

# EDUCATOR TALENT DIVISION

2023-24



Educator talent management is a system built upon the preparation, recruitment, hiring, induction, mentoring, professional growth, compensation, work environment and performance support of all educators. Together, these are the building blocks of an educator talent management system that helps to attract, prepare, support and retain the best educators possible ([American Institutes for Research](#)).

The Colorado Department of Education (CDE) Educator Talent Division addresses the full continuum of talent management and human capital development, including:

- Educator and leadership preparation pathways
- Educator development, coaching, support, induction and mentoring
- Educator effectiveness and professional learning
- Educator recruitment, retention and career development
- Educator licensure and investigation (enforcement)
- Early childhood workforce development
- Research related to educator workforce development and the impact and evaluation of effectiveness of grant programs and other initiatives



The infographic displayed at the end of this information sheet illustrates the interrelatedness of the activities and functions described in this document.

## Why Educator Talent?

Considering that classroom teaching and school leadership are known to be the strongest school-based factors impacting student achievement, a focus on educator talent is critical. CDE supports the state's 178 school districts and 21 boards of cooperative services (BOCES) to attract, prepare, support and develop great educators, because every child in every classroom deserves to have excellent teachers and building leaders who are supported in their ongoing professional growth.

## It's about our educators

Educators play a crucial role in the life of every child. While "many factors contribute to a student's academic performance ... research suggests that, among school-related factors, teachers matter most." (Opper, 2019). Teachers and leaders are the face of education for its most important consumers – children and their families. The education field can and should learn from the workforce development approaches of public and private industry where they focus on growing talent in a strategic and intentional way by recruiting, developing, supporting and retaining their workforce.

As such, the **mission** of the CDE's Educator Talent Division is to develop, deploy and support talent management and human capital development strategies for districts and schools so that highly effective educators are in every school and classroom and all students are prepared for college, career and life.

## EDUCATOR RECRUITMENT and RETENTION

The [Educator Recruitment and Retention](#) team was established through SB 21-185 to provide support to members of the armed forces, nonmilitary-affiliated educator candidates and local education providers to recruit, select, train and retain highly qualified educators across the state. The regionally based team values a service-oriented approach to supporting district/BOCES/school leaders in finding creative solutions to unique staffing challenges and serving the greater development efforts around diversifying the educator workforce and strengthening the pipeline.

### Workforce, candidate and leadership Support

The Educator Recruitment and Retention Team is dedicated to workforce development and CDE's continuous effort to serve, support, inspire and elevate educators. [Regional team members](#) are available to provide side-by-side support to individual teacher candidates as well as district, BOCES and school leaders with a differentiated approach to problem solving for today and future system planning. Our work includes direct support for leaders and educator candidates around credentialing pathways, available resources, funding opportunities and educator preparation programs. Additionally, our team members serve as thought partners with school, district and BOCES leaders focused on proactive recruitment and retention strategies.

### Educator Recruitment and Retention Supports

- Individualized school and district leadership support
- Individualized candidate support
- Educator recruitment and retention PLCs for administrators
- Troops to Teachers support
- Educator job fair support
- Educator workforce development forum support

## EARLY CHILDHOOD CAREER NAVIGATION

A skilled, supported and diverse early childhood workforce ensures that every young child is valued, healthy and thriving. The Early Childhood Career Navigation (ECCN) Team was established to help recruit and retain early educators. A human-centered approach connects each individual with the necessary support at each stage of a career.

### Assisting current and future professionals

Informed education and career choices are critical and the ECCN Team works with individuals to clarify and identify each person's best pathway to becoming an early childhood teacher, find financial resources to assist with training and education costs and assist international candidates with transcript evaluation.

### Connecting partners

The ECCN Team coordinates a monthly community of practice to share best practices, problem solve, promote teaming and elevate the work of early childhood career navigation.

### Improving systems

Members of the ECCN Team are active in the policy landscape, leading and contributing to workforce development policy that ensures early childhood professionals are *also* valued, healthy and thriving.

### Early Childhood Career Navigation Data 2023-24

#### Career Navigation

- Provided career navigation services to 665 individuals
- Facilitated and funded international transcript evaluation for 202 individuals from 58 countries

#### Early Childhood Career Navigation Community of Practice

- 45 members from different organizations across Colorado participated in monthly meetings

#### Systems Improvements

- [Pathways to Success: Colorado's Comprehensive Early Childhood Workforce Plan](#)
- [Colorado Early Childhood Compensation & Benefits Task Force](#)

In Spring 2024, Educator Recruitment and Retention and Early Childhood Career Navigation became the Educator Career Navigation team, joining efforts to usher in and support new educators as they enter the profession across all ages and grade levels.

## EDUCATOR PREPARATION

### Program accountability and support: Authorization and reauthorization

The Educator Preparation team oversees all 54 educator preparation entities in the state of Colorado. Historically this office oversaw the universities and colleges that have traditional preparation programs in conjunction with the Colorado Department of Higher Education (CDHE). However, with the passage of SB23-258, this responsibility moved solely to CDE. As part of this work, this office maintains a comprehensive system of review and support for educator preparation programs with the ultimate goal of ensuring high-quality preparation pathways for every Colorado educator in order to support academic success for students. The work in this area is supported by Colorado legislation under CRS 22-2-112.

CDE reviews each educator preparation program for content, rigor and completeness to ensure it addresses the requisite educator and endorsement standards established by the Colorado State Board of Education and presents these findings to the State Board of Education for its consideration to either authorize new programs or reauthorize existing programs, every five years. This work pertains to the state's approved colleges and universities as well as the designated agencies for alternative teacher preparation. Twenty-three traditional educator preparation programs at colleges and universities, and 31 alternative educator preparation programs (designated agencies) are currently approved.

Since fall 2018, this office was tasked with taking a closer look at the depth in which programs, traditional and alternative, are aligned to the reading standards specified in the elementary, early childhood and special education endorsement standards to ensure future teachers are prepared to teach reading aligned to the scientifically based reading requirements outlined in state statute and rule. Beginning in 2023, this office is additionally responsible for developing and implementing the new teacher degree apprenticeship pathway.

Educator preparation program administrators attended the first annual spring convening in which both traditional and alternative program leaders were invited. Sessions covered CDE updates, program-led roundtable discussions, teacher apprenticeship, collaboration with colleagues and engagement with the department. More than 44 programs were represented at the 2024 event. To stay connected, up-to-date and to collaborate with one another, designated agencies are also encouraged to join the Designated Agency monthly virtual office hour opportunities.

## EDUCATOR DEVELOPMENT

The Educator Development Unit supports educators in their preservice preparation, early career induction and mentoring as well as their career-long professional development. The team works with districts to ensure high-quality educator development experiences including induction, mentoring and support.

### Preparation Programs 2023-24

- 23 traditional programs at Institutions of Higher Education
- 31 alternative programs at Designated Agencies
  - Two new agencies were approved spring 2024
- Program reviews for educator preparation were presented to the State Board, which:
  - Authorized 10 new endorsement programs at existing preparation programs
  - Reauthorized 6 existing programs
  - Approved 18 individualized plans for alternative principal authorizations

### Engagement of Educator Preparation Programs

- 3 state update webinars for traditional program leaders co-facilitated with CDHE
- 4 Designated Agency Office Hours
- 71 Program participants in spring convening
  - 17 Participants from CDE, CDHE and TEACHColorado
- Individualized support for 3 programs with new leaders

## Educator induction programs

Educator Development designs and administers the process for approving and renewing district, BOCES, charter school and non-public school-operated educator induction programs. These programs support and develop teachers, special services providers, principals and administrators who hold an initial license or are new to their position. Induction programs are critical to ensuring that these educators have the support they need to be effective in their roles. Resources and process details regarding induction programs are available on the [Induction Programs webpage](#).

The review process ensures that local programs are aligned with state statute and rule; it also provides a vehicle for peer feedback that is oriented toward improving program quality. All CDE-approved educator induction programs must be reviewed and renewed every five years. CDE supports induction program leaders through support opportunities including coaching, professional learning communities, webinars and resources based on current research.

## English learner professional development programs

To better support Colorado's students who are English language learners, the State Board of Education adopted rules in June 2018 requiring teachers who hold professional licenses with an elementary, math, science, social studies or English language arts endorsement to complete professional development (PD) in culturally and linguistically diverse education. Districts, BOCES, charter schools and PD providers may support teachers in meeting this requirement by creating training programs aligned to the adopted standards. Details on this process are available on the [English Learner Requirements – Information for Programs webpage](#). Programs must be renewed every three years. A complete list of approved programs is available on the [Approved English Learner Professional Development Programs webpage](#).

## Grant Administration

The Quality Teacher Recruitment Program (QTRP) authorizes CDE to award grants to organizations collaborating with school districts, charter schools or BOCES to recruit, select, train and retain licensed teachers in areas that are historically difficult to attract and keep teachers. Grant program details, including annual reports, are available on the [Quality Teacher Recruitment Grant Program webpage](#).

Under the Educator Recruitment and Retention (ERR) program, qualified program applicants may apply for up to \$10,000 in one-time financial assistance toward their educator preparation program costs if they commit to teaching in a [shortage area](#) for three years. Program details may be found on the [ERR Program webpage](#).

In response to the COVID-19 pandemic, Congress passed stimulus bills that included funding for education. Each stimulus bill provided funding for the Elementary and Secondary School Emergency Relief (ESSER) fund. The ESSER fund directs 90 percent of the total state allocation to local education agencies and the remaining 10 percent for a [state reserve fund](#). Out of that state reserve fund, the Educator Talent division has administered two grant programs: the Education Workforce Program and the Mentor Grant Program.

### Induction Programs 2023-24

- 186 approved induction providers including 16 BOCES, 78 districts, 68 charter schools and 24 private schools.
- 83 induction program renewals including 11 principal/administrator programs, 32 special service provider programs and 40 teacher programs.
- 13 new induction program approvals

### Induction Support Opportunities

- 61% of induction leaders took part in one support opportunity
- Monthly Induction PLC focused on mentoring skills and leading high-quality professional learning
- Four webinars
- Three “unconference” gatherings with two focused on private/charter school leaders
- Regional induction meet-ups in Pueblo and Fort Collins
- Induction Leaders Network-provides insights into program administration
- 180 teachers participated in Mentor Teacher Academy

### English Learner Professional Development Programs

#### New Programs

- 3 new programs approved

#### Programs renewals

- Required every 3 years
- 10 programs renewed

The [Education Workforce Program](#) concluded in September 2023.

The [Mentor Grant Program](#) was created to deepen mentoring programs at the local level, targeting support for pre-service teachers and teachers in their first three years. The grant allowed districts to build, enhance and strengthen mentoring programs to ensure beginning teachers have all the support necessary to build instructional capacity and effectiveness in the classroom.

\$9.5 million was awarded in round 1 mentor grants through the 2022-23 and 2023-24 school years; an additional \$1 million was made available in round 2 for grants in the 2023-24 school year. Grant details and a list of recipients are highlighted on the [Mentor Grant Program webpage](#).

### **Principal Leadership Institute**

House Bill 19-1002 created the [Principal Leadership Institute](#) (PLI) and House Bill 22-1248 codified the program focusing on principal development. The PLI is a two-year program focusing on developing the leadership capacity of principals.

There are three pathways a principal can choose for a coaching focus – Distributive Leadership, Early Literacy (Science of Reading) Implementation or First-Year Principals. Principal participants work alongside exemplary principal coaches using a Cognitive Coaching<sup>SM</sup> framework.

The program consists of job-embedded, actionable leadership seminars, monthly workshops, site visits and bi-weekly coaching sessions with principal coaches to provide leaders high levels of support via principal coaches throughout the program to sustain and integrate the skills and behaviors learned during the seminars. School leaders learn to use distributive leadership practices to optimize their schoolwide systems to promote collaborative problem solving and decision making.

PLI participants learn strategies to empower staff so that their building stakeholders have ownership and a sense of responsibility as they strive to achieve for each learner.

### **EDUCATOR EFFECTIVENESS**

The Great Teachers and Leaders Act, Senate bill 10-191, was passed with the idea that every child in every community deserves excellent classroom teachers and building leaders who are supported in their professional growth.

To support school districts with the implementation of educator evaluations, CDE developed an evaluation system as an option for use by local education agencies (LEAs). The Educator Effectiveness Office offers support to all school districts and BOCES in implementing their educator effectiveness systems – the state model system, as well as locally created systems.

CDE worked with a variety of stakeholders to design, develop and pilot the Colorado State Model Evaluation System. The rules and regulations promulgated by the State Board of Education allow LEAs the option to use the

#### **Grant Programs 2023-24**

##### **Quality Teacher Recruitment Program**

- \$32.5 million awarded since 2013
- 3 grantees
- 461 teachers served
- 42,212 students impacted
- 45 school districts impacted
- 1 charter school systems impacted

##### **Educator Recruitment and Retention Program**

- 700 educators awarded
- \$5.2 million awarded

##### **Mentor Grant Program**

- 32 grantees awarded (Round 2)
  - 21 school districts/5 BOCES
  - 6 charter schools
- \$2.9 million awarded
- Round 1 and 2 awards conclude in September 2024

#### **Principal Leadership Institute**

##### **Participants**

- 36 principal participants and coaches each received 45 hours of training/support
- 18 principal coaches-in-training each received 65 hours of training/coaching

##### **Program Reach**

- 54 schools in 35 school districts:
  - 34 Elementary (12 rural)
  - 4 Middle (2 rural)
  - 1 High (1 rural)
  - 3 K-8 (1 rural)
  - 1 6-12
  - 5 K-12 (4 rural)

Colorado State Model Evaluation System *or* to create their own local system, as long as that system adheres to state statute and rules.

Passed in 2022, [Senate Bill 22-070](#), the Kindergarten through Twelfth Grade Licensed Personnel Performance Evaluations Act, updated and refined educator evaluation in Colorado. Implementation of this statute, and the associated [State Board rules 1 CCR 301-87](#), occurred in the 2023-24 school year.

## Educator Effectiveness Regional Support

Beginning in 2017, the Educator Effectiveness Office shifted how support is offered to the field. Based on quantitative and qualitative feedback, the office created a team of [regional specialists](#) to provide direct support to districts and BOCES working to enhance their evaluation implementation practices. This approach to support delivery increases CDE’s ability to honor continuous improvement in the evaluation system and provide responsive assistance and capacity building. The regional specialist model supports districts and BOCES — regardless of the evaluation system used (state or local model) — to provide an integrated, systematic approach to evaluation and support the ongoing professional growth of their educators. Colorado districts and BOCES have embraced this enhanced model as they continue to refine and align their educator evaluation systems with local values and established processes. Each regional specialist forms a distinct partnership with their districts/BOCES and provides resources and support through site visits, side-by-side coaching, and problem-solving that is aligned to local values and decisions. The regional team also provides professional learning opportunities and dissemination of information and resources across the state.

## Evaluator Training

The Kindergarten through Twelfth Grade Licensed Personnel Performance Evaluations Act, [Senate Bill 22-070](#), established the statutory requirement that the department provide training to ensure that all evaluators have the skills necessary to observe and evaluate licensed personnel (i.e., teachers, special services providers [SSPs], and principals/APs) The legislation also created the requirement that beginning Aug. 1, 2024, an evaluator must complete the training — either provided by CDE or through a training approved by the department — prior to renewing an existing license or obtaining a new principal or administrator license. CDE launched the evaluator training, E-Train, in fall 2023. Districts and BOCES also have the option to become an authorized provider of CDE’s E-Train content or develop and submit for approval their own evaluator training aligned with the evaluator training standards specified in State Board rule, [1 CCR 301-87, 5.3 \(H\)](#).

From the more than 1,000 completed exit tickets from E-Train Part II sessions delivered by the Educator Effectiveness Office as well as authorized district/BOCES providers, approximately 94% of responses agree

## Educator Effectiveness in 2023-24

### Evaluation models

In 2011, directed by state statute, CDE developed the State Model Evaluation System for teachers, special services providers, and principals. The following represents the evaluation system in use by districts/BOCES for the 2023-24 school year:

- For Teachers:
  - 168 State Model
  - 13 Locally created models
  - 9 Combination of models
- For Principals:
  - 159 State Model
  - 14 Locally created models
  - 1 Combination of models

### Colorado Performance Management System (COPMS) in RANDA

Approximately 35,000 educators across the state use the system, representing:

- 159 school districts
- 20 charter schools
- 16 BOCES

### Required Evaluator Training

CDE provides E-Train Part I, online modules, then CDE and 25 authorized district/BOCES providers deliver E-Train Part II, a full-day, in-person training session, along with 5 districts/BOCES offering an approved locally created evaluator training:

- 3,558 registrants for E-Train Part I
- 587 participants in a CDE-led E-Train Part II session
- 1,072 exit tickets completed (both CDE-led and authorized provider-led)

### Evaluator Designee Training Providers

13 Approved Evaluator Designee Training Providers trained and certified 232 evaluator designees. Providers included:

- 5 school districts
- 5 BOCES
- 3 individual consultants



(strongly agree [60%] and agree [34%]) the training is applicable to their role as an evaluator and that they will use content from the training in their practice as an evaluator.

## Colorado Performance Management System

The Colorado Performance Management System (COPMS) in RANDA is an optional, free tool to support districts in the implementation, data collection and effective use of the Colorado State Model Evaluation System. The system features an electronic interface, data collection tools, final effectiveness ratings and aggregate reports to support principals and district leaders in providing actionable feedback and professional development opportunities for educators.

## Evaluator Designee Training

As required in state law, all performance evaluations for licensed personnel (i.e., teachers, special services providers and principals/APs) must be conducted by an individual who holds a Colorado principal or administrator license or who has completed CDE-approved training and been certified as an evaluator designee. Approved Training Providers offer training and certification for individuals who will be an evaluator and who do not hold a required license. Districts and BOCES have the opportunity to use evaluator designees when evaluating licensed personnel.

## EDUCATOR LICENSURE AND ENFORCEMENT

The Educator Licensure and Enforcement offices process and evaluate all applications for educator credentials and provide service and support to applicants, candidates, school district human resources and BOCES staff and educator preparation program administrators.

### Application evaluation and customer support

The Educator Licensure Office presently offers 18 applications for a variety of educator credentials. Four primary license types – teachers, principals, administrators and special services – are issued with one or more of 60-plus endorsements, depending on license type and applicant qualifications. In addition, the licensure team issues 13 different authorizations, including 39 career and technical education (CTE) credentials.

After a few starts and stops, Phase Two of the development of COOL (the Colorado Online Licensing system introduced in spring 2021) is again underway and represents a division-wide development effort to streamline processes for Colorado’s educator preparation programs submission of information and application for authorization and reauthorization of approved endorsement areas and for districts to submit materials for educator induction programs, English learner professional development programs and more.

In addition to answering questions, evaluating qualifications and helping candidates navigate the application process, licensure consultants collaborate with both the Educator Recruitment and Retention and the Early Childhood Career Navigation teams to coach and consult with potential and current educators, striving to usher new teachers into the profession, thereby helping to address the state’s educator content and geographical shortages.

### Educator Licensure Data 2023-24

#### Application evaluation

- Reviewed 42,252 applications
- Issued 34,861 licenses and authorizations\*

*\*Of the remaining 7,391, some were for endorsements and designations that were added to licenses while others were not issued due to lack of qualifications or requisite documentation or enforcement disqualification.*

#### Customer support

- Answered 8,747\* phone calls  
*\*Data is incomplete due to a system-change*
- Received/responded to 14,076 e-mails and support requests

#### Enforcement investigations

- Initiated 977 new cases
- Closed 891 cases
- Presented 77 cases to the State Board of Education for action against a credential or application

## Enforcement investigations

The Educator Enforcement Office reviews every application in which an individual responds positively to one or more self-disclosure questions. It also reviews and verifies all associated criminal history reports and arrest records received from the Colorado Bureau of Investigation and the Federal Bureau of Investigation pertaining to applicants and license-holders, as well as news stories that involve a Colorado educator. Investigators consider provided information and oftentimes require and request additional documentation from police departments, court systems, human resources offices and the like, and work with local law enforcement when a matter is recent or ongoing.

After reviewing the circumstances surrounding the incident(s), considering supporting legal documentation and consulting with counsel in the state's Office of the Attorney General, the Enforcement office either clears the license-holder or applicant – thereby allowing the retention of the license or the application to be finalized and a credential issued – or presents the case to the State Board of Education with a recommendation for the revocation, rescinding or suspension of the credential or the denial of an application. How quickly applications are cleared depends largely on how quickly applicants, law enforcement agencies and other third-party entities respond with requested information.

## EDUCATOR RESEARCH AND IMPACT

A critical aspect of maintaining a highly qualified and diverse educator workforce is monitoring and making transparent several indicators of the educator pipeline. The Educator Research and Impact Office collaborates across CDE and its divisions – as well as with districts, BOCES, educator preparation providers, the Colorado Department of Higher Education and numerous partner agencies – to provide a broad, cohesive and timely look at Colorado's educator pipeline. The Educator Research and Impact Office shares this data to inform decision-making as it relates to all aspects of the pipeline, including recruitment, preparation, development and retention.

### Educator preparation program report

A strong pipeline of high-quality and diverse educators is, in part, dependent upon a knowledgeable and skilled educator workforce emerging from Colorado's educator preparation programs. The Colorado Educator Preparation Programs report (EPP Report) provides information about the effectiveness of programs that train teachers, principals and special services providers in Colorado. Detailed information about program enrollment and completion as well as employment, employment context, performance and retention of new teachers in Colorado from 2015-16 to the most recent academic year available, varying by metric, is presented in the interactive [EPP Report dashboard](#).

### Teacher recruitment and retention (TRR) survey

In partnership with Regional Education Laboratory Program, the Research and Impact office developed and administers a comprehensive survey on factors that impact the recruitment and retention of educators. Questions were developed through a series of focus groups with particular emphasis on representation by

### Research and Impact Data 2023-24

#### Federal Title II of HEA

- Guided 46 EPPs preparing first-time teachers through completion of Institutional Program Report Cards.
- Produced the Title II Colorado State Report Card.

#### External Customer Data Requests

- Consulted with and/or provided educator data to 15 external entities to complete research studies using educator data.

#### Designated Agency Data Collection

- Facilitated reporting of enrollment and completions by endorsement area by 29 alternative licensure providers.

#### Legislative Reports

- Issued 4 reports to the Colorado Legislature.
- Developed and administered 23 surveys and grant reporting templates for evaluation and reporting purposes.
- Collaborate with the external evaluator for the QTRP grant.



teachers of color. The TRR survey was administered statewide within the 2024 Teaching and Learning Conditions Colorado (TLCC) survey.

### **Educator shortage survey**

Each year, Colorado school districts must fill open teacher, principal, special services provider (SSP) and paraprofessional positions. Hiring qualified candidates can be challenging in certain content areas and roles and/or geographic locations, such as rural and small rural districts. Annually, the division surveys all school districts and BOCES to identify the number of positions filled by specific shortage mechanisms (including long-term substitutes, retired educators, alternative licensure program candidates and emergency authorization holders), the number of positions that went unfulfilled and recruiting strategies used. An interactive dashboard maps the results of the [Educator Shortage Survey](#) for each school district in the state. Shortage data are provided separately for each teacher, SSP, principal/assistant principal and paraprofessional positions. Data are also presented by teaching subject area, SSP type and rural designation.

### **Colorado educator workforce geographic information systems maps**

A comprehensive project developed to portray the statewide educator pipeline, the [Colorado Educator Workforce Geographic Information Systems \(GIS\) Maps](#) illustrate several education datasets simultaneously -- school and district staff employment, shortage areas, turnover, working conditions, grant funding, performance indicators and P-12 student demographics -- and incorporate economic data, including unemployment rates and median local income. Visualizing these datasets by district and school via Colorado "heat maps" helps capture the complexity of educator workforce issues and how they vary across the state. The [Research and Impact webpage](#) contains additional resources developed to support the maps' use, as well as a 50-state comparison brief of innovative policies and practices for attracting, preparing and retaining educators. The GIS map system was updated recently to include a view that focuses on representing the diversity of the workforce, allowing districts to gain insights into the distribution of teachers of color as well as explore gaps in representation (based on the percentage of students of color and the percentage of teachers of color within a given setting).

### **Educator effectiveness metrics**

Annually, Colorado teachers and principals are evaluated on two criteria: a set of quality standards that define teacher or principal effective professional practices, and measures of student learning. The Educator Effectiveness Metrics reflect these annual performance evaluation ratings for teachers and principals for the most recent years of available CDE data. There are four publicly reported metrics for teachers and principals: Overall Effectiveness Ratings, Quality Standard Ratings, Alignment and Gap Analysis.

The State Board of Education approved revised Teacher and Principal Quality Standards, which were implemented in revisions to the State Model Evaluation System scoring practices between 2017 and 2019. Due to these revisions, evaluation ratings from earlier years are not comparable and are, therefore, presented separately. The revised system is reported in [EducatorView](#) while the historical data remains in [SchoolView Data Center](#).

### **Educator effectiveness assurances**

The assurances for educator evaluation systems were designed to ensure that school districts and BOCES across Colorado implement written evaluation systems aligned with state statute and rule. Annually, the division collects assurances from all districts and BOCES indicating how licensed personnel are evaluated; the educator evaluation model(s) used; the weights assigned to the four professional practices quality standards; implementation of the Advisory Personnel Performance Evaluation Council; and the date by which all

educators will be trained on the system that will be used for their evaluation. Interactive displays of evaluation system information may be viewed [here](#).

### **Program evaluation of educator workforce initiatives and grants**

In order to systematically review and support all the work of the Education Talent Division, the Research and Impact Office conducts and is responsible for the program evaluation of Educator Recruitment and Retention (ERR) activities, the Education Workforce Program, the Mentor Grant Program and the Principal Leadership Institute. The office also supports the external evaluation of the Quality Teacher Recruitment Program (QTRP).

Ultimately, the Research and Impact office's evaluation activities will illustrate the effect of the Educator Talent Division, including but not limited to these programs on educator recruitment, preparation, development and retention. Monitoring and providing formative and summative feedback to stakeholders ensures that Educator Talent programs and efforts are efficient and effective and positively impact the educator pipeline.

# Educator Talent Division:

## Building an Effective Educator Workforce to Support Student Learning

The mission of the Colorado Department of Education’s Educator Talent Division is to develop, deploy and support talent management and human capital development strategies for districts and schools so that the most effective educators are in every school and classroom and all students are prepared for college, career and life. A focus on educator talent is critical, especially considering that classroom teaching and school leadership are the strongest school-based factors impacting student achievement.

