

Prior to submitting your comments, we invite you to read [a letter from Commissioner Anthes on Colorado's ESSA State Plan Development and release of the state plan draft](#).

Section 5: Supporting Excellent Educators

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?
- Yes. If yes, provide a description of the systems for certification and licensure below.
- No.

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- B. Educator Preparation Program Strategies.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA, particularly for educators of low-income and minority students?
- Yes. If yes, provide a description of the strategies to improve educator preparation programs below.
- No.

While improvement of these programs is a Colorado priority¹, these strategies are currently being supported with State resources.

- C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?
- Yes. If yes, provide a description of the educator growth and development systems below.
- No.

While improvement of these programs is a Colorado priority², these strategies are currently being supported with State resources.

¹ The Colorado Departments of Education and Higher Education are examining ways to redesign the process through which educator preparation programs are approved. Strategies for shifting to an outcomes based system include the expansion of clinical practice, a focus on program effectiveness, and alignment of educator endorsements with the Colorado Academic Standards. More detailed information on this work can be found at <http://www.cde.state.co.us/educatoreffectiveness/prepare>.

5.2 Support for Educators.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if the SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
 - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
 - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

CDE leverages these funds to support staff who possess the knowledge and skills to build LEA capacity for recruiting, developing, and retaining effective educators. Specifically, these staff provide training, guidance, resources and tools that improve the capacity of LEAs to plan high quality professional development, implement competency based hiring practices, improve induction programs, improve mentoring programs, identify root causes of gaps in equitable access to effective teachers, and implement effective strategies to address those gaps. The products of this work are primarily viewable at <http://www.cde.state.co.us/fedprograms/tii/index> and <http://www.cde.state.co.us/fedprograms/virtualacademy>. Due to the expected impact of the new allocation formula on the Title II, Part A funds allocated to many LEAs in Colorado, CDE will not be taking the optional three percent set-aside for principal academy development. We will continue to focus resources on having the greatest impact through local capacity building.

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

Based on stakeholder input³ on the needs in this area, CDE will provide virtual and in-person professional development for LEAs, teachers, and school leaders on culturally responsive

² Colorado is currently undergoing a transformation in the way we support educators new to the profession. CDE is engaged with multiple stakeholders in shifting from educator preparation as a single event in an educator's life to supporting educators through a continuum of growth. Updates on this work will be posted at <http://www.cde.state.co.us/educatoreffectiveness/prepare>.

³ These supports reflect the recommendation of the Effective Instruction and Leadership Spoke Committee and have been vetted with other various stakeholder groups. Meeting notes and supporting resources from the Spoke Committee can be found at http://www.cde.state.co.us/fedprograms/essa_stateplandevlopment_effectiveinstruction.

instructional practices, whole child supports, effective practices for developing teacher cadet programs, effective inclusion models, and developmentally appropriate practices for children in preschool through third grade. These trainings will be offered on an ongoing basis in order to ensure all educators in Colorado have the opportunity to improve their skills in best practices for student learning.

To address the early learning needs of these students, Colorado has developed the Professional Development Information System (PDIS). The PDIS is the statewide web-based system supporting professional development for Colorado’s early childhood workforce. The system will be developed with Colorado’s Competencies for Early Childhood Educators and Administrators as the foundation and all professional development offerings within the system will align with these competencies. More detailed information is available at <https://www.cde.state.co.us/early/pdis>.

Additionally, CDE will provide technical assistance and support to districts in meeting the individual needs of students with disabilities in the least restrictive environment through efficient master scheduling and strategic student assignment. This support is provided on an on-going basis through targeted outreach and by district request. The theory of action is that if we know what a student needs and we place the student in a skilled educator’s classroom with consistent, and appropriate, supports, the student will thrive.

5.3 Educator Equity.

- A. **Definitions.** Provide the SEA’s different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	<p>An ineffective educator has received an annual evaluation based on Colorado’s Educator Quality Standards that results in a rating of Ineffective or Partially Effective.</p> <p>The effectiveness definitions and Quality Standards provide clear guidance about the professional practices associated with Quality Standards and the way to measure student learning/outcomes. Fifty percent of the final effectiveness rating is based on professional practices and 50 percent is based on measures of student learning/outcomes. The use of multiple measures ensures that these ratings are of high quality and will provide a more accurate and nuanced picture of professional practice and impact on student learning. The use of different rating levels to rate performance allows more precision about professional expectations, identifies educators in need of improvement and recognizes performance that is of exceptional quality. For more information, please see the User’s Guide at http://www.cde.state.co.us/educatoreffectiveness/usersguide</p>
Out-of-field teacher*+	<p>The definition that will be used beginning in 2017-18 will be the following: A teacher will be determined to be out-of-field if they do not</p>

Key Term	Statewide Definition (or Statewide Guidelines)
	<p>hold <u>at least one</u> of the following <u>in the subject area</u> in which they have been assigned to teach:</p> <ul style="list-style-type: none"> • Endorsement on a Colorado teaching license • Degree (B.A. or higher) • 24 semester hours • Passing score on an approved content exam <p>However, it should be noted that the calculations in Appendix B were completed using the prior definition that was included in Colorado’s Educator Equity Plan, which was approved in 2015. Adjustments must be made to our data collection systems in order to utilize the new definition.</p>
Inexperienced teacher*+	An inexperienced teacher is defined as a teacher who has 0-2 years of experience teaching in a K-12 educational setting.
Low-income student	Low-income student is defined as a student receiving free or reduced cost lunch.
Minority student	Minority is comprised of all non-white subgroups of students in Colorado.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms (optional)	Statewide Definition
Click here to enter text.	
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B. Rates and Differences in Rates. In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.

C. Public Reporting. Provide the Web address or URL of, or a direct link to, where the SEA will publish and annually update, consistent with 34 C.F.R. § 299.18(c)(4):

- i. The rates and differences in rates calculated in 5.3.B;
- ii. The percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii. The percentage of teachers categorized as out-of-field teachers consistent with 34 C.F.R. § 200.37; and
- iv. The percentage of teachers categorized as inexperienced teachers consistent with 34 C.F.R. § 200.37.

<http://www.cde.state.co.us/fedprograms/equitabledistributionofteachers>

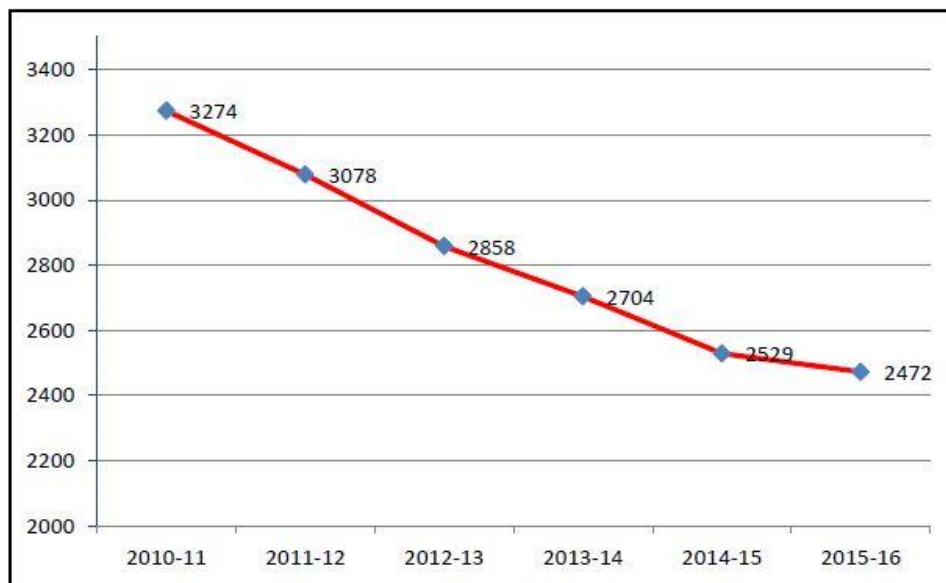
D. Likely Causes of Most Significant Differences. If there is one or more difference in rates in 5.3.B, describe the likely causes (*e.g.*, teacher shortages, working conditions, school leadership, compensation, or other causes), which may vary across districts or schools, of the most significant statewide differences in rates in 5.3.B. The description must include whether those differences in rates reflect gaps between districts, within districts, and within schools.

The following potential root causes have emerged throughout ongoing discussions with stakeholders and data analyses. It is important to note that by analyzing district Unified Improvement Plans, and understanding the different contexts of our districts, we know that root causes are very dependent on geography, teacher pipeline, demographics, and resources. Some overarching root causes are identified below—but we know that context also matters.

Teachers have inconsistent access to induction programs that include coaching and mentoring, strategies for working with struggling learners, and strategies for instructing on the Colorado Academic Standards. The TELL Colorado Survey has consistently revealed this trend as having an impact on teacher turnover in hard-to-staff schools. This trend is even more amplified in high minority and high poverty schools where a high concentration of inexperienced teachers exists and students consistently do not meet growth expectations. A significant number of survey respondents from the Educator Voice Cadre expressed a need for increased and intentional time and training for teacher mentors.

Colorado’s educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and inexperienced educators often lack the skills needed to meet the needs of struggling learners. LEAs have frequently expressed this as a challenge in two primary areas. First, and most easily quantified, is that the number of Colorado teacher preparation programs graduates has declined by nearly 18 percent over the last three years (see table below, from the 2016 Educator Preparation Report, available at <http://highered.colorado.gov/>).

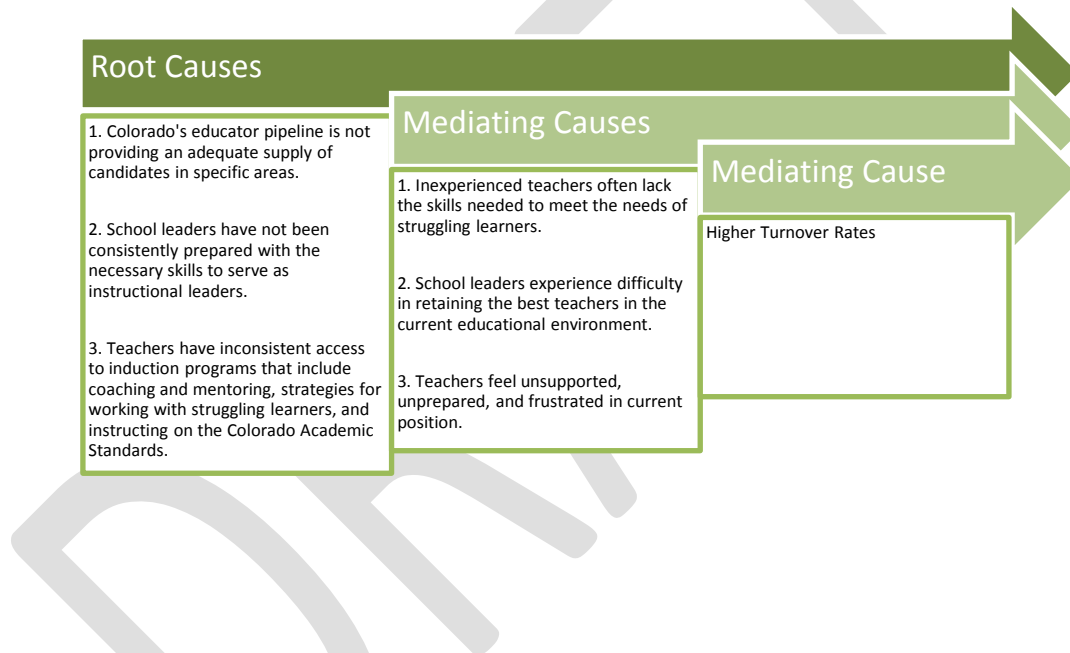
COMPLETERS OF EDUCATOR PREPARATION PROGRAMS



Second, many LEAs have expressed concern that new teachers prepared in Colorado do not arrive in the classroom with sufficient knowledge and skills to help students meet the rigorous Colorado

Academic Standards (CAS). It should be noted that the knowledge and skills gap indicated here is not related to the ways in which teachers demonstrate a high level of subject matter competency in order to meet highly qualified teacher requirements. Rather, the stakeholder input we have received points to a general lack of familiarity with the CAS and how to plan and implement standards-based instruction.

School leaders are not consistently prepared with the necessary skills to serve as instructional leaders and retain their best teachers in the current educational environment, contributing to the turnover rates. This includes lack of access to meaningful evaluation data to inform strategic staffing decisions. The TELL data shows that educators who report having effective leaders are much more likely to report that they intend to stay in their job, their evaluation system is fair, and they receive quality feedback. Those who report that their leader is not effective are much more dissatisfied on key measures. Unfortunately, limited supports exist to strengthen principal effectiveness. Many principals are struggling to understand and take on the role of instructional leader. In addition, many are challenged by how to use new educator evaluation systems to differentiate teacher effectiveness and to use that information to make strategic staffing decisions.



- E. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:
- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
 - ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

Theory of Action:

If we,

1. Increase the supply of candidates in specific areas in Colorado's education pipeline, and increase inexperienced teachers' skills needed to meet the needs of struggling learners, and
2. Improve school leaders' preparations to serve as instructional leaders, and reduce their difficulty in retaining the best teachers in the current education, and
3. Increase teachers' access to induction programs that include coaching and mentoring, strategies for working with struggling leaders, and instructing on Colorado Academic Standards, and
4. Reduce turnover rates in high poverty and high minority schools

Then, we will lower the rates of inexperienced, ineffective, and out-of-field teachers teaching in high poverty and high minority schools and reduce the performance gaps in schools with high poverty and minority rates.

Capacity building tool: *Self-Assessment for Healthy Human Capital Systems*:

CDE will support districts in thinking about strategic staffing decisions using the *Self-Assessment for Healthy Human Capital Systems* tool (<http://www.cde.state.co.us/fedprograms/self-assessment-for-healthy-human-capital>). In response to feedback on the *Healthy Human Capital Self-Assessment Tool* that was provided from district focus group participants, CDE plans to develop additional resources that will address the following recommendations:

- Identification and sharing of "what works," particularly in rural districts, with examples and tools related to all strategies and practices identified in the tool.
- Development of a suite of strategies, tools and resources (a toolbox) to support successful implementation of the Human Capital System in districts and schools.

Technical Assistance: Educator Evaluation System

The Colorado Department of Education created a state evaluation model that aligns to state adopted educator effectiveness definitions and quality standards. Each school district may adopt the state model or utilize their own evaluation system, aligned to the state educator quality standards, that meets or exceeds the components of the state evaluation model. These evaluation systems enable evaluators to identify educators' strengths and weaknesses and align that to the deliver and receiving of targeted professional development and mentor assignment for inexperienced or struggling educators. Colorado will continue to refine and improve the implementation of the state model evaluation system with input from stakeholders. This work includes, but is not limited to, providing technical assistance and professional development for school leaders and evaluators, refinement of the process and tools used to evaluate educators, and helping to identify and share quality evaluation practices across the state to districts.

Capacity Building: Educator Induction Programs

Colorado recognizes the importance of high-quality induction programs in the retention and effectiveness of educators in our districts. To support our districts and increase the quality of induction programs across the state, the department has worked with local stakeholders to create induction guidelines and standards with

accompanying best practices for teacher induction programs. Quality program standards and best practices allow flexibility for district programs to meet their specific local needs.

Induction resources will be utilized for any new induction programs looking for authorization, as a tool for reflection and improvement for current programs, and as part of the renewal process for induction programs. Colorado will continue this process with stakeholders to create similar materials and processes for principal, administrator and specialized service professional roles. An annual check-in with CDE will provide a time for districts/BOCES to share challenges and updates to their induction programs. Every five years, per state statute, induction programs will submit a program evaluation to CDE as part of their renewal process. CDE will monitor and support the needs of the districts/BOCES throughout the process.

Root Cause	Strategy	Timeline	Funding Sources
Colorado’s educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and inexperienced educators often lack the skills needed to meet the needs of struggling learners.	Self-Assessment for Healthy Human Capital Systems	Engaging stakeholders to begin identifying; resources in 2017-18 Resource bank; completed by 2018-19 Pilot districts identified in 2018-19; Pilot districts implement strategies using the resource bank in 2019-20; Evaluation of the pilot is completed and shared with stakeholders in 2020-21.	Title II, Part A
School leaders have not consistently been prepared with the necessary skills to serve as instructional leaders and retain their best teachers in the current educational environment. This includes not having had access to meaningful	Educator Evaluation System	Technical assistance is on-going	State funds

evaluation data to inform strategic staffing decisions.

<p>Teachers have inconsistent access to induction programs that include coaching and mentoring, strategies for working with struggling learners, and strategies for instructing on the Colorado Academic Standards.</p>	<p>Educator Induction Programs</p>	<p>Formal guidelines completed by end of 2016-17 (COMPLETED) Districts begin to self-assess in 2017-18 CDE check-ins begin in 2018-19</p>	<p>State funds</p>
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F. **Timelines and Interim Targets.** If there is one or more difference in rates in 5.3.B, describe the SEA’s timelines and interim targets for eliminating **all** differences in rates.

Difference in Rates	Date by which differences in rates will be eliminated	Interim targets, including date by which target will be reached
<p>Low-income students are taught by ineffective teachers at a rate that is 6.15% higher than their peers.</p>	<p>2025-26 school year</p>	<p>The difference in this rate will be reduced to 3% or less by the 2020-21 school year.</p>
<p>Minority students are taught by ineffective teachers at a rate that is 6.91% higher than their peers.</p>	<p>2025-26 school year</p>	<p>The difference in this rate will be reduced to 3% or less by the 2020-21 school year.</p>
<p>Low-income students are taught by inexperienced teachers at a rate that is 6.35% higher than their peers.</p>	<p>2025-26 school year</p>	<p>The difference in this rate will be reduced to 3% or less by the 2020-21 school year.</p>
<p>Minority students are taught by inexperienced teachers at a rate that is 5.43% higher than their</p>	<p>2025-26 school year</p>	<p>The difference in this rate will be reduced to 2.5% or less by the 2020-21 school year.</p>

peers.		
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