

---

# Creating a Model for Teacher Development in Colorado

---

Colorado Educator Preparation Innovation Coalition

JANUARY 1, 2017

# Introduction

## Background & Purpose

Colorado has been a leader in education policy for many years. The state has made tremendous strides in supporting great teaching and improving outcomes for all students. Despite its progress, the state is facing a shortage of teachers in its most critical areas while enrollment in teacher preparation programs is declining.<sup>1</sup> This shortage could jeopardize the ability for every student to have access to a high-quality teacher who is reflective of and responsive to the needs of Colorado's diverse student populations. In addition, many state policies governing who prepares teachers and how they do so have remained largely unchanged and driven by a series of inputs rather than outputs – that is, focusing on what teacher candidates learn or are exposed to, rather than the capabilities they can demonstrate.

Leaders in education and government in Colorado through the Licensing Educators for Academic Development (LEAD) Compact identified the need to explore new and innovative models or partnerships for educator preparation at all levels, and the partnerships between preparers and districts to support the continuum of learning during formal teacher preparation and the first years of teachers' careers. In September 2015, key stakeholders involved with the preparation, employment and support of new teachers came together with educators, experts in the field and government leaders to form the Colorado Educator Preparation Coalition (COEduPIC or the Coalition).<sup>2</sup>

The ultimate purpose of COEduPIC is to serve as a model for how the teacher development system can and should work in Colorado in order to address the state's teacher workforce challenges and best serve our students.

This report summarizes the work of the Coalition over the past 14 months, including:

1. Establishing a vision for teacher development
2. Diagnosing the areas of teacher preparation and new teacher support in need of innovation and identifying strategies that should be explored or expanded in order to innovate in these areas
3. Identifying the barriers hindering innovation and proposing solutions to those obstacles
4. Co-developing programs that can be piloted and used as vehicles to test the Coalition's findings and ultimately validate practices to scale and spread across the state

Despite the breadth of its content, this report captures only the first phase of the Coalition's work. The COEduPIC members are in the process of launching Phase II of their efforts, which are previewed near the end of this report.

## Purpose & Scope of COEduPIC

From the outset, the purpose of the Coalition was to create a model of a high-functioning and innovative system of teacher development. This model was grounded in a shared understanding of what it means for a new teacher to be ready for the classroom and based in evidence of improving P-12 student outcomes. To create this model, the Coalition collaboratively explored – and planned to pilot – new approaches to the challenges and opportunities identified by the membership, measure the pilots' effectiveness based on a set of common measures, and leverage these proof points to scale and spread promising practices across the state.

---

<sup>1</sup> Gorski, E. (2016, July 12). Colorado Isn't Producing Nearly Enough Teachers, New Report Finds. *Chalkbeat*. Retrieved from: <http://www.chalkbeat.org/posts/co/2016/07/12/colorado-isnt-producing-nearly-enough-teachers-new-report-finds>

<sup>2</sup> See Appendix A for a list of the Coalition's membership.

To guide its exploration, the Coalition sought to answer the following questions:

<b>VISION SETTING</b>	What does it look like for a new teacher to be ready for today's changing classroom and our communities, and to be able to adapt as the needs of schools and students change?
	What does a seamless and high-functioning system of educator preparation and support look like?
<b>PROMISING PRACTICES &amp; NEEDED INNOVATIONS</b>	What are best practices and promising innovations in teacher preparation and new teacher support today? How do we know?
	What are the areas of challenge that are opportunities for innovation?
<b>BARRIERS</b>	What are the barriers to expanding the promising practices and/or exploring innovations?
<b>MEASURES OF EFFECTIVENESS</b>	How will we know what practices are having a positive effect on P-12 students?
	What should be the measures of new teacher knowledge and skill, and of how programs are meeting district, student and community needs?

To answer these questions and act on their results, the Coalition embarked on a two-phase initiative as outlined below.

### **Phase I: Stakeholder Dialogue (September 2015 – November 2016)**

*Coalition Meetings:* These monthly meetings brought together leaders from traditional, district-based and alternative preparation programs, representatives of the Colorado Departments of Education (CDE) and Higher Education (CDHE), district leaders, teachers, and community and non-profit leaders to identify promising practices in teacher development, areas in need of innovation, barriers to both, and ways to measure the effectiveness of preparation models.

*Extended Outreach:* To ensure the voices of the broader education community were represented and informed the work of the Coalition, focus groups of teachers, as well as school and district leaders were held across the state. Additionally, throughout the stakeholder dialogue phase, other members of the education community and public agency officials were engaged about the overall work of COEduPIC and specific topics being explored by the Coalition.

#### *Planned Outputs:*

At the conclusion of Phase I, the Coalition planned to release this report setting out its vision for educator development in Colorado. This report summarizes the Coalition's findings regarding the areas in need of innovation, as well as current barriers to innovation.

In addition to this report, the Coalition developed pilot programs to further the Coalition's vision for teacher development and address the areas of inquiry. These proposals for pilot programs would transition the Coalition into Phase II of its work.

### **Phase II: Pilot New Preparation Models (beginning December 2016)**

The second phase of COEduPIC will seek to put its findings into practice. The Coalition plans to support its members to develop new models of teacher preparation that incorporated the findings of the Coalition, including but not limited to establishing common measures to assess the effectiveness of these pilots.<sup>3</sup> After a period of time, models that have evidence of success ideally would be scaled more broadly and/or used to inform future policy decisions.

---

<sup>3</sup> It was originally thought that a primary barrier for preparers may be the policy framework governing program accreditation. The Coalition hypothesized that in order to have the flexibility to explore new models, participating preparers would need waivers from state regulation or

## Themes of Phase I: Stakeholder Dialogue

During this period of dialogue and inquiry, the Coalition met a dozen times, convened two work groups to address areas of inquiry requiring more attention and facilitated focus groups of educators and district personnel across the state to inform its work.<sup>4</sup> Through these discussions, the Coalition members and participating stakeholders grappled with some of the most challenging issues facing teacher preparation and new teacher development. The depth and breadth of these dialogues produced meaningful reflections on teacher development in Colorado.

**Vision Setting:** COEduPIC members articulated – in clear and specific terms – a common vision for teacher development in Colorado.

**Topics of Inquiry:** In developing its vision statement, the Coalition began to identify topics the Coalition wished to explore further, including approaches that may show promise but are underutilized.

**Areas in Need of Innovation:** Through exploring the topics of inquiry, the Coalition identified areas of teacher development in need of innovation largely because they are persistent and pervasive challenges to solving the state's teacher workforce issues.

**Barriers & Opportunities for Action:** The Coalition diagnosed the primary obstacles preventing the innovation needed in the areas identified. COEduPIC members framed these challenges as opportunities for them to take action.

**Pilot Promising Strategies:** In an effort to remain action-oriented, the Coalition identified opportunities to pilot strategies that address both the areas in need of innovation and the barriers to that innovation. Eventually, the Coalition will advocate for pilots that demonstrate success to be scaled and spread across the state.

---

statute. If that were the case, the Coalition would have supported these preparers to obtain waivers in order to create a new “innovation zone” and accountability framework within which preparers could operate. This framework would have been rooted in a simple agreement between preparers and the state: Preparation programs should be given greater autonomy and relief from prescriptive requirements in exchange for being held accountable for their outcomes. Over the course of our discussions, it was determined that the current policy landscape in Colorado does not inhibit innovation, and so the “innovation zone” was not necessary.

<sup>4</sup> Included in Appendix B is a detailed, chronological summary of the Coalition’s 14 months of activities.

Outlined below are the themes and findings that resulted from each stage of this dialogue and formed the basis for the Coalition’s future action.

## Vision

Early in the Coalition’s time together, COEduPIC members articulated what a successful teacher preparation system would look like, including the quality of teachers that would come out of this system and the conditions necessary to produce these results.

The Coalition produced two vision documents that the members see as interdependent aspirations for teacher development. These visions, outlined below, formed the foundation of all our subsequent discussions.

### A SEAMLESS, HIGH-FUNCTIONING SYSTEM OF TEACHER DEVELOPMENT

ELEMENT	DESCRIPTION / INDICATOR
COMMON VISION	<ul style="list-style-type: none"> <li>• The system fosters space for different approaches and philosophies to teacher development while at the same time maintaining coherence for the teaching candidates and teachers.</li> <li>• This balance is achieved by establishing a common understanding of what it means for a teacher to be classroom-ready and creating an environment where all those who develop teachers work collaboratively toward that vision.</li> </ul>
CONTINUUM OF PREPARATION & DEVELOPMENT	<ul style="list-style-type: none"> <li>• Teacher preparation is not seen as finite or separate from induction. Rather, preparation and induction are on a continuum of teacher development.</li> <li>• The system supports teachers in having a growth mindset and constantly improving.</li> </ul>
DATA-INFORMED PRACTICES	<ul style="list-style-type: none"> <li>• Those who develop new teachers have a shared understanding – grounded in outcomes-based evidence – of the techniques, approaches or programs that generate teachers who are equipped for the demands of today’s classroom.</li> <li>• Those who develop new teachers have access to reliable data that reflects which development practices are most effective.</li> </ul>
RESPONSIVE PROGRAMS	<ul style="list-style-type: none"> <li>• Those who develop new teachers understand the current needs and anticipate future needs of schools, districts and communities and are adjusting their policies and practices to meet those needs.</li> <li>• Those who develop new teachers support teaching candidates in selecting the right pathway for themselves.</li> <li>• Selection and development practices reflect the ethnic, cultural, and socio-economic diversity of Colorado communities as well as differences in the state’s urban, rural and suburban contexts.</li> </ul>
STRENGTHENED PATHWAYS & PROFESSION	<ul style="list-style-type: none"> <li>• Colorado has a rich, deep source of educators that are transferrable within the system in the state.</li> <li>• The high quality of educator development programs is publicly recognized, which in turn contributes to the image of the profession as a selective and desirable profession.</li> <li>• Teachers remain in the profession longer because they are well-prepared.</li> </ul>

## ELEMENTS OF CLASSROOM READINESS

ELEMENT	INDICATOR
<b>CLASSROOM CULTURE &amp; STUDENT ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• Providing a learning environment and creating a classroom culture in which target behaviors naturally occur</li> <li>• Adjusting to the needs and group dynamics of all learners</li> <li>• Building appropriate, effective relationships with all learners</li> <li>• Utilizing social-emotional learning techniques to establish a safe, inclusive and respectful environment for all learners</li> </ul>
<b>STUDENT-CENTERED INSTRUCTION</b>	<ul style="list-style-type: none"> <li>• Utilizing appropriate and effective strategies to recognize and respond to the unique needs of each student</li> <li>• Helping students articulate their ideas and transform them into learning</li> <li>• “Unpacking” academic language, to make the language of a field accessible to students</li> <li>• Demonstrating high-levels of student academic growth</li> </ul>
<b>CULTURAL RESPONSIVENESS &amp; COMMUNITY ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• Commitment to building an inclusive and equitable culture in the classroom</li> <li>• Responsiveness to the culture of the student and community within their historical, geographical, economic and ethnic contexts</li> <li>• Communicating effectively with all stakeholders (including engagement of parents and community)</li> </ul>
<b>DATA INFORMED PLANNING &amp; ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Establishing structures and systems that enable learning for all students – e.g. routines for use of time and space, rituals, norms, activities, events, transitions and relationships</li> <li>• Utilizing resources to maximize learning time, including but not limited to accessing the expertise of one’s colleagues</li> <li>• Planning instruction based on knowledge of the individual learner and the group to create effective learning groups</li> <li>• Utilizing data to establish both long and short-term learning objectives for all learners, plan instruction and to evaluate oneself</li> </ul>
<b>DISPOSITION &amp; MINDSET</b>	<ul style="list-style-type: none"> <li>• Believing that every child can learn and achieve at high levels and that school is a place to access opportunity</li> <li>• Demonstrating responsibility for student learning and academic growth</li> <li>• Possessing a “growth” mindset regarding both the capacity of one’s students and oneself</li> <li>• Possessing a collaborative mindset, an understanding of the importance of teamwork, and perception of self as part of a larger community invested in students and their success.</li> <li>• Demonstrating resilience, confidence and an ability to relate to children, school professionals, parents, and community members</li> <li>• Possessing an openness to feedback and willingness to reflect on practice, seek help, and adapt as needed based on effectiveness</li> <li>• Holding an advocacy-based disposition that debunks myths or stereotypes that can be reflected in data about their students’ performance or perceived abilities</li> <li>• Maintaining a professional demeanor</li> </ul>

## SUBSTANTIVE KNOWLEDGE

- Demonstrating mastery in the content they teach
- Possessing knowledge of best practices and pedagogy
- Understanding how to use data for self-evaluation and continuous improvement
- Understanding how students learn
- Understanding current standards – including Colorado Academic standards and required instructional shifts
- Understanding how to establish positive classroom culture and learning environment
- Understanding the needs of student and community, grounded in theory and practice of the student population

Through the process of developing these vision documents, the Coalition Members also began to identify topics they wished to explore as a group. The themes and findings that surfaced in discussing the topics of inquiry shaped the next phase of the Coalition’s work and are summarized below.

## Themes & Areas in Need of Innovation

Through the visioning work, the Coalition began to identify a variety of topics that rose to the top as areas that members either wanted to learn more about, were challenges for the state, or were under-leveraged by the field. At a high-level, these topics of inquiry included:<sup>5</sup>

- Improving diversity of the profession
- Improving culturally responsive practices of all teachers
- The benefits and challenges of effective field-based practice
- Defining effective district/educator preparation program (EPP) partnerships
- Assessing program and teacher candidate effectiveness

Through these discussions, several themes emerged, pointing to areas in need of innovation and particular strategies that should be pursued. These themes formed the foundation for the pilots that some Coalition members have decided to pursue. They are summarized at a high level in the table below and then discussed in detail.

AREA IN NEED OF INNOVATION	STRATEGIES TO EXPLORE OR EXPAND UPON
Shifting the paradigm of preparation and new teacher support silos to a continuum of teacher development	Establishing new or deepening existing partnerships between preparers and districts to provide meaningful clinical practice for teacher candidates and ensure the transition from preparation to early career is seamless
Ensuring the teacher workforce meets needs of the communities served by preparers and their teacher candidates	<ul style="list-style-type: none"> <li>• Intentionally attracting new talent to the profession – particularly to increase the diversity of the teacher workforce in Colorado</li> <li>• Equipping new teachers to meet the unique and changing needs of their communities by integrating culturally responsive practices into preparation</li> </ul>
Providing a compelling “Return on Investment” narrative for all stakeholders of teacher development	Establish common measures across member preparers that reflect their impact on new teacher effectiveness
Improving policy development	Providing a model of policy development that meaningfully includes effected stakeholders and is co-constructive

### Theme 1: Shifting the paradigm of preparation and new teacher support silos to a continuum of teacher development

A theme emerging repeatedly was the need to eliminate the siloed constructs of “teacher preparation” and “new teacher support.” The Coalition members quickly coalesced around the concept of a continuum of teacher development, which is reinforced in the Vision for a Seamless, High-functioning System. Both our preparer and district members shared instances of how the two sides of the teacher development equation can feel disconnected from the other. For a preparer, it can feel as if they are sending their well-equipped teacher candidate into the unknown where the candidate lacks support and clear messages on her performance. For a district, it may seem as if the new teachers that come to them were not prepared for the unique context of their district or school and are not aware of the “realities” of what it means to be a teacher.

To support this paradigm shift in practical terms, COEduPIC members emphasized the importance of district/EPP partnerships and effective field-based experiences as essential strategies to break down the silos between preparation and early career.

<sup>5</sup> See Appendix B for a chronology of the Coalition’s activities.

*Strategy: Establishing new or deepening existing partnerships between preparers and districts to provide meaningful clinical practice for teacher candidates and ensure the transition from preparation to early career is seamless*

Despite the general sense of disconnection between preparation and early career, COEduPIC members relayed positive experiences and outcomes they have observed when preparers and districts are tightly aligned on new teacher expectations and can work together to support the teacher candidate into her early days as a lead teacher. As examples of this type of alignment, members advocated for high-quality clinical experiences for teacher candidates and emphasized the importance of preparers' continued support of new teachers during their induction period. These approaches necessarily rely on strong partnerships between preparers and districts to create a cohesive and supportive experience for teacher candidates and new teachers.

Many COEduPIC members already have programmatic components that incorporate these practices. Discussion identified both the benefits of these programs and the challenges to implementing and scaling them.

BENEFITS	CHALLENGES
<ul style="list-style-type: none"> <li>Districts and preparers have a formalized opportunity to align on expectations and outcomes for new teachers and can work together to provide the necessary supports for teacher candidates and new teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Some clinical practice models, like teacher residencies, can be an additional investment for both preparers, districts and teacher candidates. For example, in post-graduate teacher residency programs, providing stipends to the residents can be cost-prohibitive. However, COEduPIC members whose organizations offer or participate in teacher residency models shared that the financial investments can be overstated, and the benefits of these programs outweigh the costs.</li> </ul>
<ul style="list-style-type: none"> <li>For extended clinical practice, teacher candidates have an opportunity to experience the realities of the classroom and the cadence of the school year while also receiving intensive and aligned supports from the preparers and districts.</li> </ul>	<ul style="list-style-type: none"> <li>Some early career supports, like induction, face similar challenges. For instance, preparers do not typically have insight or involvement in the design and provision of induction supports because their teaching candidates have completed their programs. Additionally, high-quality induction typically requires resources from LEAs and schools for mentor teachers and targeted professional development.</li> </ul>
<ul style="list-style-type: none"> <li>When preparers and districts provide aligned support during early career, the teacher candidate experiences a "gradual release" into the role of lead teacher and continues to enjoy the support of her preparation program.</li> </ul>	<ul style="list-style-type: none"> <li>There can be challenges in identifying partners who are aligned and invested in common outcomes. From the outset, the district and preparer may have conflicting priorities, including the expectations of a new teacher and the roles each should play in supporting a teacher candidate or new teacher.</li> </ul>
<ul style="list-style-type: none"> <li>Some members shared that they have evidence from their programs that the teacher candidates who complete a residency program are more likely to stay in the classroom longer than the typical Colorado teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Many clinical practice and induction models rely on existing teachers in the district / school to support the teacher candidate as a mentor. It can be a challenge to identify high-performing teachers who are willing to serve as mentors to residents – especially if the district is unable to offer release time or compensation for their efforts.</li> </ul>

Educators and administrators around the state echoed the Coalition members' experiences. The focus groups reiterated that the following conditions are essential to ensuring new teachers are ready for the classroom but are often challenging to achieve:<sup>6</sup>

- Establishing shared expectations of a new teacher with preparers
- Ensuring clinical experiences are meaningful in both length and exposure to real-world teaching experiences

<sup>6</sup> See Appendix C for a summary of the focus group findings.

- The importance of quality mentor teachers during clinical and induction experiences

Likewise, experts from the National Center for Teacher Residencies (NCTR) and the Sustainable Funding Project (SFP) at Bank Street College presented recent findings on the importance of strong preparer / district partnerships and the role that clinical practice can play in establishing those partnerships. Both organizations highlighted a growing body of research that supports the need for “purposeful coordination between teacher preparation programs and the school districts with which they partner, tightly aligned curricula and field experiences, and extensive clinical practice [that] can improve teacher preparedness.”<sup>7</sup> NCTR and SFP each offered specific strategies to overcome the challenges to meaningful partnerships.

- NCTR shared the conditions that are essential to creating successful partnerships, including strong preparer and district leadership to support the alignment, financial sustainability to support the necessary program components, and mutual data-sharing to inform the partnership design and execution.
- SFP proposed possible sustainable funding sources that could help overcome the resistance to scaling teacher residencies. In its recently released report, the SFP posed possible sustainable funding sources for teacher residencies.

Each of these discussions reinforced the need for the Coalition to “blur the lines” between preparation and early career. The COEduPIC members became increasingly resolved to explore opportunities that drive toward a continuum of teacher development through strong preparer / district partnerships and meaningful clinical practice.

## **Theme 2: Ensuring the teacher workforce meets the needs of the communities served by preparers and their teacher candidates**

Very early in the Coalition’s work, the members raised the needs of districts to ensure student success. Also, the workforce must reflect the changing demographics and needs of the state. There are two related parts to this equation: increasing diversity of the teacher workforce and improving cultural responsiveness of all teachers.

### *Increasing Diversity:*

Lack of diversity in the teaching profession continues to be a pressing issue across the country. While nearly half of today’s students are non-White, only 20 percent of teachers are teachers of color.<sup>8</sup> In Colorado, students of color comprise 43 percent of the student body, but teachers of color make up just ten percent of the workforce.<sup>9</sup> It is critical to close the racial and ethnic gaps between the student body and teacher workforce because research shows that students perform better in school when they have a teacher who reflects their background and life experiences.<sup>10</sup>

Many of the Coalition’s members have prioritized increasing the diversity of Colorado’s teacher workforce through their roles as preparers, researchers, district hiring managers or policymakers.<sup>11</sup> Through their efforts to diversify the teacher workforce, the Coalition members had first-hand knowledge of the challenges in attracting and retaining teachers of color. Specifically, the members recognized that college students of color are disproportionately the first in their families to attend college.<sup>12</sup> This experience brings its own set of expectations and challenges for those students, including pressure from family to pursue a more

---

<sup>7</sup> National Center for Teacher Residencies. (2015). *Clinically Oriented Teacher Preparation*. Chicago, IL: Staub, S.D., & Frank, S.S. See also: Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2008). *Teacher Preparation and Student Achievement*. Cambridge, MA: National Bureau of Economic Research.; Darling-Hammond, L. (2006). *Powerful Teacher Education: Lessons from Exemplary Programs*. San Francisco, CA: Jossey-Bass.; and Darling-Hammond, L., & Bransford, J. (2007). *Preparing Teachers for a Changing World: What Teachers Should Learn and be Able to Do*. San Francisco, CA: Jossey-Bass.

<sup>8</sup> Center for American Progress. (2014). *America’s Leaky Pipeline for Teachers of Color: Getting More Teachers of Color into the Classroom*. Washington, DC: Ahmad, F.Z., & Boser, U.

<sup>9</sup> APA Consulting. (2014). *Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado*. Denver, CO: Palaich, B., Reichardt, R., O’Brien, T., McDaniel, J., Wool, S., McClelland, A.A.,...Alonzo, C.

<sup>10</sup> Cherng, H.Y.S., & Halpin, P.F. (2016). The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers. *Educational Researcher*, X, 1-14.

<sup>11</sup> Some members contributed to an influential report commissioned by the Colorado Department of Education to study this exact issue. Source: APA Consulting. (2014). *Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado*. Denver, CO: Palaich, B., Reichardt, R., O’Brien, T., McDaniel, J., Wool, S., McClelland, A.A.,...Alonzo, C.

<sup>12</sup> College Board. (2013). *First Generation Students: College Aspirations, Preparedness and Challenges*. Las Vegas, NV: Balemian, K., & Feng, J.

prestigious career with better earning potential. Consequently, while nearly a quarter of college degrees are granted to college students of color in Colorado, fewer college students of color are considering teaching as a profession.<sup>13</sup>

In addition to attracting more college students of color into teaching, there is also a need to establish the infrastructures and supports needed for new teachers of color to stay in the profession. Teachers of color are more likely to exit the profession sooner and retire at greater rates than their White counterparts.<sup>14</sup> Two of the obstacles that our members identified to retaining teachers of color were the inadequate supports for new teachers of color through mentoring and induction programs as well as a lack of leadership within some preparers and some districts to prioritize these supports for new teachers of color.<sup>15</sup>

#### *Improving Cultural Responsiveness:*

The Coalition recognized that prioritizing diversity is necessary but insufficient. The members also identified the need for every teacher – regardless of his or her individual background – to be equipped to meet the needs of their students, their parents, and communities, including the needs of rural and urban communities.

Both the research and the focus groups reinforced the importance of culturally responsive practices. First, studies show that teachers of all races who incorporate culturally relevant teaching practices and culturally responsive practices tend to have lower incidences of discipline referrals, greater parental support, and higher standardized test scores.<sup>16</sup> In addition, the findings from the focus groups reinforced the need for teacher candidates to be equipped for their particular contexts. Many educators and administrators recommended including cultural responsiveness in the screening for readiness and providing more opportunities for teacher candidates to experience diverse classroom settings so they are equipped for variety of cultural settings.<sup>17</sup>

Because of the scope and complexity of ensuring Colorado’s new teachers reflect and respond to their communities, the Coalition convened a work group to investigate these questions more deeply and propose actionable strategies that our members can apply to existing or future initiatives. Below is an overview of the Diversity & Cultural Responsiveness Work Group’s recommendations. A detailed report of their findings is included as Appendix D.

### STRATEGIES TO INCREASE TEACHER DIVERSITY

**High School Recruitment:** Diversify teacher pipelines through partnership programs with local universities and community-based organizations to increase awareness and exposure to the profession via internships, summer programs, and apprenticeships/shadowing in the school with teachers and administrators. Intentionally focus on students of color within schools with predominantly low-income populations to draw upon local talent from the same communities in which the local education agencies (LEAs) exist. (E.g. Student faculty brown bag)

**Paraprofessional Transition to Classroom Teacher:** Support paraprofessionals who want to transition to the classroom by providing focused advising and tuition reimbursement for credits earned towards education degree. Leveraging the paraprofessional workforce is

### STRATEGIES TO IMPROVE CULTURAL RESPONSIVENESS

**Culturally Responsive Pedagogy Champion:** Find a champion within each entity (districts and educator preparation) to lead the charge and pioneer the effort to ensure this work (culturally responsive practices) stays on people’s radar and be persistent in prioritization.

**“Look in the Mirror” Partnerships:** Recognizing that interactions between districts and educator preparation programs are generally transactional, preparers should collaborate with districts to get principal feedback on candidates but also on mentor teacher experience to

<sup>13</sup> APA Consulting. (2014). *Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado*. Denver, CO: Palaich, B., Reichardt, R., O’Brien, T., McDaniel, J., Wool, S., McClelland, A.A.,...Alonzo, C.; Deruy E. (2016, October 5). Student Diversity is Up but Teachers are Mostly White. *American Association of Colleges for Teacher Education*. Retrieved from: <https://aacte.org/news-room/aacte-in-the-news/347-student-diversity-is-up-but-teachers-are-mostly-white>

<sup>14</sup> Maffai, T. (2015, October 21). How Do We Build a Truly Diverse Teacher Workforce? *Bright*. Retrieved from: <https://medium.com/bright/how-do-we-build-a-truly-diverse-teacher-workforce-20d77956f3f9#.s8ulm9y47>

<sup>15</sup> APA Consulting. (2014). *Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado*. Denver, CO: Palaich, B., Reichardt, R., O’Brien, T., McDaniel, J., Wool, S., McClelland, A.A.,...Alonzo, C.

<sup>16</sup> Ladson-Billings, G. (1995). But That’s Just Good Teaching: The Case for Culturally Relevant Pedagogy. *Theory Into Practice*, 34, 3.

<sup>17</sup> See Appendix C for a summary of the focus group findings.

---

strategic because paraprofessionals tend to reflect the diversity of the student populations.

improve coaching and support, specifically around culturally responsive practices.

---

**Cross Reference Courses:** Increase undergraduate exposure to education classes and increase education students' exposure to more staff of color. African-American Studies, Latin-American Studies, Asian-American Studies, et al. tend to have more diversity in both faculty and student body. By cross-referencing education courses with these courses, more students of color gain exposure to the education department and students of color within the education department have the opportunity to interact with more faculty who share their ethnic background leading to greater retention.

---

**Professional Development Collaboration:** Educator preparation programs and districts intentionally partner to specifically deliver professional development activities focused on culturally responsive pedagogy.

---

**Diversify Educator Preparation Program Faculty:** Intentionally reflect on practices of higher education that may hinder recruitment, hiring, and retention of faculty of color. Partner with organizations like Black PhDs to share job descriptions.<sup>18</sup>

---

**Shift Mindsets:** When accepting, assessing, or hiring teaching candidates ensure they have the mindset that all children can learn. Ensure that teaching philosophy of candidates or new hires is that every student can learn, which is often done best through personal stories rather than research (stories of former candidates who did not buy-in, but now do or stories from students and the benefit). Candidates must believe that any student belongs in the class or school.

In addition, it is also important to ensure that teachers believe in their own self-efficacy and can be coached through that self-efficacy realization process. This requires educator preparation programs to decide how to have educators believe not only in the children but also believe in themselves. To build capacity and confidence, educator preparation programs and districts should share practices for how English Language Learners or children in poverty learn best.

### **Theme 3: Providing a compelling “Return on Investment” narrative for all stakeholders of teacher development**

The Coalition’s preparer members all expressed a commitment to demonstrating a “return on investment” (ROI). They believe that potential teachers, districts, and the public deserve to know the impact of their investment of resources in preparation has value to students, communities and the state. Additionally, all members – preparers, districts, teachers, state agency and community leaders – recognized a need to shift the “accountability discussion” to focus on the role of preparers in ensuring teachers are set up for success in the classroom.<sup>19</sup> The Coalition expressed a desire to be proactively involved in that conversation, because they are committed both to ensuring Colorado students have the best teachers available, and to ensuring that the people who are directly affected by any impending changes can help shape those changes.

---

<sup>18</sup> Black Doctoral Network, Incorporated. (2016). Retrieved from, <http://www.blackphdnetwork.com>

<sup>19</sup> Indeed, near the end of our convenings, The U.S. Department of Education published new Title II regulations emphasizing outcomes-based accountability for teacher preparation programs. 34 CFR Parts 612 and 686; <http://www2.ed.gov/documents/teaching/teacher-prep-final-regs.pdf>.

Despite the prioritization of measuring their impact on teacher readiness, our discussions revealed some common experiences and challenges that prevent them from being able to effectively demonstrate their ROI.<sup>20</sup>

1. *While the state has a set of accreditation and public reporting requirements, information about how programs perform against those standards and in comparison to each other is not easily available.* Preparers and district members both shared that the state's current system for tracking and publishing how programs perform is not available to them in a way that supports their continuous improvement. Some preparers shared that having a user-friendly dashboard that preparers and others can access would improve the utility of the information that is already tracked.<sup>21</sup>
2. *They lack access to some of information they need to truly assess program quality.* Each preparer expressed the importance of knowing how their candidates do in the classroom after program completion. However, the preparers shared that it can be challenging to access to some critical data, like student learning outcomes because of student data privacy concerns and statutory limitations on sharing student data.<sup>22</sup> Some preparers also shared that the "grain size" of the information tracked is not at the individual candidate level and therefore is limiting in what it can do to inform program improvement.
3. *Preparers utilize other measures and instruments to determine if they are developing effective teachers, and in only a few instances are these measures and instruments aligned or comparable.* The Coalition conducted an inventory of all the measures and instruments used by preparers to assess candidate ability and effectiveness.<sup>23</sup> Through this exercise, COEduPIC members found that the measures used by preparers could be grouped into 3 categories: Pre-program, During Program and Post-Completion effectiveness. While every preparer tracked measures in each category to assess candidate readiness or effectiveness, no two preparers were exactly the same in the number, type or evaluation criteria they used for each measure. This meant it was also a challenge for preparers to compare themselves to each other even informally.

*Strategy: Establishing common measures among member preparers and their partners and commit to sharing data with each other*

Certainly, some of the challenges with accessing and sharing common outcomes data are beyond the scope of COEduPIC members' control. Where possible, our members expressed an interest in identifying common outcomes and sharing program performance against those outcomes with each other. One way COEduPIC members demonstrated this commitment to transparency of common outcomes is in the Pilot Framework they proposed. More details on the Pilot Framework are provided in the *Creating Proof Points: Pilots & Measures of Effectiveness* section below.

#### **Theme 4: The need for a collaborative, co-constructive approach to policy development**

Although the purpose of COEduPIC was not to pose policy recommendations, inevitably our discussions identified potential policy implications. In some instances, the Coalition explored concepts that it identified as having the potential – with additional piloting and evidence – to scale across the state through policy vehicles like competitive grant programs or even legislative action to codify the practices that bear out improved outcomes for teachers and students.

However, many Coalition members also expressed frustration with the policymaking process because they have had few opportunities to be part of the initial conversations that shape policy governing educator preparation. As those who prepare and support new teachers for Colorado, the COEduPIC members shared that their input into the policies like preparation accountability should be informed by their experience and expertise. Additionally, the Coalition expressed a desire for policy to be based in evidence of what works in Colorado's specific context.

---

<sup>20</sup> Interestingly, these trends on the limitations of data in Colorado were borne out by the findings of Deans for Impact that were released near the commencement of COEduPIC. Source: Deans For Impact. (2015). *From Chaos to Coherence: A Policy Agenda for Accessing and Using Outcomes Data in Educator Preparation*. Austin, TX: Deans For Impact.

<sup>21</sup> Notably, the state is in the process of making improvements to its system, including "collect[ing] and report[ing] data on the effectiveness of educator preparation program graduates. This data will allow preparation programs to track the effectiveness of their graduates. It will also enable districts to prioritize their recruitment efforts by focusing on candidates from programs that demonstrate the most success in the field." These changes may address some of the challenges identified by the Coalition. Source: "Colorado Department of Education: Preparation. (2015, February 20). Retrieved from: <https://www.cde.state.co.us/educatoreffectiveness/prepare>

<sup>22</sup> H.R. 16-1423, 114th Cong. (2016).

<sup>23</sup> See Appendix E for an inventory of the measures preparers use to gauge program and candidate effectiveness.

*Strategy: Providing a model of policy development that meaningfully includes effected stakeholders and is co-constructive*  
To that end, the Coalition members suggested that COEduPIC could serve as a model for policy development. First, they identified this model as one that is inclusive of diverse but relevant stakeholders and co-constructive of both the problem statements and the solutions. Additionally, the theory of action for the Coalition has been to create proof points of practices that work in Colorado and thus can be justifiably scaled across the state. The Coalition members expressed a desire to share this process with policymakers in the hopes that it can provide an exemplar for the future.

## Barriers & Opportunities

As the Coalition explored the areas in need of innovation, common themes emerged in the types of barriers that Coalition members encounter in addressing the areas needing innovation. The Coalition categorized and prioritized the barriers that most affect their ability to address the areas needing innovation described above. The Coalition identified three categories of barriers and identified dozens of obstacles that fall into each of these categories.

- *State Barriers:* Those that originate with or must be resolved at the state policy level, including through legislative or regulatory action.
- *Institutional Barriers:* Those that originate with or must be resolved within the institutions of preparers or districts
- *Other External Barriers:* Those that originate with or must be resolved in partnership with other entities besides or in addition to policymakers, preparers or districts.

Ultimately, the Coalition selected the top barriers within these categories that that pose the greatest overall obstacles to our members' ability to explore new innovations or expand promising practices. Each of these barriers affects two or more of the areas needing innovation. Outlined below are the primary barriers by category and a description of how they inhibit the needed innovations.

### State Barriers

*There is a lack of transparency in measuring programs' performance:* As described above, COEduPIC members identified that the state's current system for tracking and publishing how programs perform is not available to them in a way that supports their continuous improvement. Preparers shared that they have little insight into how they perform in relation to other preparers. Districts do not have up to date information about how completers of programs ultimately perform in the classroom, which could improve their hiring practices. Additionally, district and preparer partnerships could be improved if they both have more visibility into how completers do once in the classroom. Districts and preparers could take steps to jointly adjust their supports to ensure all new teachers have what they need to be ready for the classroom, including differentiating for teachers of color, providing supports for all teachers to be culturally responsive to their students, and generally supporting new teachers to be equipped for the first day as a teacher.

*Preparers and Districts lack of access to data needed to measure program and/or candidate performance:* As previously described, Preparers shared that they lack access to some critical data, like student learning outcomes at the individual teacher level, which limits their program improvement. Again, better access to this data would inform how both preparers and districts support teacher candidates and new teachers.

### Institutional Barriers

*Districts and Preparers lack communication, resources and collaboration to support teaching candidates in field experience and new teachers when they transition into the classroom:* As described above in detail, both preparer, teacher, and district members shared that there are significant obstacles to improving partnerships between preparers and districts, particularly during clinical practice. The obstacles are cultural and resource-driven, and they are common to both types of institutions. These obstacles can prevent preparers and districts from establishing strong partnerships because these institutions are not aligned at even the highest levels. This breakdown in understanding leads to the compartmentalization of teacher preparation and new teacher support. It also hinders preparers and districts from recruiting diverse teacher candidates who possess the skills and mindsets needed to serve the range of cultures and communities across the state and supporting teachers of color once they are placed in schools.

## **Other External Barriers**

*Preparers and districts lack common measures and data systems:* In order to supplement how the state evaluates their programs and support their own continuous improvement, our preparer members all track a variety of other measures to assess their candidates and support program improvement. However, no two programs use the same measures or data systems. Therefore, they are not able to precisely compare program outcomes or to easily exchange data with each other or districts. These obstacles to information sharing inhibit collaboration across preparers and between preparers and districts. Ultimately, this lack of collaboration means that each preparer and district are addressing common challenges in isolation, including supporting new teachers, sourcing new and diverse talent, and ensuring all teachers are equipped to respond to the needs of their communities.

*Interest in teaching has declined:* Coalition members articulated a sense that interest in teaching as a profession has declined. Many preparer members shared that their applications and enrollment have decreased over the last several years. This, in turn, places increased pressure on the preparers to meet the demand for new teachers while ensuring all program completers are classroom ready.

*Financial factors can limit innovations:* For nearly every innovation or promising practice the Coalition explored, there were one or more financial factors that inhibited the expansion of that strategy. Many of these financial factors were systemic and clearly have implications for the work that preparers and districts are able to do. However, some were out of the scope of this Coalition's focus, like the challenge with attracting high-quality and diverse talent to a profession with low earning potential. Others, like the lack of investment from their institutions or policymakers in the infrastructures needed to support programmatic designs like expanded teacher residencies, were more directly related.

*Negative narratives about teaching exacerbate other barriers:* Like the obstacles of financial factors, the Coalition also identified that there are negative narratives about teaching that are inhibiting their abilities to explore innovations. For instance, some members felt that the narratives about teaching being a low-prestige, low-paying job with high-stakes accountability is preventing new talent from entering the profession. This in turn makes it harder for preparers to meet certain workforce needs, like increasing the diversity of the pipeline or recruiting potential teachers into high needs fields. Some members also felt that the negative narratives about teaching hindered further investment in their programs because it could be viewed as throwing good money after bad.

*Political and corporate interests either protect the status quo or advocate for change not informed by practitioners:* The Coalition also identified that certain outside interests may frustrate their ability to explore or expand on the innovations and promising practices they believe hold promise. These forces, which the Coalition characterized as political or corporate, may call for changes or innovations but, they have not consulted with stakeholders and are not informed by the work of practitioners. As a result, these outside forces may block their ability to take risks to explore teacher development strategies that our preparer and district members believe are more promising.

## **Top Priority Barrier**

*Districts and preparers lack communication, resources and collaboration to support teaching candidates in field experience and new teachers when they enter the classroom:* From among all the barriers the Coalition identified, categorized and ranked, the COEduPIC members identified this as the barrier that most impedes their efforts to address the areas in need of innovation. Members agreed that until districts and preparers fully align on the outcomes they are driving towards for new teachers and collaborate to support them, preparers and districts will continue, at best, to work in parallel and, at worst, in contradictory ways.

Addressing this barrier can also attend to some of the other barriers identified. For instance, by improving the mutual understanding, resources and leadership to support teaching candidates and new teachers, preparers and districts can begin to shift some of the negative narratives about teaching so that teachers experience support and success early in their careers which can lead to improved student outcomes and in some districts increased compensation.

In addition to the impact that addressing this barrier could have, the Coalition also recognized that addressing this barrier is almost fully within the power of preparers and districts through improved collaboration between them.

Despite the challenges these barriers pose to their work, the Coalition members were resolved that these obstacles should also be seen as opportunities for them. To that end, the members expressed a desire to put into action the findings that had emerged over the prior year by developing pilots to test these strategies and hopefully identify models to scale.

# Creating Proof Points: Pilots & Measures of Effectiveness

## Pilot Framework

### Goals & Criteria for Pilots

To begin the work of shaping the pilots, the Coalition identified the following goals and criteria for the pilots.

After nearly nine months of exploring areas needing innovation and barriers to those innovations, the Coalition turned its attention to the opportunities presented to them to solve for these barriers and address the needed innovations. Based on the Coalition's interests in serving as a model for policymaking and influencing teacher development at scale, the Coalition approached the pilots as a way to create proof points to build the case for these bigger picture goals. To build the evidence base to support these policy and programmatic shifts at scale, the Coalition members agreed upon a framework of goals and criteria for pilots as well as a way to measure whether the pilots actually achieve these outcomes and objectives.

All members of the Coalition were invited to consider piloting a new program aligned to this framework. They were encouraged to work together to leverage the collaboration and relationships they developed and deepened over the last year. While not all members chose to participate in a pilot, all members contributed to the design of the Pilot Framework.

Outlined below are the details of the Pilot Framework as well as the proposed pilots that apply these framework principles.

### GOALS FOR PILOTS

---

The following goals apply to all pilots pursued or endorsed by Coalition members:

1. Pilots result in teacher candidates that meet the definition of classroom readiness, including improving student outcomes.
2. Pilots bring collaborating and multiple stakeholders closer to our vision for a seamless, high-functioning system.
3. Pilots address the barriers, opportunities and needed innovations identified by the Coalition.
4. Pilots will be assessed for effectiveness in order to identify models that can be spread and scaled and inform policy changes as appropriate.

### CRITERIA/CONDITIONS FOR PILOTS

---

To ensure pilots are set up to achieve these goals, pilots should meet the following criteria:

1. Establish new partnerships with LEAs or deepens, expands and improves existing partnerships with LEAs.
  2. Further the shared goal of ensuring all new teachers are classroom ready on day 1 *and* are supported to continue along the teacher development trajectory (i.e. partnerships must provide a plan for induction and ongoing support for new entrants)
  3. Relate to one or more of the barriers the Coalition identified.
  4. Address one or more of the Areas in Need of Innovation that the Coalition has identified.
  5. Include a focus on student performance and measures the effectiveness of the pilots through common measures that address the Coalition's Vision for Classroom Readiness, Vision for a Seamless, High-Functioning System, and P-12 student outcomes.
-

### Measures of Effectiveness

Acknowledging the need to demonstrate ROI on pilots in order to justify scaling one or more of them, each pilot would need to establish the effectiveness of its approach. Because the Coalition had already established what success looks like for teacher candidates and for the teacher development system over all through its vision statements, the Coalition decided to use the vision statements as the foundation for how it would assess the effectiveness of pilots. Specifically, the Vision for a Seamless, High-Functioning System of Teacher Development is the framework for the common measures that will be used across all pilots to measure their effectiveness, which are outlined below.

ELEMENT	DESCRIPTION / INDICATOR	COMMON MEASURES FOR PILOTS
COMMON VISION	<ul style="list-style-type: none"> <li>The system fosters space for different approaches and philosophies to teacher development while at the same time maintaining coherence for the teaching candidates and teachers.</li> <li>This balance is achieved by establishing a common understanding of what it means for a teacher to be classroom-ready and creating an environment where all those who develop teachers work collaboratively toward that vision.</li> </ul>	<ul style="list-style-type: none"> <li>Each pilot will have an MOU between all parties to the partnership (programs and districts/school networks) that capture at a minimum a common vision for the partnership and check-points to assess fidelity to that vision and ensure integration of the teacher continuum (preparation and early career)</li> <li>Each pilot will adopt a framework to evaluate subject<sup>24</sup> performance that: 1) is aligned to the Teacher Quality Standards, 2) assesses skills, knowledge and mindset/deposition and 3) is approved by the other Coalition Members</li> </ul>
CONTINUUM OF PREPARATION & DEVELOPMENT	<ul style="list-style-type: none"> <li>Teacher preparation is not seen as finite or separate from induction. Rather, preparation and induction are on a continuum of teacher development.</li> <li>The system supports teachers in having a growth mindset and constantly improving.</li> </ul>	<ul style="list-style-type: none"> <li>Each pilot assesses the subjects at three points along the teacher development continuum (before, during and after participation in the pilot/program). The assessment of subject performance must use a framework that meets the criteria outlined above in “Common Vision”</li> </ul>
DATA-INFORMED PRACTICES	<ul style="list-style-type: none"> <li>Those who develop new teachers have a shared understanding – grounded in outcomes-based evidence – of the techniques, approaches or programs that generate teachers who are equipped for the demands of today’s classroom.</li> <li>Those who develop new teachers have access to reliable data that reflects which development practices are most effective.</li> </ul>	<ul style="list-style-type: none"> <li>Each pilot assesses whether:               <ul style="list-style-type: none"> <li>The <b>pilot</b> is using data to improve its function and outcomes</li> <li>The <b>programs</b> participating in the pilot are using data to evaluate whether their subjects are using data to improve and to improve the program itself</li> <li>The <b>subject</b> is using data to improve his or her practice</li> </ul> </li> <li>If feasible, this assessment will be conducted by a third party to ensure objective and consistent evaluation across all pilots</li> </ul>

<sup>24</sup> For purposes of these measures, the term “subject” refers to candidates in teacher pipelines or programs or teachers in induction programs.

## RESPONSIVE PROGRAMS

- Those who develop new teachers understand the current needs and anticipate future needs of schools, districts and communities and are adjusting their policies and practices to meet those needs.
  - Those who develop new teachers support teaching candidates in selecting the right pathway for themselves.
  - Selection and development practices reflect the ethnic, cultural, and socio-economic diversity of Colorado communities as well as differences in the state's urban, rural and suburban contexts.
- Each pilot will measure the rate of satisfaction of all partner schools/LEAS and subjects through surveys
  - Each pilot will track the "workforce alignment" of its participating programs and partner schools/LEAs, including tracking the impact the pilot has on filling high-needs vacancies
  - To ensure pilots are adopting recommended innovations from the Diversity & Cultural Responsiveness Work Group, each pilot will include at least one recommended strategy from the Work Group's recommendations, including:
    - Partner with local community-based organizations to assist with recruitment efforts reflective of Colorado's ethnic, cultural, and socio-economic diversity
    - Provide professional development related to cultural responsive pedagogy and cultural linguistic sensitivity in consideration of the state's urban, rural, and suburban contexts
  - The Coalition will set and measure pilots' / programs' progress towards goals for recruiting, selecting and retaining of subjects of color. Example targets could include:
    - The rates of the pilots / programs' ethnic, cultural, and socio-economic diversity more closely reflect Colorado's than the year before the pilots / programs began
    - Pilots / programs increase retention of subjects of color by at least 15%
    - 80% of subjects of color indicate positive experiences on a survey related to their experience in the program or pilot
  - The Coalition will set and measure pilots' / programs' progress towards goals for improving subjects' cultural responsiveness. Example targets could include:
    - All subjects who work directly with students have been assessed for the appropriate mindsets that will meet the needs of the local community and do in fact possess those mindsets
    - Based on participation in a k-12 student survey, the majority of subjects' students report favorable interactions with subjects
    - Based on the approved teacher quality framework outlined above in "Common Vision", 80% of subjects are

## STRENGTHENED PATHWAYS & PROFESSION

- Colorado has a rich, deep source of educators that are transferrable within the system in the state.
  - The high quality of educator development programs is publicly recognized, which in turn contributes to the image of the profession as a selective and desirable profession.
  - Teachers remain in the profession longer because they are well-prepared.
- 
- observed effectively implementing culturally responsive techniques
  - 75% of school/LEA partners and professional development attendees report that they utilize culturally responsive and cultural linguistic sensitivity techniques in the classroom
  - 75% of professional development attendees report that the training was relevant and useful to their teaching practice
  - 75% of pilot candidates report that they have the tools and resources to implement cultural responsive pedagogy and cultural linguistic sensitivity
- 
- Pilots / programs will result in an increase in the retention of subjects within the pilot/program and the profession

## Pilots

### Colorado Consortium of Residency Educators (CO-CORE)

*Proposed Partners:* Metro State University of Denver, Public Education & Business Coalition, University of Colorado Boulder, University of Colorado/ Colorado Springs, University of Colorado Denver, University of Denver, University of Northern Colorado, Bank Street College, CO Department of Education, and Denver Public Schools

#### Overview

Getting great teachers into every classroom is a continuing national priority. Research has consistently shown that the most important factor in educational attainment is the quality of a student's teacher.<sup>25</sup> Yet, students from low income, minority, and English learning backgrounds continue to be taught by inexperienced and unlicensed teachers at higher rates than other students in the state.<sup>26</sup> For Colorado, not only is it problematic but it is undermining efforts to close achievement gaps. The state is facing challenges in preparing, hiring, supporting, and retaining highly effective teachers. Colorado has identified that strengthening educator preparation programs, including aligning preparation with PreK-12 content standards and evaluation systems, is one of the key levers for improving the quality and retention of highly effective educators.<sup>27</sup> CO-CORE is proposing to explore Teacher Residencies as a solution to meet this goal. The proposed project builds on a set of cross-sector (higher education and non-profit organizations) partnerships whose members have built effective residencies in Denver Public Schools (DPS) and numerous other districts across the state.

#### Goals

The goal of this project is to determine the components of Teacher Residencies that serve as quality indicators of teacher effectiveness. With funding, CO-CORE has the capacity to further develop the partnership of Residency providers, set the foundation for data collection and analysis, conduct initial research, and develop a long-term research agenda with specific long-term research questions and methodological approaches. The empirical links between residencies and student outcomes are promising, but the research stops short of providing evidence on the critical elements of Residency practices that are indicators of effective teaching. Likewise, theoretical links are compelling, but as more educator preparation providers develop and offer Residencies in Colorado and across the country, the range of practices has grown, raising questions about the quality of various practices and initiatives. Not all residency programs are necessarily high quality, and even among those that are considered strong, significant differences exist. Questions of quality and the impact of varied approaches to the Residency model have led to the need for further research. CO-CORE has led discussions in the state about the need for empirical evidence to identify quality indicators, to differentiate crucial aspects of programs, and to determine metrics for measuring those indicators. The state also recognizes that its policymakers need more research across a range of program models, using comparable measures, to be able to best inform decisions about whether to promote Residencies as the preparation method of choice. This study will build the state's capacity to research these issues in Colorado.

CO-CORE has designed this project based on shared interest in and definitions of residencies to achieve four goals:

- 1) To establish with the Colorado Department of Education (CDE) a model and process for conducting state-wide research on educator preparation providers, with a focus on the strengths of the residency model;
- 2) To yield evidence for best practices and critical elements of residencies as a pedagogical approach with positive impact on teachers' development and on student learning;
- 3) To understand the resource requirements necessary for such quality teacher preparation to be sustainable, and;
- 4) To explore the processes educator preparation providers might consider in designing new residencies.

These four goals will enhance CDE's capacity to promote quality teacher preparation by strengthening their capacity to conduct high-quality research on educator preparation programs to help assure every student has an effective teacher.

---

<sup>25</sup> RAND. (2012). *Teachers matter: Understanding teachers' impact on student achievement*. Santa Monica, CA. Retrieved from [http://www.rand.org/pubs/corporate\\_pubs/CP693z1-2012-09.html](http://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html)

<sup>26</sup> Colorado ESEA Equitable Map Page. (2015, December 22). [Letters (Correspondence)]. Retrieved July 4, 2016, from <http://www2.ed.gov/programs/titleiparta/equitable/co.html>

<sup>27</sup> Colorado ESEA Equitable Map Page. (2015, December 22). [Letters (Correspondence)]. Retrieved July 4, 2016, from <http://www2.ed.gov/programs/titleiparta/equitable/co.html>

## **Scaling Residency Statewide**

*Proposed Partners:* Public Education & Business Coalition's Boettcher Teacher Residency / Stanley Teacher Residency and partner districts / schools (TBD)

### *Overview*

Public Education & Business Coalition's Boettcher Teacher Residency / Stanley Teacher Residency (PEBC BTR/STR) envisions a seamless, high-functioning education system that serves students across socio-economic levels and demographic backgrounds, allowing equitable education for all students and educators.

There is an obvious and growing need for new and highly effective educators across Colorado to meet the demands in districts for ECE, SPED, STEM, hard to staff, and hard to serve students. The demand far exceeds the capacity of what any one institution can produce. In order to meet the needs of partners in Colorado and beyond, it is imperative to develop a collaborative of non-profits, foundations, higher education partners, districts, schools and regional service agencies to do this work in an aligned way.

In the looming shadow of decreased teacher prep enrollment nationwide, PEBC BTR/STP are experiencing continuous growth in candidate enrollment. PEBC BTR/STP already participate in an existing core of this proposed coalition with public and private foundations, districts, state and federal partners and that includes a diverse revenue portfolio. The core model for this is PEBC's BTR/ STP residency, through which we serve 24 districts and 69 schools in rural and urban areas. This initiative is centered around meeting district and school needs and achieving student outcomes.

A central tenet of the Scaling Residency pilot is the need to work with multiple IHEs across the state as a Coalition to meet the needs of local communities, site-based around the state. We will develop partnerships in both rural and urban sites. This would be a new, expanded body of work, anchored in what we know. We plan to leverage innovation, utilizing both flexible networks and the existing capacities of traditional higher education, in partnership with private organizations.

One goal is to elevate existing teacher preparation routes of entry to the profession. Teachers may participate in an apprentice-based or Teacher of Record residency model. Our framework is contextualized to district, recruitment and retention needs. Teachers may receive credit through accessibility to certifications, licensure, Masters degrees and doctoral work.

We would seek funders to create this coalition that would include establishing a tuition model, scope and sequence templates, and multiple staffing models, among other components. The coalition would include districts that partner on residency, induction and on-going supports across the continuum. As a seamless, high-functioning system, we will look to and adapt from international models including Finland, Australia and Singapore.

### *Goals*

1. Teacher Candidates that meet definition of classroom readiness, including improving student outcomes.
2. Collaboration and multiple stakeholders closer to vision for a seamless, high-functioning system.
3. Address the barriers, opportunities and needed innovations identified by the Coalition.
4. Effectiveness in order to identify models that can be spread and scaled and inform policy changes.

## District & University Induction Partnership

*Proposed Partners:* Denver Public Schools (DPS); University of Denver

### Overview

Denver Public Schools (DPS) has been an important partner for the University of Denver (DU) for many years. The partnership is beneficial for both organizations, as DPS needs a pipeline of well-prepared teachers and DU needs local schools to help train its students and hire its graduates. Nearly 70% of students in the Teacher Education Program (TEP) complete their fieldwork in the DPS and most of these students go on to apply for jobs within the district. DPS and DU are both dedicated to the success of these early career teachers. However, the first years of teaching are notoriously difficult. Teacher turnover in DPS has reached crisis levels in recent years, with nearly half of its teachers leaving after their third year of service. Research shows that high-quality, sustained induction can limit turnover.<sup>28</sup> Some studies show that comprehensive induction can cut turnover in half.<sup>29</sup> High-quality induction has two primary components: in-classroom instructional coaching and peer support networks.

**In-Classroom Instructional Coaching (provided by DPS):** DPS will debut its newly revised induction program for all first year teachers. District support will include additional in-classroom observations and coaching.

**Peer Support Network (co-facilitated by DPS and DU):** While in-classroom feedback is crucial for instructional improvement, it is not enough to prevent turnover. Teachers need support networks. In fact, one study showed that compared to formal mentoring, informal support from colleagues had a stronger effect on novice teachers' career decisions.<sup>30</sup> Another study confirmed that teachers are more likely to stay on the job when they are a "part of networks or study groups where all teachers share together, grow together, and learn to respect each other's work."<sup>31</sup> Further, peer learning among small groups of teachers has been shown to be the most powerful predictor of improved student achievement over time.<sup>32</sup>

To form a strong peer network during the first year of teaching, we will capitalize on the existing relationships formed during the teacher preparation program. The first peer support network will consist of students graduating from the TEP in the summer of 2017 and entering teaching positions in DPS in the fall of 2018. They will be invited to participate in the program for four years. Those who choose to participate will be invited to register for a Professional Development Unit (PDU) through the DPS PDU catalog. After registering for the PDU, participants will be invited to join the group through Canvas, an online collaborative platform. To complete the PDU, participants will progress through several modules in Canvas facilitated by DU faculty and the DPS induction team. The modules will be structured around the required components of the PDU: study, demonstrate, and reflect. Establishing and promoting collaboration will be a central component of this PDU.

### Goals

The purpose of this induction model is to provide intensive support for graduates of DU working in Denver Public Schools. Through this support, we aim to increase teacher satisfaction, improve teacher effectiveness, and increase teacher retention. To determine the success of the program, participants in the DU/DPS induction program will be compared to other teachers participating in the DPS induction program alone. We will collect and analyze data in each of the four years, including:

Measure	Data Source
Teacher retention	Denver Public Schools teacher retention data
Teacher satisfaction	Teacher satisfaction survey
Teacher effectiveness	LEAP Scores Student achievement growth data

<sup>28</sup> Wong, H. (2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*. 88, (638).

<sup>29</sup> Alliance for Excellent Education (2004). *Tapping the potential: Retaining and developing high-quality new teachers*. Washington, DC.

<sup>30</sup> Kapadia, K., Coca, V., & Easton, J. Q. (2007). *Keeping new teachers: A first look at the influences of induction in the Chicago Public Schools*. Chicago, IL: Consortium on Chicago School Research, University of Chicago.

<sup>31</sup> Wong, H. (2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*. 88, (638).

<sup>32</sup> Jackson, K. & Bruegmann, E. (2009). *Teaching students and teaching each other: The importance of peer learning for teachers*. Cambridge, MA: National Bureau of Economic Research.

## **Grow Your Own**

*Proposed Partners:* Western State Colorado University, Summit School District (SSD), Denver Public School District

### *Overview*

According to the Learning Policy Institute, “Research suggests that well-designed and well-implemented teacher residency models can create long-term benefits for districts, for schools, and ultimately...for the students they serve” (Guha, Hyler, Darling-Hammond, 2016). Findings suggest that residencies offer candidates specific clinical preparation for the schools in which they will teach, and connect new teachers to early career mentoring that keep them in the profession.

While the current teacher workforce is not as diverse as districts would like for it to be, the district also observes that current teachers of color tend to leave the district at a higher rate than all other teachers.

Summit School District and Denver Public School District are committed to diversifying its teacher workforce and increasing the retention rate of early career teachers over time. The districts believe that a Grow Your Own Talent initiative would address both goals simultaneously. This pilot will establish and expand intentional pathways for talented students to prepare for and earn their initial license to teach. Additionally, those intentional pathways will be extended to current employees who are not yet qualified to serve as a lead teacher.

DPS employs more than 2,000 paraprofessionals – 65% of which are educators of color, the majority of whom are DPS graduates, DPS parents and/or DPS community members. These educators work in partnership with classroom teachers – often supporting the learning of high-need students and English language learners. So what’s primary obstacle for paraprofessionals looking to become classroom teachers themselves? They have not yet earned a bachelor’s degree. Nearly 70% of paraprofessionals in DPS have yet to complete their BA, though a majority of paraprofessionals have some college credit.

The Grow Your Own Talent pilot will identify high potential students and current non-certificated employees in urban and rural districts, allow them to earn their Initial Teacher Licensure, and ultimately fulfill vacancies within our highest needs schools, as well as our highest need content areas, including bilingual education.

### *Goals*

To establish intentional pathways for eligible and talented single school district (SSD) students and community members to prepare for and earn their initial license to teach, within the SSD host schools where teacher preparation bridges seamlessly into a process of articulated induction and support, and scaffolds into additional applied coursework leading to a degree for new teachers in years two to four of their teaching.

## **Strategies for Design and Implementation**

### *Rural*

This pilot would scaffold into additional applied coursework leading to a Master’s degree for new teachers in years 2-4 of their teaching. This pilot will encompass particular challenges provided by rural dual language education, in empowering community-based bilingual talent to teach in their own dual language schools.

Key Characteristics of pilot:

1. Strong partnership between Summit School District and Western State
2. Coursework about teaching and learning tightly integrated with clinical practice
3. Full-year residency teaching alongside an expert mentor teacher
4. Financial support for residents in exchange for a three- to five-year teaching commitment
5. Cohorts of residents placed in “teaching schools” that model good practices with diverse learners and are designed to help novices learn to teach
6. Expert mentor teachers who co-teach with residents
7. Ongoing mentoring and support for graduates

## Urban

DPS will consider the following strategies for design and implementation of a Grow Your Own Talent pilot:

- Establish EdConnect in collaboration with DPS CareerConnect to provide exposure to current DPS students via coursework and internship experiences working in DPS classrooms to peak their interest in becoming a teacher, and provide early opportunities to gain relevant experience and college credit
- Expand partnerships with Para-to-Teacher programs – including UNCO Urban Education Center and Guild Education / Western Governor’s University – that allow candidates to continue to work in schools while earning their degree to become certified lead teachers
- Offer full-year residency experience for candidates to teach alongside an expert resident mentor during final year of teacher preparation experience so that candidates have an extended on-ramp into profession, and incentivize candidates by providing a cost of living stipend and/or opportunity to continue to be paid as a paraprofessional during residency year
- The Grow Your Own Talent pilot will be a keystone of the Early Career Teacher Pathway that DPS will establish in upcoming years to ensure all new teachers have a more gradual on-ramp into the profession, allowing them to get better faster and stay longer

## Conclusion

Since September 2015, a group of dedicated individuals has come together to collectively solve for one of Colorado’s greatest challenges: ensuring that future generations of Colorado students are successful and taught by effective teachers who are ready on day one to meet the changing needs of their students. The preparers, district personnel, and agency leaders who participated in the COEduPIC have thoughtfully and humbly identified the aspects of teacher development most in need of innovation and have proposed forward-thinking solutions to address the obstacles blocking this innovation.

In the next phase of the Coalition, the membership will be immediately focused on launching their proposed pilots, including securing the necessary funding to support their initial implementation. Once the pilots have launched, the Coalition, through the ongoing support of the Keystone Policy Center and CDE, will monitor the effectiveness of the pilots and identify successes that should be scaled and spread across the state. Finally, the Coalition members intend to support collaborative and co-constructive policymaking in the upcoming legislative session and are eager to share more details about this process with policymakers.

In sum, the last year has been an opportunity to learn from one another and combine diverse sets of experiences and perspectives in service of Colorado’s future. The Coalition is eager to embark on the next phase of its collaboration.