * [Educator Shortage Funding Opportunities](http://www.cde.state.co.us/educatortalent/policyupdates) * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a)   [Title II](https://www.cde.state.co.us/fedprograms/tii/a), A |
| ***Leverage Technology*** | Use technology to draw a more diverse and higher quality applicant pool.[[10]](#endnote-10) | * Online postings, social media, and targeted advertisements are used to actively recruit for current and projected openings. | * **In-Field** * **Effective** * **Experience** |  |  |  |  |  | * [Delaware Comprehensive Teacher Recruitment and Selection Toolkit](https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/455/Recruitment%20and%20Selection%20Toolkit_2016.pdf) – offers guidance, best practices, example job descriptions and postings, etc. | * Quality Teacher Recruitment * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |
| ***Intentional Teacher Recruitment and Assignments*** | Intentional steps are taken to ensure that schools with the highest percentages of low-income and minority students have equal or greater access to well-prepared ,[[11]](#endnote-11) experienced,[[12]](#endnote-12) effective teachers[[13]](#endnote-13) | * EDT gaps are considered as part of the district’s recruitment and assignment processes. * Schools with highest levels of low-income and minority students are prioritized for hiring and/or assigning experienced, in-field, and effective teachers. * Utilize within-school student data to inform student-teacher assignments so the students with the greatest needs have access to the teachers with the greatest effectiveness to meet those needs. | * **In-Field** * **Effective** * **Experience** |  |  |  |  |  | * [Addressing EDT gaps](https://www.cde.state.co.us/fedprograms/edtplanningguidance) – outlines process and considerations to take action that addresses gaps * [Addressing EDT gaps – Strategic Guidance for Districts](https://gtlcenter.org/sites/default/files/Guidance_Districts.pdf) – provides guidance and example templates to plan and take action * [Attaining Equitable Distribution of Teachers in Public Schools](https://cdn.americanprogress.org/wp-content/uploads/2014/04/TeacherDistro.pdf) – highlights detailed state and district models to address EDT gaps * [Promoting More Equitable Access to Teachers](https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/equitableaccesstoeffectiveteachersstrategicoptions.pdf) – outlines strategic options to improve teacher placement | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * Title II, A |
| ***Postsecondary Partnerships*** | Partner with local and regional universities and local alternative preparation programs to foster a teacher pipeline (e.g., in-classroom training, career pathway program, residency program) that addresses school and district teaching shortage areas.[[14]](#endnote-14) | * Intentionally recruit teacher candidates from partner universities, with a focus on diversity to better reflect student population. * Identify and share shortages and needs with partner universities. * Partner with universities to review teachers’ identified needs and co-develop PD opportunities and/or courses for teachers that will help teachers work towards meeting in-field requirements. | * **In-Field** * **Effective** * **Experience** |  |  |  |  |  | * [Partnering on Prep](https://education-first.com/wp-content/uploads/2018/09/EdFirst-Partnering-on-Prep-Oct-2018.pdf) - outlines comprehensive, 3 phase process for entering into, strengthening, and optimizing LEA/EPP partnerships * [Rethinking Teacher Preparation](https://bellwethereducation.org/sites/default/files/Bellwether_TFA-CA.pdf) – Report offering district action steps to strengthen university partnerships through data sharing, standards and expectations, and recruitment | * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/index) * [Retaining Teachers Grant](http://www.cde.state.co.us/educatortalent/retainingteachersgrant) |
| **Teacher Preparation & Costs to Entering the Classroom**  **Teacher Preparation & Costs to Entering the Classroom**  ***(Continued)*** | ***In-Classroom Training*** | Actively partner with local and regional postsecondary Educator Preparation Programs (EPP) and/or alternative preparation programs to offer student teachers in-classroom training as requirement for graduation.[[15]](#endnote-15) | * Work in partnership with university to structure a robust In-classroom training program that reflects research findings on the value of at least 1 year of experiential training so new teachers are better equipped to lead a classroom in their first year. * LEA actively recruits students into training program and cultivates future hires. | * **In-Field** * **Effective** |  |  |  |  |  | * [Transforming Teacher Education through Clinical Practice](http://caepnet.org/~/media/Files/caep/accreditation-resources/blue-ribbon-panel.pdf) – Offers a framework for deepening clinical practice in teacher prep, with case studies and best practices | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/index) |
| ***Loan Forgiveness*** | Connect educators to federal or state teacher prep loan forgiveness or scholarship programs, or develop a local program, for educators who commit to high-need schools for a set amount of time.[[16]](#endnote-16) [[17]](#endnote-17) | * Awards are substantial enough to meaningfully offset cost of postsecondary education for teacher credentialing. * Loan forgiveness is contingent on 3-5 year commitment to teaching in LEA. | * **In-Field** * **Experience** |  |  |  |  |  | * [Federal loan forgiveness programs for teachers](https://blog.ed.gov/2017/01/4-loan-forgiveness-programs-for-teachers/) – Guide provided by the USDE with information on loan forgiveness programs and eligibility requirements * [CDE web page on teacher loan forgiveness](https://www.cde.state.co.us/fedprograms/loanforgiveness) – Provides information on federal programs and resources to determine school eligibility information. * [Educator Shortage Funding Opportunities](http://www.cde.state.co.us/educatortalent/policyupdates) – CDE resource providing a list of available grants districts may use to attract and retain educators. * [Colorado Rural Teaching Fellowship](https://www.unco.edu/colorado-center-for-rural-education/stipends/rural-teaching-fellow.aspx) – Overview of grant purpose, eligible participants, stipend size. | * [Colorado Educator Loan Forgiveness Program](https://www.cde.state.co.us/fedprograms/loanforgiveness) * [Federal Loan Forgiveness Programs](https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher) |
| ***Career Pathway Programs*** | Provide pathways for non-certified/out-of-field teachers and paraprofessionals to become fully certified by offering financial support in exchange for 3-5 year commitment to stay with district.[[18]](#endnote-18) | * Strong partnership with local/ regional EPP or alternative provider. * Targeted financial support of certification, endorsement based on LEA needs. * Thoughtful selection of program participants based on clear and transparent eligibility indicators. | * **In-Field** * **Experience** |  |  |  |  |  | * [CU Denver Paraprofessional resource/research center](https://paracenter.org/researchers/bibliography/paraeducator-career-ladder-programs) – offers a multitude of program examples and research studies on paraprofessional career ladder programs * [From Paraprofessional to Certified Teacher](https://dc.etsu.edu/cgi/viewcontent.cgi?article=2429&context=etd): Case study outlines key partners, agreements to develop and implement a career ladder program. * [Ahead of the Class: Handbook for Preparing New Teachers](https://www.wallacefoundation.org/knowledge-center/Documents/Handbook-For-Preparing-New-Teachers-From-New-Sources.pdf) – A handbook for recruiting, selecting, and hiring teachers through diverse pathways | * [Quality Teacher Recruitment Grant](https://www.cde.state.co.us/educatoreffectiveness/qualityteacherrecruitmentgrantprogram) * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |
| ***Local Preparation Programs*** | Develop local, high-retention pathways—such as teacher residencies and Grow Your Own (GYO) programs—that address teacher shortages while strengthening and diversifying the teacher workforce.[[19]](#endnote-19) | * Residencies offer rigorous coursework, coaching and feedback, assessment and evaluation, and share values with the associated school systems.[[20]](#endnote-20) * GYO programs are based on strong school, community, and postsecondary partnerships, diverse funding streams, and focus on value and promise of community members as teachers.[[21]](#endnote-21) | * **In-Field** * **Effective** * **Experience** |  |  |  |  |  | * [Grant Programs Supporting Educator Pipelines](http://www.cde.state.co.us/educatortalent/hb1309) – Offers overview of Colorado teacher of record and grow your own educator programs * [Grow Your Own Teachers](https://drive.google.com/file/d/0B_bsOb2aZbo8ekVrbFFXd1JTcjg/view) – Offers a number of case studies across Washington state GYO programs, highlighting key components and tools. * [Building a bilingual teacher pipeline](file:///C:\Users\Meredith_J\Downloads\FINAL_SupportingVisionELEquity.pdf) – A case study of Portland Public Schools’ development of a GYO teacher pipeline. | * [Grow Your Own Educator Grant Program](http://www.cde.state.co.us/educatortalent/hb1309) * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |
| **Compensation** | ***Equitable Compensation for High-Needs Schools*** | Implement an equity-based teacher salary policy using financial incentives to ensure high-needs schools have the opportunity to recruit and retain qualified teachers.[[22]](#endnote-22) | * Supplemental pay in high-needs schools should close pay gaps within the district, and compete with surrounding districts. * In addition to equitable salaries, other incentives are offered, such as housing assistance and child care supports. | * **In-Field** * **Effective** * **Experience** |  |  |  |  |  | * [National Board Certification Incentives](http://www.ncsl.org/research/education/turning-schools-around-with-national-board-certifi.aspx#1) – Offers case studies and a summary states using incentives to attract qualified teachers and improve school performance * [Salary Incentives and Teacher Quality](https://cepa.stanford.edu/sites/default/files/QTEA_Rec_Research%20brief_20120912.pdf) – A synopsis of a district teacher pay model that increased quality and size of applicant pool * [Differential pay across US Districts](https://www.nctq.org/blog/How-are-districts-and-states-using-pay-to-staff-high--need-schools-and-subjects) – A look at teacher compensation models that award additional, supplemental pay for high-needs subject areas and schools | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |
| ***Career Ladder Policy*** | Develop a district career ladder policy to offer growth and salary opportunities for teachers who take on leadership responsibilities, such as mentoring new teachers or expert coaching, while remaining primarily in the classroom.[[23]](#endnote-23) | * Career ladder program has clear stages, with minimum teacher eligibility standards and pay and benefit increases tied to each stage. * Eligibility for participation in program includes teacher effectiveness measures. * Pay increases and other benefits are meaningful to teachers. | * **In-Field** * **Effective** * **Experience** |  |  |  |  |  | * [Career Paths and Pay in an Opportunity Culture](https://opportunityculture.org/wp-content/uploads/2018/06/Career_Paths_and_Pay_in_an_Opportunity_Culture_A_Practical_Guide-Public_Impact.pdf): A practical guide outlining frameworks for educator leadership roles, and how the role of district and school leaders * [Career Ladder Case Study](https://files.eric.ed.gov/fulltext/ED507471.pdf) – a case study of Missouri’s career ladder, with analysis and recommendations * [Retaining Teachers through Leadership Opportunities](http://www.teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf) – offers a variety of ideas on teacher leadership roles and district staffing structures to retain teachers | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |
| ***Targeted Incentives*** | Recognizing profound teacher shortages in certain subjects and specialties –as well as research showing high rates of turnover among novice teachers—carefully target financial incentives to increase retention.[[24]](#endnote-24) | * Target financial incentives for teachers in high-need subjects and specialties, such as Special Education, English as a Second Language, STEM subjects. * Target financial incentives to increase retention of novice teachers. | * **In-Field** * **Experience** |  |  |  |  |  | * [Strategic Design of Teacher Compensation](http://www.gaspanet.org/members/CompensationRedesign/docs/1900-strategic-design-of-teacher-compensation.pdf) – Outlines compensation structures and strategies to get in front of shortages. | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/index) * [Retaining Teachers Grant](http://www.cde.state.co.us/educatortalent/retainingteachersgrant) |
| ***Competitive***  ***Base Pay*** | Research shows that teachers are the most significant in-school factor in student academic growth and achievement. To the extent possible, prioritize instructional funding to support competitive teacher salaries.[[25]](#endnote-25) | * Small increases in teacher base salaries can have a significant impact on increasing the percent of qualified teachers to an LEA. * Increases in base salary levels should be coupled with raised expectations for teachers to be in-field and effective. * Conduct regular and ongoing analyses of teacher salaries in comparison to neighboring districts and the cost of living within the district to ensure that salaries are competitive. | * **In-Field** * **Effective** * **Experience** |  |  |  |  |  | * [Do More, Add More, Earn More: Teacher Salary Redesign Lessons from 10 First-Mover Districts](https://files.eric.ed.gov/fulltext/ED560060.pdf) – this report provides case studies of compensation reform efforts in larger urban districts * [Recruiting and Retaining Rural Educators: Challenges and Strategies](https://educationnorthwest.org/sites/default/files/resources/Principal%E2%80%99s%20Research%20Review,%20November%202012.pdf) – this white paper reviews common challenges and emerging strategies in rural districts regarding attracting and retaining qualified teachers | N/A |
| **Induction for New Teachers** | ***High-Intensity Support*** | Deliver an intensive, structured, and sequential induction program.[[26]](#endnote-26) | * Trained teacher mentors with matching subject knowledge/credentials * District/school orientation sessions and ongoing professional development. * Regularly scheduled formal and frequent informal classroom observations, with constructive and real time (as soon after the observation as possible) feedback. | * **Effective** * **Experience** |  |  |  |  |  | * [Center on Great Teachers and Leaders](https://gtlcenter.org/moving-toward-equity-topics/induction-and-mentoring) – offers a variety of tools, case studies, and state and local approaches to support teachers in training and new to the profession | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |
| ***Sustained Support*** | Research shows long term, positive effects of 2-year teacher induction programs on student learning. Offer induction supports to new teachers for 2 years.[[27]](#endnote-27) [[28]](#endnote-28) | * Comprehensive induction supports sustained for first two years. * Program includes collaborative planning time for new teachers to work with mentors and peer teachers on lesson plans. | * **Effective** * **Experience** |  |  |  |  |  | * [Colorado Teacher Induction Guidelines](http://www.cde.state.co.us/cdeprof/induction_guidelines) –Explains CO’s statewide teacher induction model, including best practices and program evaluation rubric * [Growing Great Teachers](https://www.erstrategies.org/cms/files/4046-growing-great-teachers-report.pdf) – this guidebook and toolkit is a research-informed resource for district and school leaders looking to strengthen their supports for new teachers | * [Title I, A](https://www.cde.state.co.us/fedprograms/ti/a) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |
| ***Principal Buy-in and Coordination*** | Principal understands components of induction and communicates the value of these supports to staff, including new teachers. Principal supports induction efforts, coordinating with new teacher mentors.[[29]](#endnote-29) | * Principal regularly checks in with induction mentor to facilitate supports for the new teacher. * Principal uses formative assessments and classroom observations to complement induction supports for new teachers. * Principal makes new teachers feel welcome, values their energy, optimism, and training. | * **Effective** * **Experience** |  |  |  |  |  | * [Role of the Principal in Beginning Teacher Induction](https://newteachercenter.org/wp-content/uploads/Role-of-Principal-in-Teacher-Induction.pdf) – this resource provides a breakdown of the school leader’s role in new teacher supports | * [Turnaround Leadership Development Program](https://www.cde.state.co.us/accountability/turnaroundleadership) * [Title II, A](https://www.cde.state.co.us/fedprograms/tii/a) |

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