Talent System Self-Assessment Tool

Purpose and Functions, Users, and Instructions

Tool Purpose and Functions

The purpose of the *Talent System Self-Assessment Tool* is to help districts increase equitable student access to quality teachers through the use of evidence-based practices – especially districts with identified Equitable Distribution of Teachers (EDT) gaps.

The tool serves three functions; (1) to inventory current talent system efforts against evidence-based practices in five key domains; (2) to identify where along the implementation continuum efforts stand and identify areas in need of improvement and how to strength existing practices; and (3) provide resources to better implement practices and highlight funding options to address expenses. The five talent system domains which organize the evidence-based practices are:

- Intentional Supports for Teachers
- Recruitment and Hiring
- Teacher Preparation and Costs to Entering the Classroom
- Compensation
- Induction for New Teachers

Target Users

The tool is designed for use by district and school leaders who make decisions about teacher recruitment, support, and retention strategies. These leaders can include superintendents, chief academic and talent leaders, human resources personnel, federal programs coordinators, school principals, teacher leaders, and coaches. District and school staff that receive and use EDT results, e.g., federal programs coordinators and HR staff, are targeted users of the tool.

Instructions on Use

The practices outlined in the tool have been demonstrated by research to help attract, develop, and retain high quality talent in schools, especially schools with high poverty/minority student populations. *The tool should be used to aid the root-cause analysis of identified EDT gaps, and inform planning and use of federal funds*.

> **What is Equitable Distribution of Teachers (EDT)?**
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> The Every Student Succeeds Act (ESSA), requires state education agencies to evaluate annually whether low-income and minority students are taught disproportionately by ineffective, out-of-field, or inexperienced teachers compared to their higher-income, non-minority peers. ESSA also requires local education agencies (LEAs) accepting Title I-A funds to submit plans to address any such disparities.
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> The Colorado Department of Education's Federal Programs Unit annually conducts two EDT analyses. The first looks at distribution of teachers by student poverty rates; the second by minority students enrolled.
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> CDE compares data of the district's first quartile (highest poverty or minority) schools to its fourth quartile (lowest poverty or minority) schools to identify any gaps in percentage of effective, in-field, and experienced core-course FTE
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> Small LEAs (enrollment less than 1,000 or no more than one school per grade span) are exempt from these analyses.

- **Step 1**: Starting at the top of the tool, and working down through the practices, take inventory of what your district is doing and how it aligns with the core components of the practice. Consider where, generally, the district and its schools are along the continuum of implementation, as defined in the multi-colored blue boxes. If there is large variability in implementation across schools, be conservative in your self-assessment. Identify the strengths within the system to celebrate and replicate. Identify areas in need of improvement and develop and implement practices that build upon existing strengths and utilize the evidence-based practices delineated within the tool.

- **Step 2**: If seeking to start or implement a practice with increased effort or fidelity, consider the resources provided. These include data sources, tools, models, case studies, and accessible research briefs that provide input on how to implement the practices well. On the far-right hand side of the tool, consider how ESEA Title program funds and competitive state and federal grants can address expenses.

For technical assistance on Equitable Distribution of Teachers (EDT) analyses, how to use EDT data to inform talent system plans, and use of the Talent Systems Self-Assessment Tool, contact Jeremy Meredith, ESEA Programs, Title II Senior Consultant (Meredith_J@cde.state.co.us).