



COLORADO
Department of Education

Colorado's Plan for Ensuring Equitable Access to Excellent Educators

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Introduction

Overview and current state context

The Colorado Department of Education’s (CDE) mission is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state. In support of that mission, CDE has identified four overarching strategic goals that are focused on supporting students through every step of their schooling. Ensuring that all students have access to excellent educators is integral to Colorado’s success in helping students meet our rigorous state academic standards.



Sec. 1111(b)(8) of the No Child Left Behind Act require states to develop plans to help ensure “...that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.” To date, Colorado has relied heavily on teaching experience and teacher credentials in assessing teacher quality and in measuring teacher equity gaps. Using these metrics, Colorado data indicate that the state has gaps in educator equity and many students have inconsistent access to effective educators throughout their education. In recent years, Colorado has focused on the implementation of integrated strategic improvements in standards, assessments, school and district accountability, and educator evaluation. Together, these reforms have the singular purpose of ensuring that all students are prepared for success in a globally competitive world. The implementation of Colorado’s system of educator evaluation, in particular, affords CDE the opportunity to consider student outcomes in assessing teacher quality and gaps in teacher equity. We know that classroom teaching and school leadership are among the strongest school-based factors impacting student achievement. We know we must focus on growth and development of our current teaching force by investing in them throughout the school year and their career. Building on that knowledge, and together with stakeholders across Colorado, CDE has developed the following plan to address educator equity gaps and ensure that all Colorado students have access to effective teachers.



Key Terms

Inexperienced teacher

Colorado defines an inexperienced teacher as a teacher who has fewer than three years of experience. This includes teachers currently in their third year of teaching.

Unqualified teacher

Colorado defines an unqualified teacher as a core academic subject (SEC. 9101.11) teacher who has not met highly qualified requirements. This includes teachers who have not earned at least a bachelor's degree, obtained full State licensure, or demonstrated a high level of competency in the academic subjects in which they teach.

Out-of-field teacher

Colorado defines an out-of-field teacher as a one who has obtained full state licensure but has not demonstrated a high level of competency in the academic subject to which they have been assigned to teach.

Student from low-income family

A student from a low-income family is defined as receiving free or reduced cost lunch.

Minority

Minority is comprised of all non-white subgroups of students in Colorado.

Effective educator

An effective educator has received an annual evaluation based on Colorado's Educator Quality Standards that results in a rating of Effective or Highly Effective.

Ineffective educator

An ineffective educator has received an annual evaluation based on Colorado's Educator Quality Standards that results in a rating of Ineffective or Partially Effective.

Rural

A Colorado school district is determined to be rural based on the size of the district, the distance from the nearest large urban/urbanized area, and a student enrollment of 1,000 - 6,500 students.

Small Rural

Small rural districts meet these same criteria as rural districts and have a student population of fewer than 1,000 students.



Stakeholder Involvement

The plan has been developed in consultation with stakeholders representing broad and diverse perspectives across the state. In addition, the plan has been informed extensively by input collected as part of the public legislative and rule-making protocols that are fundamental to Colorado's education reforms.

The process of developing this plan began with initial internal meetings shortly after the requirement was announced in 2014. This time was spent evaluating where we were as a state and what teacher equity could look like in the future. A small team attended the CCSSO and GTL Center equity convening in San Diego in February, 2015, and came away with new ideas for engaging stakeholders and structuring the plan. Stakeholder engagement was ongoing throughout this time and membership of Colorado's Teacher Equity Team evolved over time to ensure that the strategies included were comprehensive and representative of Colorado's goals for teacher equity moving forward (see Appendix A for meeting agendas and stakeholder comments).

CDE solicited and received input from teachers, district human resources officers, district federal programs coordinators, higher education staff and faculty, superintendents, school board leaders, English learner (EL) instruction and policy practitioners, instructional technology leaders, family and community engagement leaders, and educator effectiveness practitioners and leaders. Many of the initiatives in this plan also are included in Colorado's ESEA Flexibility Waiver – the creation of which relied heavily on stakeholder input.

Three key sources of stakeholder input that were put in place prior to the updated plan requirement are the Quality Teachers Commission Final Report, the TELL Colorado Survey, and the Unified Improvement Planning process. The Quality Teachers Commission (QTC) was created by the Colorado Legislature for two main purposes: (1) to provide recommendations to the Colorado Department of Education (CDE) on building an educator identifier system and (2) to analyze the teacher gap and provide recommendations to the Colorado General Assembly regarding how best to address it. Membership consisted of, among others, a teacher, parent, district leader, school leader, school board leader, union leader, teacher education faculty, and leadership from both the Colorado Department of Education and the Colorado Department of Higher Education. The Commission made a number of policy recommendations in a 2013 report that directly informed this plan. The detailed report can be accessed at <http://www.cde.state.co.us/fedprograms/quality-teacher-commission-report>.

The TELL Colorado survey is a statewide biennial survey of all licensed, school-based teachers and principals to determine teaching and learning conditions in schools. For additional information, go to: www.tellcolorado.org.

School and district input was also derived from local Unified Improvement Plans (UIPs). CDE has developed a unified improvement planning template and processes to support schools and districts in their efforts to improve student learning and system effectiveness by engaging in a cycle of continuous improvement. The UIP template has been designed to meet state, federal, and program accountability requirements. The requirement for local education agencies (LEAs) to examine and address the issue that less experienced and qualified teachers are more likely assigned to teach poor and minority students is embedded in Colorado's Unified Improvement Plan process. LEAs with identified teacher equity gaps must address their gaps in their UIPs. CDE staff review and provide feedback on plans submitted by LEAs assigned plan types of Priority Improvement or Turnaround under the Colorado accountability system. Through this process, we are able to provide feedback on locally identified root causes of potential equity gaps, as well as locally chosen strategies.



Statewide stakeholder engagement

In order to supplement the input already provided in the Quality Teachers Commission Final Report, TELL Colorado Survey, and UIP, a broad stakeholder engagement protocol was developed and implemented by several units across the department. Representatives from the units listed in Table 1 met to look at identified equitable access gaps, identify possible root causes and strategies, and create a schedule of upcoming meetings with existing and engaged stakeholder groups.

Table 1: Stakeholder Engagement

CDE Unit	Stakeholder Groups Engaged
Federal Programs Administration	<ul style="list-style-type: none"> • ESEA Consolidated Application Coordinators • Colorado Association of School Personnel Administrators • ESEA Committee of Practitioners • English Learners Policy & Practice Group • English Learner Mega Meeting Attendees • Technology Leadership Forum
Partners for Each and Every Child, Colorado Education Initiative co-facilitated meeting , and CDE	<ul style="list-style-type: none"> • Rose Community Foundation • Colorado Association of School Executives • Colorado Children’s Campaign • Padres Unidos • Colorado Educators Association • American Federation of Teachers • Colorado Department of Higher Education
Educator Effectiveness	<ul style="list-style-type: none"> • Educator Effectiveness Team including field services staff • West Ed Conference on Educator Effectiveness attendees
Communications	<ul style="list-style-type: none"> • Educator Voice Cadre
Colorado Department of Higher Education*	<ul style="list-style-type: none"> • Concurrent Enrollment Advisory Board Subcommittee • Rural Education Round Table Meeting attendees (rural districts and institutes of higher education)

*CDHE is a separate agency in Colorado, but has coordinated with CDE extensively on this plan to ensure that it is authentically informed by higher education stakeholders.

In addition to having face-to-face meetings, CDE wanted to gain broader engagement by administering a stakeholder engagement protocol through these existing groups to elicit more authentic input due to the ongoing nature of the feedback loops with the groups identified. Representatives from the above units at CDE collected input on the questions listed below through a variety of meetings and electronic communications.



Groups were provided with copies of the state equity profile. The questions were adapted for some groups based on prior knowledge and level of involvement with the work of ensuring equitable access.

1. What do you think are possible root causes of inequitable access to experienced and effective educators in Colorado, your district, and/or your school?
2. What are some possible strategies for decreasing these access gaps?
3. What types of state supports might help to increase equitable access to effective teachers? What other thoughts do you have on what CDE's role should be in ensuring that all students have equitable access to excellent educators?

The members of Colorado's Educator Voice Cadre (a group of 400+ educators who have been deeply engaged in standards implementation, assessment development, and/or educator evaluation work) were asked an additional question that built upon what we already know from the TELL Colorado Survey results. They provided valuable input on the question below, which informed this plan. "We know from the TELL Colorado Survey that consistent, high quality induction support is not systematically available to new teachers across the state. For new teachers to be effective and remain in the profession, what are the most critical induction supports that are lacking in your school or district?"

Many stakeholders identified root causes and potential strategies that could not be addressed in this plan. While it is not within CDE's authority to address challenges presented by financial constraints, teacher tenure law, or local hiring policies, CDE believes that stakeholder input on these matters is important.

CDE posted the draft plan for public comment in May, 2015 so that additional stakeholders had an opportunity to comment on the plan in its entirety (See Appendix A for documentation of stakeholder input).

Ongoing stakeholder consultation

CDE has an ongoing commitment to stakeholder engagement and will continue to reach out to these groups and others to inform the execution and improvement of our plan moving forward. All stakeholder groups consulted as a part of plan development are regularly engaged to provide input on other initiatives.

Reporting on the implementation and progress of this plan will be included on the regularly scheduled agendas of the Committee of Practitioners and the Colorado Association of School Personnel Administrators.

Equity Gaps

Defining equitable access in Colorado

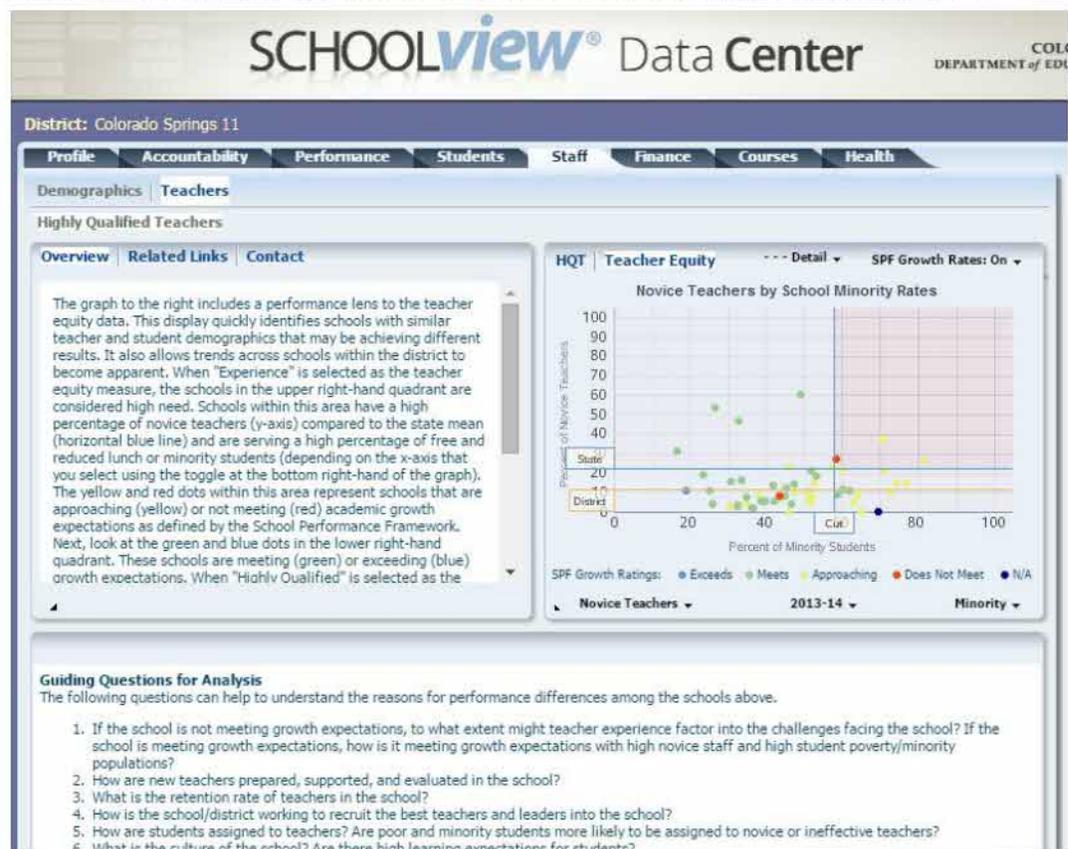
Colorado's students have been receiving core content instruction in classrooms taught by highly qualified teachers at a rate of over 99 percent for several years now. Because of this, efforts to ensure equitable access have been primarily focused on teacher experience.

In order to assist LEAs in meeting the requirement to examine and address the issue that less experienced and less qualified teachers are more likely assigned to teach poor and minority students in the UIP, Equitable Distribution of Teachers (EDT) displays are publicly available on SchoolView, Colorado's public reporting and information portal. SchoolView enables users to examine the distribution of staff within a district by student (poverty, minority) and staff (teacher experience, Highly Qualified status) variables. The display also incorporates student growth ratings, recognizing that data on teacher qualifications and experience, without an examination of school performance, can have limited utility for understanding the impact of teacher equity gaps on student learning. These displays succinctly illustrate how equitable access is currently defined in Colorado. If an LEA has "red" or "yellow" (Does Not Meet or Approaching growth expectations) in the top right hand

quadrant of the display, then this triggers a conversation and deeper look at staffing practices, new teacher support, and other important factors.

CDE is developing plans to implement more sophisticated metrics and measures to identify educator equity gaps by including results from educator evaluations that are aligned to Colorado's educator quality standards. Results

from the new educator evaluation system will give the department more refined and specific data to be able to inform state analyses based on performance levels of teacher effectiveness, where those teachers are teaching, and which students are in classes taught by educators at each performance level. Future analyses based on effectiveness ratings at the Teacher Quality Standard level are planned when the data are valid and reliable.





Data Sources

Under the current definition of equitable access, gaps are identified using data collected through an annual human resources data collection and the student growth ratings from the School Performance Frameworks. The following variables are used to identify gaps.

- Percent of teachers in the school that have fewer than three years of experience
- Percent of students in the school that are minority
- Percent of students in the school that are experiencing poverty
- Academic growth rating at the school level

Data from the Educator Preparation report was also used to verify the second root cause. The full report is available at <http://highered.colorado.gov/>.

Identified Educator Equity Gaps

As noted above, CDE has identified districts and schools with educator equity gaps, in addition to those identified in the Colorado Educator Equity Profiles from the U.S. Department of Education. Given that each district and school is operating within a unique context, it is important that we identify the nature of the gaps, work with districts and schools to identify root causes, and then support districts and schools to address the identified gaps by implementing strategies to reduce or eliminate them. Table 2 on the following page describes the nature of the gaps identified and the number of schools and districts impacted by those gaps.



Table 2: Equity Gaps in Colorado High Poverty and High Minority Schools

Nature of the Potential Gap		Number of Colorado Schools with Gaps (N = 149)*	Number of Districts Containing Schools with Gaps (N = 31)	Number of these Districts also Identified on the State Equity Profile (N = 15)
The percentages below used to identify gaps are the state percentages				
Poverty	Schools with a poverty rate over 40% , a novice** percentage over 22.38%, turnover*** rate over 30% , and an academic growth rating of does not meet or approaching on the state accountability frameworks	97	24	12
	Schools with a poverty rate over 40% , a novice** percentage over 22.38%, turnover*** rate over 50% , and an academic growth rating of does not meet or approaching on the state accountability frameworks	33	12	7
Poverty and Minority	Schools with a minority rate over 65% , a poverty rate over 40%, a novice** percentage over 22.38%, turnover*** rate over 30% , and an academic growth rating of does not meet or approaching on the state accountability frameworks	88	19	11
	Schools with a minority rate over 65% , a poverty rate over 40%, a novice** percentage over 22.38%, turnover*** rate over 50% , and an academic growth rating of does not meet or approaching on the state accountability frameworks	31	10	7
* Schools can have more than one type of identified gap. Therefore counts will not match totals. **Novice is defined as three or less years of teaching experiences ***Turnover rate is the percent of teachers that do not return the following school year.				



As part of the equity gap analyses, Colorado studied its Educator Equity Profile prepared by the USDE, identifying 15 districts with schools with either high poverty or high minority and gaps on one of five indicators. Additionally, Colorado defines equity gaps as schools with high poverty, high minority, low growth as indicated by the Growth Rating on the state's accountability frameworks and a high turnover rate (percent of teachers that did not return to the school in a subsequent year). As noted in table above, Colorado's methods of identifying equity gaps resulted in a greater number of districts (N = 31) in need of support than those identified in the Equity Profile. Of the identified districts, 11 have schools (N = 88) with both high poverty and high minority, and also have low growth and high turnover rate. Although this is a more conservative approach, it is believed that supporting all of these districts is pivotal in reducing equity gaps in the state.

CDE must improve the way we measure gaps to determine when turnover poses a positive or negative impact on student achievement (e.g., exiting ineffective educators from these schools and replacing them with effective educators would not be considered an equity gap).

Based on the identified gaps, it is hypothesized that turnover rates are contributing to the existing equity gaps. However, more sophisticated data and analyses will need to be developed to fully assess the impact of turnover on equity gaps. Where turnover is having a negative impact on student achievement, CDE must improve its capacity building supports so that these schools retain more of their most effective educators over time. CDE must improve how equity gaps are measured to ensure that students have equitable access to effective educators.

Appendix B illustrates where potential equity gaps may exist. This list is used as a catalyst for deeper conversations with LEAs about staffing practices, differentiated support for new teachers, and other factors that may have a positive impact on developing and retaining their best teachers and leaders.

Possible Root Causes

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

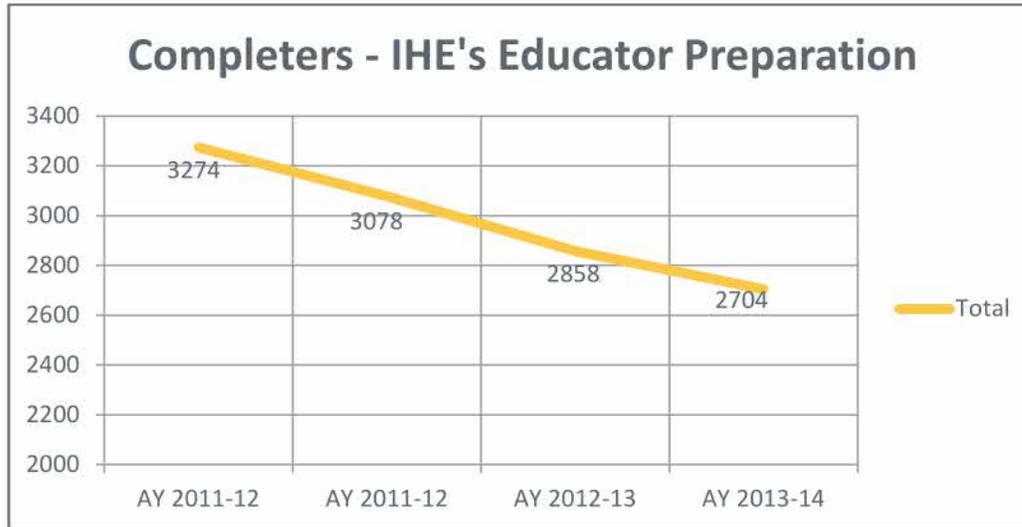
- 1. Teachers have inconsistent access to induction programs that include coaching and mentoring, strategies for working with struggling learners, and strategies for instructing on the Colorado Academic Standards.**

The TELL Colorado Survey has consistently revealed this trend as having an impact on teacher turnover in hard-to-staff schools. This trend is even more amplified in high minority and high poverty schools where a high concentration of novice teachers exists and students consistently do not meet growth expectations. A significant number of survey respondents from the Educator Voice Cadre expressed a need for increased and intentional time and training for teacher mentors.

- 2. Colorado's educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and novice educators often lack the skills needed to meet the needs of struggling learners.**

LEAs have frequently expressed this as a challenge in two primary areas. First, and most easily quantified, is that the number of Colorado teacher preparation programs graduates has declined by

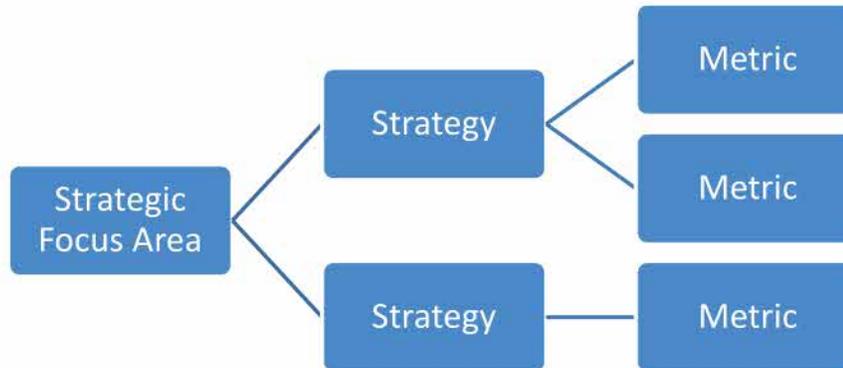
nearly 18 percent over the last three years (see table below, from the 2014 Educator Preparation Report, available at <http://highered.colorado.gov/>). Second, many LEAs have expressed concern that new teachers prepared in Colorado do not arrive in the classroom with sufficient knowledge and skills to help students meet the rigorous Colorado academic standards.



- School leaders have not been consistently prepared with the necessary skills to serve as instructional leaders and retain their best teachers in the current educational environment. This includes lack of access to meaningful evaluation data to inform strategic staffing decisions.**

The TELL data shows that educators who report that their leaders are effective are much more likely to report that they intend to stay in their job, that their evaluation system is fair, and that they receive quality feedback. Those who report that their leader is not effective are much more dissatisfied on key measures. Unfortunately, limited supports exist to strengthen principal effectiveness. Many principals are struggling to understand and take on the role of instructional leader. In addition, many are challenged by how to use new educator evaluation systems to differentiate teacher effectiveness and to use that information to make strategic staffing decisions.

Strategies for Eliminating Equity Gaps



CDE, together with Colorado stakeholders, believes that if we define and measure existing equity gaps, raise state and local awareness of those gaps, and align supports with CDE’s student-centered goals, we can improve local capacity to eliminate teacher equity gaps. Therefore, Colorado’s approach to addressing equity gaps is organized around the following strategic focus areas: measurement, public reporting, and capacity building.

Measurement

CDE will continue to refine the definition of equity gaps and how they are measured. The strategies to refine how gaps are measured will reflect the expanded focus on ensuring equity for ELs and students with disabilities.

Public reporting

Strategies will leverage and build upon existing mechanisms for bringing awareness to current and potential equity gaps. Improvements in defining and measuring gaps will be incorporated into existing public reporting practices so that stakeholders are able to access the information through formats with which they already are familiar.

Capacity building

Improved measurement and expanded awareness will be leveraged to support strategies that build local capacity to mitigate gaps. Local capacity is critical in Colorado’s context because LEAs bear the direct responsibility for closing gaps. Therefore, CDE’s strategies will focus primarily on building school and district capacity to carry out this important work.

Each of the targeted strategies described below are supportive of their overarching strategic focus areas.



Strategic Focus Area - Measurement

The following strategies are intended to refine how equity gaps are identified so that efforts to close gaps have the greatest possible impact.

Measurement Strategy 1: To address coaching and mentoring, CDE has developed a State Model Evaluation System for evaluating Colorado educators. The State Model Evaluation System enables evaluators to identify the strengths and weaknesses within an educator's practice. By doing so, school and district leaders can better select mentors from existing staff to provide targeted coaching to novice educators. This has the effect of accelerating their acquisition of strategies and skills for meeting the needs of struggling learners within the context of the community that they serve. By identifying the strengths and weaknesses collaboratively and having access to effectiveness data, school leaders can use the information to match mentors with novice educators during induction in a meaningful way.

Measurement Strategy 2: CDE provides Colorado educators access to the TELL Colorado perception survey. Results from the survey are provided to districts and schools with a response rate greater than 50 percent. Districts can use the data to inform local root cause analyses to better understand their building leadership and staffing needs. CDE will continue to emphasize the value of these data when providing technical assistance and feedback on UIPs and applications for ESEA funds.

While the TELL survey measures a variety of teaching and learning conditions, the input new teachers provide on the supports they have received as they enter the profession will allow CDE to place a strategic focus on how these data are used to inform districts of the effectiveness of their current new teacher induction programs.

Measurement Strategy 3: CDE's Office of Data, Program Evaluation and Reporting will review and add, as necessary, student demographic toggles to the Equitable Distribution of Teacher Displays on SchoolView. The intent is first to investigate and determine if there are equitable access gaps for students with disabilities and ELs. If so, then these demographic toggles will be added. In addition to making these data public, CDE would provide support to schools and districts in understanding the data and how it can be used to inform decision making, and what state supports are available to help eliminate these gaps.

Measurement Strategy 4: CDE recognizes the need for ELs to have equitable access to effective instruction. Our approach to measuring this is a systems-based approach because we know that developing teachers' capacity to provide effective instruction to these students is reliant on a highly functioning system of ELD programming. Perhaps most critical is the need for teachers new to the profession to develop their skills with these students within a system that is effective and supportive.

While Title III AMAOs provide a broad overview of program evaluation, the targets do not identify the strengths and challenges of ELD program models nor do they inform to what extent a program model has been implemented with fidelity. A deeper analysis that includes multiple data sources is needed to provide the context of ELD program strengths, challenges, and effectiveness in the development of a district improvement plan. Rubrics were developed along a continuum of implementation benchmarks; Emerging: Establishing Consensus, Developing: Building Infrastructure, Operationalizing: Gaining Consistency and Optimizing: Innovating and Sustaining. The rubrics provide a framework in which users can identify areas in which to improve upon and support improvement of the overall ELD programming at the district level. The guiding questions within each indicator are based on the defining characteristics that were present in districts with the highest achieving outcomes for ELs. The guiding questions provide the framework for which the user can assess the current level of system-wide practices, as they relate to ELD programming, as well as identify areas in which



to celebrate and improve upon current practice. Each level builds on the previous level so that each phase of implementation includes and extends the prior phase.

As part of the improvement planning process, the ELD program rubrics, in conjunction with the EL Data Dig Tool, are being used to develop and monitor strategies, specific to ELD programs that will be included in a district's improvement plan.

The ELD Program rubrics are intended to be used by Colorado school districts, administrators, and CDE staff to improve upon and evaluate current ELD programming and services for ELs in school districts. The ELD rubrics are playing a central role in the creation of Colorado's English Language Development State System of Support. Many factors are guiding the system of support, including state and federal legislation that outlines CDE's role in collaborating with districts to improve programs for ELs.

An English Learner Data Tool was developed jointly by the Office of ESEA Programs, the Office of Culturally and Linguistically Diverse Education (OCLDE) and the Office of Data, Program Evaluation, and Reporting (DPER) within the Federal Programs Unit at CDE. Analyzing the longitudinal trends within a school or district will provide a deeper understanding of the successes and challenges the organization needs to consider. The EL Data Dig Tool was designed to help analyze data on English learners at the district level. By gathering the data recommended in the document, districts can search for patterns and trends that would pinpoint some areas of success and areas of need. The tool has been presented at various state conferences as well as during regularly scheduled webinars for LEAs. The data tool was designed to help districts disaggregate data on ELs at the district level, and with some modifications, and as sample size permits, at the school level, by searching for patterns and trends that would pinpoint areas of success and need as they pertain to ELD programming. Districts are able to make comparable analyses in performance of ELs by using the state-provided data tables that aggregate ELs at the state level. The Colorado EL Data Dig Tool is located at http://www.cde.state.co.us/cde_english/el-data-dig.

Root causes addressed:

- ✓ **Teachers have inconsistent access to induction programs that include coaching and mentoring, strategies for working with struggling learners, and strategies for instructing on the Colorado Academic Standards.**
- ✓ **School leaders have not consistently been prepared with the necessary skills to serve as instructional leaders and retain their best teachers in the current educational environment. This includes not having had access to meaningful evaluation data to inform strategic staffing decisions.**

Strategic Focus Area - Public Reporting

The following strategies are intended to improve public reporting of equity gaps so that all stakeholders, including LEAs and CDE, are aware of where to target resources so that they have the greatest impact.

Public Reporting Strategy 1: A number of institutions of higher education have proactively incorporated the state adopted educator quality standards into their curriculum and have begun discussions about using the above mentioned State Model Evaluation system as a part of teacher candidate field experience. The Colorado Department of Higher Education (CDHE) provides educator preparation completion results annually that can be analyzed to determine if prep programs are supplying educators in the needed content areas. The annual report will include the effectiveness ratings, in aggregate, of program completers by institution in the future. These reports will inform continuous improvement for educator preparation program providers as well as informing the teams that conduct site visits, review program requirements, and reauthorize programs. More importantly, these reports will help districts engage in more strategic sourcing of effective new teachers.



Public Reporting Strategy 2: CDE is also collaborating with the CDHE and institutions of higher education on the following strategies for addressing the educator pipeline challenge:

- Targeting students in the late middle and early high school years who may have some interest or demonstrated ability in a career in education;
- Collaborating with rural and hard-to-staff district administrators and institutions of higher education to expose teacher candidates to the benefits of teaching and living in rural communities throughout the state; and
- Providing outreach to key community organizations to support a stronger pipeline of educators from within the state, including groups focused on ethnic diversity, non-traditional student populations and former military members.

Public Reporting Strategy 3: Effectiveness data generated by educator evaluations may be used to inform staffing decisions. Colorado Revised Statutes 22-9-106 includes a provision that requires each school district to develop an incentive plan to encourage educators with effective ratings to support schools with lower performance. To support this strategy, CDE has invested in an online performance management system that will provide a set of aggregated reports so that district and school leaders can use the information to inform staffing decisions within a school and across a district. We acknowledge that different contexts within schools and districts may require flexibility depending on a multitude of factors including, but not limited to: size of district, geographic location of district, and district funding. The Equitable Distribution of Teachers displays will also continue to be populated on SchoolView to assist LEAs in their improvement planning efforts.

Root cause addressed:

- ✓ **Colorado's educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and novice educators often lack the skills needed to meet the needs of struggling learners.**
- ✓ **Colorado's educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and novice educators often lack the skills needed to meet the needs of struggling learners.**

Strategic Focus Area - Capacity Building

The following strategies are intended to build local capacity to eliminate equity gaps.

Capacity Building Strategy 1: CDE has worked with educators at every grade level and content area across Colorado to develop sample curriculum units that embody the instructional shifts required for the 21st Century. By making these sample units available, novice educators have access to unit plans and activities that include strategies for meeting the needs of struggling learners that are designed by experienced educators with proven effectiveness. Access to the sample units will equip novice educators with models from which they can begin their instructional career and refine to meet their curricular and student needs over time.

Capacity Building Strategy 2: To address potential educator pipeline supply and demand issues, CDE is working in partnership with the CDHE, the CEEDAR Center, institutions of higher education, and LEAs to develop plans to address preparation program quality.

Capacity Building Strategy 3: Colorado passed legislation in 2013 to create the Quality Teacher Recruitment Program. This program provides grant funding to organizations collaborating with school districts to recruit, select, train and retain highly qualified teachers in areas with a history of difficulty attracting and keeping quality



teachers. Grant recipients must have a documented history of recruiting, training and supporting highly qualified teachers who demonstrated high academic growth from their students. Applicants also have been required to obtain 100 percent matching funds from private donors. In the first year, grant recipients successfully placed 73 teachers in 17 partner districts.

Capacity Building Strategy 4: CDE will support districts in thinking about strategic staffing decisions using the *Self-Assessment for Healthy Human Capital Systems* tool (<http://www.cde.state.co.us/fedprograms/self-assessment-for-healthy-human-capital>). In response to feedback on the Healthy Human Capital Self-Assessment Tool that was provided from district focus group participants, CDE plans to develop additional resources that will address the following recommendations:

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

CDE’s Educator Effectiveness and Federal Programs Administration Units have collaborated on the tool and will continue to collaborate on developing these responsive resources.

Capacity Building Strategy 5: The LEAs at risk of experiencing the greatest equity gaps are among those that, under Colorado’s ESEA Flexibility Waiver, participate in ESEA program planning support meetings with the Office of ESEA Programs throughout the school year. These meetings will be leveraged to discuss local conditions that have led to existing inequities and strategies that will be implemented to eliminate inequities. The purpose of these meetings is to provide ongoing, two-way feedback on the local ESEA funded program activities. This work has already begun, and will continue throughout the coming school years. As we implement the improvements for measuring equity gaps, the resulting data will be used to identify LEAs, and potentially schools, for more intensive and differentiated supports. The Office of ESEA Programs will use the refined data during face-to-face meetings with LEAs to elevate awareness of gaps and provide intentional technical assistance on how to leverage ESEA funds to address identified gaps. Therefore, the strategies to refine how we measure equity gaps will also drive the improvement of the technical assistance offered by the Office of ESEA Programs.

Capacity Building Strategy 6: We have early indicators that the State Model Evaluation System for principals, teachers, and specialized service professionals is starting to change practice and give teachers opportunities to gain valuable feedback about their practice and reflect with the colleagues about how to improve. This is a key step and strategy in closing teacher equity gaps. Based on surveys, interviews, focus groups and data submitted from the districts piloting the State Model Evaluation System, several overarching patterns have emerged.

- The new model system is generating actionable feedback for teachers and principals. Nearly 80 percent of principals and 60 percent of teachers say that the model system is influencing their practice. Approximately 70 percent of principals and approximately half of teachers say that the new system provides actionable feedback and is useful in making instructional decisions.
- The model system is resulting in more focused conversations among educators. Three-fourths (76%) of teachers found that they have meaningful opportunities to confer with their principal/evaluator about their practice, and that the information helps identify areas for improvement.
- The model system is helping educators take more ownership of their professional growth. Many teachers say that the system helped “push them out of their comfort zone” and write more ambitious goals, according to focus groups conducted by the Colorado Education Initiative. For example, teachers are able to be more intentional with planning and more frequently incorporate technology into instruction.

With these positive trends in mind, Colorado will continue to refine and improve the implementation of the system. This work includes, but is not limited to, providing technical assistance and professional development



for school leaders and evaluators. The recent changes in Educator Evaluation are challenging but already are making differences in classrooms across Colorado. Colorado is making progress, and is committed to a continuous improvement process for monitoring and refining the State Model Evaluation System.

It is important to note that the State Model Evaluation System enables evaluators to identify educators' strengths and weaknesses. By doing so, school and district leaders can better select mentors from existing staff to provide targeted coaching to novice educators. This has the effect of accelerating their acquisition of strategies and skills for meeting the needs of struggling learners within the context of the community that they serve. By identifying the strengths and weaknesses collaboratively and having access to effectiveness data, school leaders can use the information to match mentors with novice educators during induction in a meaningful way.

Capacity Building Strategy 7: Colorado's Office of Culturally and Linguistically Diverse Education (OCLDE) has been working across the State to build capacity of teachers, administrators, and school systems implementing quality English Language Development (ELD) programs for ELs. The office provides ongoing professional learning opportunities and support for districts in the areas of Colorado English Language Proficiency (CELP) standards, ELD program implementation and evaluation, quality ELD programming, and ELs data and analysis.

Since the fall of 2011, CDE has hosted more than 40 CELP standard trainings and has trained more than 400 teachers and 150 administrators on the implementation of the CELP standards. The ELD specialist team at CDE currently is developing additional trainings for the fall of 2015 that will continue to target both ELD and content teachers and will specifically provide training on making connections to the disciplinary literacy of each Colorado content area through the CELP standards academic language framework. CDE will provide this professional learning opportunity in multiple regions across Colorado, as well as within individual districts, as requested, but prioritizing those districts on Title III Year 4+ Improvement.

The OCLDE has been hosting monthly English Learner Lunch Hour webinars since the fall of 2012. Topics have included: ELs and Academic Language; Designing Effective Programs to Meet the Needs of ELs; English Language Proficiency Quality Indicators; Evaluation of Student Progress and Re-designation; Requirements and the Process of Identification for ELs; Legal Requirements for an English Language Proficiency Program; and Developing and Maintaining Family Partnerships.

The OCLDE hosts an annual Leadership Academy for Colorado's leaders, educators, and administrators on various topics related to ensuring that all culturally and linguistically diverse learners are achieving academic success. This professional learning opportunity takes place each April.

This strategy is intended to ensure that LEAs are empowered to meet the needs of ELs through high quality, sustained, and equitable instruction.

Capacity Building Strategy 8: In June 2014, CDE initiated a Turnaround Network of schools aimed at providing the most intensive level of support for schools with a Priority Improvement or Turnaround plan type and to bring about systemic changes in their districts. For 2014-2015, nine schools in five districts were identified through an RFP process, diagnostic reviews, and readiness consideration. The Turnaround Network focuses on four conditions for school success including: culture of performance; academic systems; talent management; and school operations. CDE serves as both a convener of resources and an outside perspective to hold the district and school accountable to agreed-upon improvement efforts.



CDE Turnaround Support Managers visit each Turnaround Network school monthly and convene all of the principals and district partners quarterly to provide common professional development. CDE seeks to provide and model high-quality professional development reflecting the importance of excellent, action-oriented adult learning experiences.

The support and professional development that Turnaround Network schools receive in the area of talent management include best practices in strategic leadership, distributed leadership, instructional leadership, talent development, and evaluation. Because Colorado has identified potential equity gaps based in part on growth ratings on the school performance frameworks, many of the schools identified as having equity gaps are already participating in the Turnaround Network and are expected to see an impact on the development and retention of effective teachers and leaders in those schools.

Capacity Building Strategy 9: The purpose of induction programs is to improve student learning by accelerating the effectiveness of new teachers and reducing attrition from the teaching profession. The students of beginning teachers who receive *two* years of comprehensive induction support outperform their peers in math and reading achievement.¹ A recent analysis of the state's existing induction program plans found nearly three-fourths to be designed at the basic level of program comprehensiveness.² The following phased capacity building strategy for local induction programs utilizes the best practices of states that have thoughtfully increased program quality:

Year 1: Creation of formal program guidelines and best practices

Colorado currently has only minimum requirements for induction programs and suggested guidelines for local programs in administrative rule. CDE will develop program standards and best practices that model the crucial components of an effective induction program and contribute to program implementation and evaluation. Through these program standards and best practices, CDE will articulate a statewide vision for teacher induction and establish a framework for overall program design and improvement while allowing for local customization of program structure and implementation. . . . Using the TELL Survey data and CDE's induction review/approval process, CDE will be able to identify struggling programs and help districts modify their programs accordingly. Components of the standards and best practices will include: . . . mentor selection and training; beginning teacher assessment and professional development including classroom management; and teacher quality standards and educator evaluation processes. Quality program standards and best practices allow flexibility for district programs to meet their specific local needs. Relevant stakeholders will be included in the review of standards, documents and induction best-practice strategies. These stakeholders include teachers, administrators, designated agencies and higher education institutions.

Year 2: District induction program updates

With new induction program guidelines and best practices set in place, throughout Year 2 and beyond, district programs will begin updating their programs to reach the higher expectations. CDE will monitor and support the needs of the districts throughout the process.

Capacity Building Strategy 10: The Office of ESEA Programs will be collaborating with the Exceptional Student Services Unit on an improved monitoring protocol in the 2015-16 school year, as well as a joint professional learning conference in the fall, which will take the place of what has historically been the *ESEA Leadership Academy*, but will now be the *Equity and Excellence Conference*. The goal of these two collaborative activities

¹ http://www.mathematica-mpr.com/newsroom/releases/2010/Teacher_Induction_6_10.asp

² <http://www.newteachercenter.org/products-and-resources/policy-reports/increasing-effectiveness-educator-induction-programs-colorado>



will be to align supports that are intended to build principal and teacher capacity to accelerate the achievement of both students with identified disabilities and students who have been identified as at-risk through local Title I programs. This strategy will work in tandem with measurement strategy 3 so that any identified equity gaps identified through that strategy are addressed as soon as possible.

Root cause addressed:

- ✓ **Colorado’s educator pipeline is not providing an adequate supply of teacher candidates in specific subject areas, and novice educators often lack the skills needed to meet the needs of struggling learners.**
- ✓ **Teachers have inconsistent access to induction programs that include coaching and mentoring, strategies for working with struggling learners, and strategies for instructing on the Colorado Academic Standards.**
- ✓ **School leaders have not consistently been prepared with the necessary skills to serve as instructional leaders and retain their best teachers in the current educational environment. This includes not having had access to meaningful evaluation data to inform strategic staffing decisions.**

Table 3: Timeline, implementation benchmarks, and metrics

Strategy Focus Area	Strategy	Implementation Benchmarks	Metric(s)
Measurement	Strategy 1	Reports live in Performance Management System (district access only). Spring 2015	100% of Principals and District Staff using COPMS will have access to Educator Evaluation Data Fall 2016
	Strategy 2	TELL survey results reports will be generated and made available to districts	CDE and districts will improve supports based on survey responses, resulting in a decrease in the statewide teacher turnover rate (16.65%).
	Strategy 3	Analysis is completed Plan for publishing data is developed Supports are aligned Spring 2015-Fall 2016	UIPs of districts with high EL populations will include analysis and appropriate action steps to address equitable access for these students.
	Strategy 4	Districts that have not met AMAOs for consecutive years will receive an ELD program review. Timeline is ongoing.	ELs will have greater access to quality instruction through program and educator quality improvements as measured by the educator effectiveness metrics in Table 5. Spring/Summer 2016-2017
Public Reporting	Strategy 1	Draft reports to CDHE in Spring 2015 Fall 2016	First completed Educator Preparation Program reports with Educator Effectiveness Data embedded Fall 2016
	Strategy 2	CDE and CDHE will meet at least quarterly to monitor progress	The number of teachers graduating from Colorado teacher preparation programs will begin to increase by the



		on this strategy.	2017-18 school year.
		Timeline is ongoing.	
Capacity Building	Strategy 3	District Level Aggregate Reports Fall 2015	100% of Colorado Districts will have their Aggregate Evaluation Data displayed on SchoolView Fall 2015
	Strategy 1	Sample curriculum units will be made available for additional grade levels within each content area.	Statewide teacher perception of instructional support will improve, resulting in a decrease in the statewide teacher turnover rate (16.65%).
	Strategy 2	Teacher preparation programs will receive data on the effectiveness of their graduates.	Teacher preparation programs will make adjustments to their program designs based on the needs of schools and districts. Teachers will enter the classroom with increased awareness of the Colorado Academic Standards and the state model evaluation system.
Capacity Building	Strategy 3	RFP for second round of awards is released Grantees are selected External Evaluator submits report on progress with cohorts 1 and 2 of first grantees External Evaluator submits report on progress of cohort 1 with new grantees Summer 2015-Spring 2017	60% of teachers placed through the QTRP will still be teaching in Colorado classrooms in high need schools six years from when they were placed Fall 2020
	Strategy 4	Analyze the data provided in the <i>Self-Assessment for Healthy Human Capital Systems</i> tool and the resulting action plans. EL Data Dig trainings will occur throughout the 2015-16 school year as part of the calendar of professional learning opportunities offered by OCLDE. Title III Improvement Year 4+ grantees required to complete EL Data Dig Tool to meet Title III SEA and LEA grant requirements Quarterly meetings with Title III Year 4+ Improvement grantees	Districts and schools that currently have the greatest gaps will begin to retain more of their effective and highly effective educators. Fall 2018



	<p>to monitor progress in addressing opportunities in improving ELD programs and academic and linguistic outcomes for ELs.</p> <p>2015-16 School Year</p>	
Strategy 5	<p>At least one of quarterly face-to-face meetings is focused on equity gap data</p> <p>At least one of quarterly face-to-face meetings is focused on local strategies for addressing gaps</p> <p>Fall 2015-Spring 2016.</p>	<p>The consolidated application will show an increase in ESEA funded activities that are directly intended to close equity gaps.</p> <p>Summer 2016</p>
Strategy 6	<p>Annual Pilot Implementation Survey administered to educators in the State Model Evaluation System Pilot.</p>	<p>Pilot Survey data will be analyzed and reported back to districts for use in their System development and ensuring that the implementation of the evaluation system promotes retention of the most effective teachers and principals in high needs schools.</p>
Strategy 7	<p>Spring 2015</p> <p>A calendar of professional learning opportunities from the OCLDE will be released by September 15, 2015, to include regional meetings, face-to face trainings, webinars, EL stakeholder collaborative dates, and the annual leadership academy.</p> <p>Fall 2015</p>	<p>Spring 2016</p> <p>33 Title III sub-grantees will receive one-on-one support from CDE in completing the EL Data Dig tool</p>
Strategy 8	<p>Turnaround Network participation will be annually compared with identified equity gaps.</p> <p>Schools that have been identified as having equity gaps, but have not participated in the Turnaround Network, will be targeted for additional supports.</p>	<p>All schools with identified gaps will see an increase in retention of effective teachers and principals within three years of participating in the Turnaround Network or receiving additional supports.</p>



	Timeline is ongoing.	
Strategy 9	Release of updated induction guidelines and best practices	100% of the induction program standards and best practices have been updated and released
	District submissions of updated and aligned induction plans	Fall 2016
	Fall 2015-Spring 2017	
Strategy 10	Finalize and release the combined monitoring protocol. Host the Equity and Excellence Summer 2015-Summer 2016	Student achievement in high need schools will increase by 1.3% within three years of implementing the new monitoring protocol.

CDE recognizes that the metrics identified in the table above reflect both student outcomes and process measures. The intention behind these metrics is to be able to measure success within short periods of time. The long-term goal of all of these strategies is directly tied to the CDE Strategic Goal 3: to ensure that all students make adequate growth in reading and math, by increasing the percentage of students catching up to proficiency from 20 percent in 2014 to 39 percent in 2017.

Ongoing Monitoring and Support

Mechanisms for ongoing technical assistance, monitoring, and feedback

There are a multitude of mechanisms for ongoing technical assistance, monitoring, and feedback. Table 4 below illustrates which existing mechanisms will be leveraged, how responsibility will be assigned, how often monitoring will occur, and how progress will be publicly reported.

Table 4: Monitoring Mechanisms

Mechanism	Responsible Persons	Frequency	Public Reporting
Unified Improvement Plan	All LEAs assigned a plan type of Priority Improvement or Turnaround receive a review and feedback from a cross-department Coordinated Support Team.	Review is once per year. LEAs and schools also have access to planning support and technical assistance throughout the year from CDE staff in the Improvement Planning Unit.	All plans are posted for public view on SchoolView in the spring. http://www.cde.state.co.us/schoolview/performance
TELL Colorado Survey	Joint effort led by Improvement Planning Unit	Survey is administered biennially, but supports are	Results and a report are publicly posted with each survey administration year at www.tellcolorado.org .



		provided on an ongoing basis	
ESEA Program Planning Support Meetings	Office of ESEA Programs	2-4 times per year with each eligible LEA	Not applicable
Educator Effectiveness metrics	Educator Effectiveness Unit	Annual (beginning in 2016-17)	SchoolView (live url is not yet publicly available) See detailed table of metrics below
Equitable Distribution of Teachers	Office of ESEA Programs and Improvement Planning Unit	Annual	Detailed directions for accessing the publicly reported displays are available at http://www.cde.state.co.us/fedprograms/teacher-data-on-schoolview .
English Language Development Program Quality Reviews	Office of Culturally and Linguistically Diverse Education	As needed/by request	Not applicable
Ongoing review and approval of district induction programs	Office of Professional services and Educator Licensing does	As needed	n/a

In addition to the above efforts to provide monitoring and support, CDE will conduct annual comprehensive data analyses of more than 75 educator effectiveness metrics to assess equity gaps for each district. The results of many of these metrics will be available for the public (in aggregate) in SchoolView in 2016-17. The results of these analyses will be used to identify districts that may need assistance or be struggling with equity gaps as well as identify “like” districts that do not have gaps in order to learn about the strategies that they may be implementing to address the issue. A sample of the key educator effectiveness metrics are illustrated below.

Table 5: Educator Effectiveness Metrics

Teacher Effectiveness Metrics	Principal Effectiveness Metrics
Racial Composition of Teachers and Students	Total Number of Principals
Change in Teachers and Students Racial Composition	Principal Effectiveness Ratings
Teacher Effectiveness Ratings	Principal Retention by Effectiveness Rating
Teacher Retention by Effectiveness Rating	Principal Change in Effectiveness
Teacher Change (Increase/Decrease) in Effectiveness Rating	Principal Professional Practice (Principal Quality Standards)
Teacher Professional Practice (Teacher Quality Standards)	Principal Effectiveness by School Performance Framework Rating
Teacher Effectiveness by School Performance Framework Rating	Principal Effectiveness by Student Growth
Teacher Effectiveness by Student Population	Principal Effectiveness by Student Proficiency



Effective Teachers by School Performance Framework Rating	Principal Effectiveness by Student Population
Effective Teachers by Student Population	Effective Principals by School Performance Framework Rating
Effective Teachers by Student Population - Gap Analysis	Effective Principals by Student Growth
Teacher Effectiveness by Student Growth	Effective Principals by Student Proficiency
Teacher Effectiveness by Student Proficiency	Effective Principals by Student Graduation
Effective Teachers by Student Growth	Effective Principals by Student Population
Effective Teachers by Student Proficiency	Effective Principals by Student Population - Gap Analysis
Effective Teachers by Student Graduation	
Consecutive Ineffective Teachers	
Teacher Effectiveness by Prep Program	
Principal Effectiveness by Prep Program	

Conclusion

Colorado firmly believes that good teachers are the foundation of our efforts to improve outcomes for children. Our current data indicate that we have much work to do in ensuring that all Colorado students have equitable access to effective teachers. With the implementation of our educator evaluation system, Colorado has richer, more meaningful data than we have ever had before. The intent of Colorado’s teacher equity plan is to build on our reform efforts, use the data we have to inform and improve teacher practice, and advance our efforts to ensure that every child in every classroom is being taught by an effective teacher.

By implementing this plan, we also aim to gain a deeper understanding of root causes and how they differ by region, size of district, capacity of district, proximity to prep provider, and other variable factors. This will lead to more effective differentiation of the strategies described in this plan, which will ultimately lead to attaining the following targets:

1. Statewide teacher turnover will decrease from 16.62 percent to 12 percent or less by 2017.
2. No student in Colorado will be taught by an ineffective teacher for more than two consecutive years.
3. Students catching up to proficiency will increase to 39 percent by 2017.
4. Number of districts with identified gaps will decrease from 31 to 25 by end of 2017-18 school year.



Appendices

Appendix A

Documentation of stakeholder input

Appendix B

Table displaying identified gaps

May 29, 2015

Dear Mr. Chapman,

On behalf of the Colorado State Committee of Practitioners (CoP), we are pleased to endorse the Colorado Educator Equity Plan for submission to the U.S. Department of Education. The CoP appreciates the many opportunities provided to engage in the development of this Plan with the Colorado Department of Education staff. After sharing information and seeking input from stakeholders across Colorado, **the CoP met on April 23, 2015 and unanimously voted to approve the Colorado Educator Equity Plan.**

The CoP supports the vision and direction outlined in the Colorado Educator Equity Plan, and the clear focus on three strategic areas: Measurement, Public Reporting and Capacity Building. The goals outlined in the Plan are integrally related to our collective work of “ensuring that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers” (Sec. 111.b.8, NCLB).

Colorado data indicates gaps in educator equity and, consequently, many of our students have inconsistent access to effective educators throughout their education. By defining and measuring existing equity gaps, raising state and local awareness of those gaps, and aligning supports with our state’s student-centered goals, we can improve local capacity to eliminate teacher equity gaps. We believe the Colorado Educator Equity Plan is a needed and effective tool that will help guide necessary changes statewide.

Committee of Practitioner membership consists of representatives from local educational agencies, administrators (including representatives from delinquent institutions), teachers, parents, members of local school boards, representatives of private school children, charter school personnel and pupil services personnel. As noted on the following membership list, we represent all geographic regions of the State. On behalf of the CoP, and as the current and past Chairs of the Committee, we thank you for your leadership and for keeping all stakeholders informed and involved throughout the process of developing the Colorado Educator Equity Plan. We look forward to collaborating with you and your team to address the challenges ahead!

Sincerely,

(b)(6)

Mr. Jesús Escárcega

Chair, State Committee of Practitioners

Aurora Public Schools

Dr. Mary Ellen Good

Past-Chair, State Committee of Practitioners

Centennial BOCES

Colorado Committee of Practitioners

2014-15 Membership List

Kirk Banghart	Superintendent, Moffat Consolidated School District #2
Christy Bloomquist	Executive Director of Student Achievement, Durango School District 9-R
Amy Bollinger	Executive Director & Special Education Director, Northwest BOCES
Anita Burns	Federal Programs Coordinator, East Central BOCES
Jesús Escárcega	Director, Grants and Federal Programs, Aurora Public Schools
Mary Ellen Good	Director of Federal Programs, Centennial BOCES
Holly Goodwin	Superintendent, Diocese of Colorado Springs
Laura Gorman	Grant & NCLB Coordinator, Douglas County School District
Melanie Jones	Special Projects Coordinator, Colorado Division of Youth Corrections
Bridgette Muse	Director of Student Services, Eaton School District RE-2
Mark Rangel	Director of Innovative Education Services, Centennial BOCES
Ines Stabler	ELD Coach & Charter School Liaison, District 49
Myra Westfall	Board of Education Member, RE-1 Valley School District
Andrea Perras	Finance Manager, The Academy



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CURRENT VIEW

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Rules allow you to FILTER, COMPARE and SHOW results to see trends and patterns. [Learn more »](#)

SAVED VIEWS (1)

Original View (No rules applied)

+ Save as...

EXPORTS

SHARED DATA

No shared data

Sharing allows you to share your survey results with others. You can share all data, a saved view, or a single question summary. [Learn more »](#)

Share All

RESPONDENTS: 44 of 44

Export All Share All

Question Summaries Data Trends Individual Responses

PAGE 1

Q1

Export

We know from the TELL Colorado Survey that consistent, high quality induction support is not systematically available to new teachers across the state. What type of induction supports are lacking in your school or district that you think are most critical for new teachers to be effective and remain in the profession?

Answered: 42 Skipped: 2

Responses (42) Text Analysis My Categories (0)



Search responses



Showing 16 words and phrases

First Year Required Specific Curriculum Students Responsibilities District Training Induction Education Classroom Experience Professional Development Strategies Planning Effectively

Q2

Export

What do you think CDE's role should be in ensuring that all students have equitable access to excellent educators?

Answered: 44 Skipped: 0

Responses (44) Text Analysis My Categories (0)



Search responses



Showing 13 words and phrases

High Quality Training Students Instead Districts
 Effective Schools Needs
 Excellent Educator Funding Support
 Requirements Evaluation

Q3

Export

What can local school districts do to improve the retention rate of excellent educators at hard to staff schools?

Answered: 44 Skipped: 0

Responses (44)

Text Analysis

My Categories (0)



Search responses



Showing 13 words and phrases

Difficult Retirement Incentives Success Support
 Professional Development Students Profession
 Educators Smaller Class Sizes
 Hard to Staff Schools Access Skills

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Educator Equity Stakeholder Engagement

Q1 What do you think are possible root causes of inequitable access to experienced and effective educators in Colorado, your district, and/or your school?

Answered: 10 Skipped: 0

#	Responses	Date
1	Limitations within the school district for access to quality online sites. Many are still be blocked within the school districts.	4/17/2015 11:34 AM
2	* Pre-service teacher prep programs are not fully aligned to today's shifting education scene. * Tenure laws, even considering SB191, do not allow schools the flexibility to remove ineffective teachers in a timely manner. * Teachers who may have been considered effective in the past may be unwilling to learn new technologies or strategies. Changing standards and the addition of 21st century skills definitely exposed a gap that was previously hidden or non-existent.	4/17/2015 11:30 AM
3	Teacher pay, and school funding, in Colorado is low in comparison to the rest of the nation. Also, I think we ask school to 'compete' in unfair competitions when it comes to 'teacher effectiveness'. Schools in my own district have such a wide variety of needs they are asked to serve. Our schools and communities are not equal so it is difficult to devise a method to equally evaluate teachers.	4/17/2015 11:29 AM
4	Lack of funding, SB191 and tenure laws do not allow for ineffective teachers to be replaced by effective.	4/17/2015 11:28 AM
5	Funding. We are all over the place in terms of what we pay folks, and there will continue to be inequitable access as long as we don't have equitable funding.	4/17/2015 11:25 AM
6	Inequitable funding as well as the fact that some of our highest-need schools/districts are not in the most desirable places for effective teachers to live and work. Also, the trend for more experienced and effective teachers to teach higher-level classes rather than teaching the students who actually need them most.	4/17/2015 11:25 AM
7	Low state funding = low pay for teachers = hard to recruit quality college graduates to the teaching profession in CO. Shaming district with high rates of poverty as ineffective makes it hard to attach good teachers to those districts.	4/17/2015 11:25 AM
8	Lack of funding for technology access. No dedicated funding for devices, infrastructure at the state level so schools can focus on professional development and support. All funding goes to access leaving PD, FTE support for PD as optional. It is important to have both in order to create effective and experienced educators that will teach our students to be successful in this digitally connected world.	4/17/2015 11:24 AM
9	Inequity in pay, and poor leadership in some districts.	4/17/2015 11:23 AM
10	School building cultures vary - some allow time for embedded PD, collaboration etc and others do not. Those that have that time for teachers tend to have more effective teachers	4/17/2015 11:21 AM

Educator Equity Stakeholder Engagement

Q2 What are some possible strategies for decreasing these access gaps?

Answered: 10 Skipped: 0

#	Responses	Date
1	There needs to be more education and professional learning opportunities to know about these educational sites. Many of these great resources can be found at Colorado Professional Learning Community. http://coloradopl.org	4/17/2015 11:34 AM
2	* Provide adequate professional development and support to new teachers (above and beyond some of the weak induction programs) AND veteran teachers, especially as it relates to technology improvements and changes. * Provide additional funding for effective PD programs. There is not enough time in the existing structure to add additional PD, so we need to extend contracts. * Bolster laws and policies designed to help move ineffective teachers out of the profession.	4/17/2015 11:30 AM
3	We need to revisit our funding model in CO and revisit what a high quality public education is.	4/17/2015 11:29 AM
4	Put our money where our mouth is and fund education. Restructure state funding to invest in the future - our students. People want to live in Colorado, great teachers from other states cannot afford to live here because our salary to cost of living ratio just doesn't work!	4/17/2015 11:28 AM
5	Restructure the per pupil funding model and rethink how to allocate FTE.	4/17/2015 11:25 AM
6	Higher pay for teachers to teach high-need students/classes/schools.	4/17/2015 11:25 AM
7	Factor in poverty with standardized test scores when districts are labeled by the state. Get rid of TABOR and start funding schools better than the national state average. (We are very close to the bottom of all 50 states now.)	4/17/2015 11:25 AM
8	We need to have additional funding specifically earmarked for technology so we do not create a digital divide and inequitable opportunity for students without access.	4/17/2015 11:24 AM
9	Equitable funding to schools. Not necessary equal but dependent on the needs. PTO's that can afford to support schools add to the inequity.	4/17/2015 11:23 AM
10	Creating a district standard for collaboration and PD during the school year	4/17/2015 11:21 AM

Educator Equity Stakeholder Engagement

Q3 What types of state supports might help to increase equitable access to effective teachers? What other thoughts do you have on what CDE's role should be in ensuring that all students have equitable access to excellent educators?

Answered: 8 Skipped: 2

#	Responses	Date
1	Greater funding for rural schools to help attract more teachers to apply. It will become more and more important for teachers to become that flipped, blended learning teacher as well. Providing information about online courses for teachers, thus helping build that connection for all teachers is vital. Announcing online course opportunities such as what eNetLearning provides, CDE provides, etc should also be a focus.	4/17/2015 11:34 AM
2	* Provide specific funding for PD programs! * Provide best practices for effective PD. * Help pre-service programs improve preparation.	4/17/2015 11:30 AM
3	I wonder what CDE could do to help support what access teachers have to great professional development.	4/17/2015 11:29 AM
4	Equal access to technology for both students and teachers can enhance the entire educational system by utilizing the resources that lie outside of the school walls (MOOCs, Online courses, field experts). Giving districts more funds to support effective and relevant professional development and ongoing coaching support to sustain effective teachers and create a culture of excellence that will attract high quality educators.	4/17/2015 11:28 AM
5	Statewide mentoring programs might be a support structure worth exploring, as well as helping to fund instructional coaches.	4/17/2015 11:25 AM
6	Provide incentives to educators that agree to teacher in hard-to-fill positions and in districts with high poverty rates. Make sure teachers have been well trained out of college programs including high standards for technology proficiency.	4/17/2015 11:25 AM
7	We need specific money that is earmarked for professional development in order to discuss and create best instructional mindsets vs sage on the stage teaching situations.	4/17/2015 11:24 AM
8	State funding instead of local funding. Stop wasting time and money on educator effectiveness and focus on the kids and really learning. No tests.	4/17/2015 11:23 AM



Background

CDE is currently updating the plan to ensure that "...poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers..." (NCLB Sec. 1111(b)(8)(c)). This plan must be developed in consultation with stakeholders. As a key stakeholder in this work, your input on the questions below is requested.

The Colorado Educator Equity Profile handout has been provided as a reference to where equity gaps may exist. Equitable Distribution of Teacher (EDT) displays are available on SchoolView and enable users to examine the distribution of staff within a district by student (i.e., poverty, minority) and staff (i.e., teacher experience, Highly Qualified status) variables. The display also incorporates student growth ratings, recognizing that data on teacher qualifications and experience, without an examination of school performance, can have limited utility for understanding the impact of teacher equity gaps on student learning. Detailed instructions for accessing these data displays are available at <http://www.cde.state.co.us/fedprograms/teacher-data-on-schoolview>.

Additional comments and questions can be sent to equity_comments@cde.state.co.us

Questions for Input

What do you think are root causes of inequitable access to experienced, qualified, and/or effective educators?

- Teacher unions & negotiated contracts regarding staff transfers.
 - More challenging working conditions
 - No financial incentive
 - Lack of volume of teachers with the passion for those populations
 - Lack of professional support in how to work with those populations
- What strategies (can be implemented at the state, local, regional, IHE, or other levels) are likely to mitigate the above identified root causes?

- more financial incentives to teach in HPQ schools
- more scholarship & or student loan forgiveness for diverse teacher candidates
- From state + National level, make the teaching profession be an honorable profession.

How do you think equitable access to educators should be defined in Colorado moving forward?

Multiple Factor:

- yrs. experience (not the most weight)
- Education level
- Effectiveness

... But

What other thoughts do you have on what CDE's role should be in ensuring equitable access to educators?

I'd rather CDE let us do our job to get the best teachers in front of our kids from HPQ schools, and essentially keep their nose out of the business that we're trained to do.

COLORADO EQUITY KITCHEN CABINET MEETING

Wednesday, March 25, 2015
8:30 am – 12:45 pm
Piton Foundation – Multipurpose Room
1705 17th St Suite 200
Denver, CO 80202

AGENDA

8:30 am – 8:45 am	Breakfast
8:45 am – 9:15 am	Setting the Stage – Personal Motivation for Equity Work
9:15 am – 9:45 am	Defining the Purpose for the Day and Overview of National and State Landscape <ul style="list-style-type: none">a) Framing the conversationb) The national contextc) The Colorado context
9:45 am – 10:45 am	Guided Activity - Identification of Most Critical Equity Issues Facing Colorado Students
10:45 am – 11:45 pm	Planning for Future Engagement <ul style="list-style-type: none">a) Introductory conversationb) Planning groups
11:45 am – 12:00 pm	Break – Pick up Boxed Lunch
12:00 pm – 12:25 pm	Planning for Future Engagement Continued <ul style="list-style-type: none">a) Moving the conversation forward
12:25 pm – 12:45 pm	Closing and Next Steps

Teacher Equity Stakeholder Engagement Worksheet

Date: 3/24/15, Katy Anthes

Meeting topic: Educator Effectiveness at West Ed meeting in Utah

Participants: How many and who? 6 people. CASE, CEI, GTL Center, CDE, Cherry creek

Judy Skupa, Ryan Harrison, Mike Gradoz, Toby King, Gretchen Weber, Katy Anthes

Provide the background on the required equity plan and some of our past and current work on equity issues (see page 2 of this template for sample talking points). Adjust as it fits the context of your meeting.

Gather input on the following questions:

1. What do you think are possible root causes of inequitable access to experienced and effective educators in Colorado, your district, and/or your school?

What have other systems found to work when teacher equity is popping? Find the bright spots in the state and study them

What does the state do? What should it do? (State's role is sharing the data and being clear. It has to be really explicit and clear) Like; to what degree are sub-groups of students getting high quality teaching? Absenteeism? New teachers?

How can we give districts data in a safe way, more detailed data that highlights the students that might get more inexperienced/effective teachers? When you see anomalies, pick up the phone (don't send some report to us). Offer site by site detailed reports with TSDL. As a state, give me the 3 greatest data points to help me move my district forward.

Do Districts (and the state) know what question they are asking? What problem are they trying to solve. ¾ of the teachers and district staff don't know what teacher equity is or means. Maybe part of the state plan is on educating folks what teacher equity means and why it is relevant.

Compensation differentiation is a root cause. Small rural cannot recruit on money. Or sometimes quality of life (for single, new folks)

Association policies are a big barrier: Association policies of transfers and moving teachers around.

What is getting in districts way that delays making good placement decisions. Incentives were PD and mentoring. Don't discount environmental incentives. What are the obstacles that districts will face?

Flashpoint is career pathways. Is there a way to do this more regionally to recruit a systems of supports and career opportunities.

Retention supports are a key lever.

2. What are some possible strategies for decreasing these access gaps?

Extra planning time for teachers in challenging areas and a part time para professional.

Helping districts use the Healthy human capital tool.

Retention supports are a key lever.

Strategies HAVE to be district level. Cherry creek might have totally different gaps than DPS or rurals.

Teacher prep programs seem to be a good lever to think about. How can we work more closely with them?

3. What types of state supports might help to increase equitable access to effective teachers? What other thoughts do you have on what CDE's role should be in ensuring that all students have equitable access to excellent educators?

Provide data in a clear, understandable way. Not, reams and reams of data. What are the three key data points that will help me take action?

Supply side analysis. Provide heat maps of retirements and upcoming teacher gaps

Top 4 things that help recruitment are around support (support, administrators, mentoring, coaching, working conditions and climate)

Retention strategies—Mike mentioned that there are several districts doing some great things on retention here in CO.

Work more with CASPSA—with regional hubs in what is needed and think more about a cooperative structure to sharing needs, expertise and supply.

Do not require another plan. We have to think about the morass that is the UIP. IS there a way to streamline—or highlight the key strategies that are the most important in UIP.

Please return me to Jennifer Simons at simons_j@cde.state.co.us

Concurrent Enrollment Advisory Board
Task Force Meeting

Feedback – Educator Equity Presentation and Responses – April 17, 2015

Attendees:

- Robert Mitchell, DHE
- Michelle Liu, CDE
- Gene Meir, Aims Community College
- Heather Exby, Colorado Mesa University
- David Barnes, CCCS

What are the root causes for inequitable access to experienced and effective educators in Colorado?

- Different salary structures around the state make some districts more desirable than others
 - Economics seem to be a significant barrier to individuals entering the teaching profession
- Geographic constraints contribute to the concerns of equity among teacher pipelines
 - Less desirable districts continue to have smaller applicant pools to select excellent educators
 - In contrast, preferred districts have less of this issue
- White flight to charter schools is also connected to educator movement away from struggling districts to charter schools
- Educators don't reflect the student and community population
 - Perception of teaching as a undesirable occupation

What are some strategies for decreasing these access gaps?

- Alleviate economic concerns by funding teaching salaries at a higher level
- Colorado needs to develop a viable pipeline that stems back to middle school, early high school for the recruitment of educators
 - Time and other resources are so scarce – how is this done in a realistic mode?

What other thoughts do you have on what CDE's role should be in ensuring equitable access to effective educators?

- Credentialing and requirements need to match what our educators need to be able to do

- Needing a combination of both the content knowledge and the pedagogical pieces

Equitable Access to Educators

- **NCLB Sec. 1111(b)(8)(c):** “...to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers...”
- **Most recent state plan in 2006**
- **New plan due to USDoE in June 2015**
- **Ongoing work has included**
 - TELL Colorado Survey
 - UIP and SchoolView Data Center displays
 - Educator evaluation systems
 - Quality Teachers Commission
 - Self-Assessment for Healthy Human Capital

Equitable Access to Educators

- **The state's plan must be developed in consultation with stakeholders.**
 - CDE wide effort to engage stakeholders
 - Using time today to gather **your** input
 - Draft for public comment in May
- **For more information regarding federal guidance on equity topics, please visit <http://www.cde.state.co.us/fedprograms/stateequityplan>.**
- **Instructions for accessing EDT data on SchoolView can be downloaded at <http://www.cde.state.co.us/fedprograms/teacher-data-on-schoolview>**

Equitable Access to Educators

- **Take 3-5 minutes to talk with your partner about the following questions and record your responses using sticky-notes on the corresponding flip charts placed around the room (15 minutes). 20 minutes total for this activity**
 - 1. What do you think are possible root causes of inequitable access to experienced and effective educators in Colorado?**
 - 2. What are some strategies for decreasing these access gaps?**
 - 3. What types of state supports might help to increase equitable access to effective educators?**
 - 4. What other thoughts do you have on what CDE's role should be in ensuring equitable access to effective educators?**

Equitable Access to Educators

- Thank you for your input!
- Please send any additional input that may arise to equity_comments@cde.state.co.us

April/May 2015



What other thoughts do you have on what CDE's role should be in ensuring that all students have equitable access to educators?

2/27
2/28
3/1

2/27
2/28
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4-10
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The outcome
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Monitoring
comparability
more than 1%
per year

2/27
2/28
3/1

Change the
administration
to
provide
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in
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Change the
administration
to
provide
equity
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the
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Teacher
Prep Program
Licensing
Recruiting Fee

2/27
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The outcome
did allow
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state
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The outcome
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ROLE TO
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AT DISTRICT
LEVEL

2/27
2/28
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The outcome
did allow
equity
for
the
state
to
provide
equity
in
the
state

Funds to
compensate
for districts
with low funding

Teacher
Licensing
Fund to fill
positions

2/27
2/28
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The outcome
did allow
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Teacher
Prep Program
Licensing
Recruiting Fee

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state



Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals

Every student, every step of the way



Meeting Logistics & Desired Outcomes

Meeting:	Teacher Equity Working Group			
Date:	8/26/14	Time:	1:00-2:00	Location: Suite 1450
Meeting Lead:	Jennifer Phillips Simons			
Meeting Participants: <i>(Who most needs to attend?)</i>	Pat Chapman, Trish Boland, Barb Vassis, Britt Wilkenfeld, Lisa Medler, Annette Severson, June Maginnis, Kelly Rosensweet, Eric Young, Donna Morganstern, Nazanin Mohajeri-Nelson, Robert Mitchell, Hai Huynh, Jennifer Arzberger, Morgan Cox, Margaret Lake, Jan Rose Petro			
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	Update the group on the new expectations from USDOE regarding teacher equity plans and begin mapping out steps to complete and submit the required plan in April 2015.			

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
1:00-1:15	Update on Secretary Duncan's statement and the 2015 teacher equity plan requirement Summary of current status of teacher equity in the state	
1:15-1:25	Introductions and summaries of each persons' work as it applies to teacher equity	
1:25-1:55	Discussion: What will our priorities be for developing the plan? Specific focus on EE metrics and how they will be used	
1:55-2:00	Summarizing next steps and focus for next meeting	

Evaluate the Meeting:		
We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

How can we improve the next meeting?



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Meeting Logistics & Desired Outcomes

Meeting:	Teacher Equity Working Group			
Date:	9/25/14	Time:	1:00-2:00	Location: Suite 1450
Meeting Lead:	Jennifer Phillips Simons			
Meeting Participants: <i>(Who most needs to attend?)</i>	Pat Chapman, Trish Boland, Barb Vassis, Britt Wilkenfeld, Lisa Medler, Annette Severson, June Maginnis, Kelly Rosensweet, Eric Young, Donna Morganstern, Nazanin Mohajeri-Nelson, Robert Mitchell, Hai Huynh, Jennifer Arzberger, Morgan Cox, Margaret Lake, Jan Rose Petro			
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	Prepare definitions, list of practices, and plans for resources			

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
1:00-1:20	Draft of Colorado's vision/definition of Educator Equity	
1:20-1:40	Draft list of data points that will continue to be collected and new metrics (using existing EE metrics) to be added to the analyses	
1:40-2:00	Update the list of guiding questions for analysis from website	

Evaluate the Meeting:		
We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

How can we improve the next meeting?



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Meeting Logistics & Desired Outcomes

Meeting:	Teacher Equity Working Group			
Date:	9/25/14	Time:	1:00-2:00	Location: Suite 1450
Meeting Lead:	Jennifer Phillips Simons			
Meeting Participants: <i>(Who most needs to attend?)</i>	Pat Chapman, Trish Boland, Barb Vassis, Britt Wilkenfeld, Lisa Medler, Annette Severson, June Maginnis, Kelly Rosensweet, Eric Young, Donna Morganstern, Nazanin Mohajeri-Nelson, Robert Mitchell, Hai Huynh, Jennifer Arzberger, Morgan Cox, Margaret Lake, Jan Rose Petro			
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	Prepare definitions, list of practices, and plans for resources			

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
1:00-1:10	Brief review of lit scan regarding how novice is defined across the research	
1:10-1:50	Work plan	
1:50-2:00	Identify focus of next meeting	

Evaluate the Meeting:		
We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

How can we improve the next meeting?



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Goals

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Meeting Logistics & Desired Outcomes

Meeting:	Teacher Equity Working Group			
Date:	11/20/2014	Time:	1:00-2:00	Location: Suite 1450
Meeting Lead:	Jennifer Phillips Simons			
Meeting Participants: <i>(Who most needs to attend?)</i>	Pat Chapman, Trish Boland, Barb Vassis, Britt Wilkenfeld, Lisa Medler, Annette Severson, June Maginnis, Kelly Rosensweet, Eric Young, Donna Morganstern, Nazanin Mohajeri-Nelson, Robert Mitchell, Hai Huynh, Jennifer Arzberger, Morgan Cox, Margaret Lake, Jan Rose Petro			
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	Finalize work plan timelines, define key terms			

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
1:00-1:30	Walk through guidance and state profile	
1:30-1:50	Decide on timelines for work plan items	
1:50-2:00	Schedule the next meeting	

Evaluate the Meeting:		
We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

How can we improve the next meeting?



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Meeting Logistics & Desired Outcomes

Meeting:	Equitable Access to Excellent Educators				
Date:	3/30/2015	Time:	1:00 pm	Location:	Logan building, 5th floor
Meeting Lead:	Jennifer Simons & Katy Anthes				
Meeting Participants: <i>(Who most needs to attend?)</i>	Lisa Medler, Peter Sherman, Jenn Weber, Alyssa Pearson, Nazanin Mohajeri-Nelson, Robert Mitchell, Toby King, Melissa Colzman, Colleen O’Neil, Karen Martinez, Katie Lams, Dana Smith, Lindsay Swanton, Jeff Klein, Pat Chapman, Trish Boland				
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	To gather internal stakeholder input on the equity plan and prepare attendees to gather external stakeholder input.				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
1:00	Setting the stage	
1:05	Briefly review the data <ul style="list-style-type: none"> • Identify what data sources we are currently looking at • Do you have others? Add it to your note catcher 	
1:15	Partner-talk activity (flip chart w/ stickies): <ol style="list-style-type: none"> What do you think are possible root causes of inequitable access to experienced and effective educators in Colorado? What are some possible strategies for decreasing these access gaps? What types of state supports might help to increase equitable access to effective teachers? 	

	d. What other thoughts do you have on what CDE's role should be in ensuring that all students have equitable access to excellent educators?	
1:35	Identify current CDE work streams that are directly aligned to supporting the goals of decreasing educator equity gaps (flip chart w/ stickies).	
1:45	Identify existing stakeholder groups that will be engaged during the month of April and determine mechanism and deadline for returning feedback.	
1:55	Schedule additional (2) work group meetings.	

Evaluate the Meeting:		
We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

How can we improve the next meeting?



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Every student, every step of the way



Meeting Logistics & Desired Outcomes

Meeting:	Using TELL results to identify root causes of inequitable access to experienced teachers			
Date:	4/1/15	Time:	2:00	Location: 1560 Broadway
Meeting Lead:	Jennifer Simons			
Meeting Participants: <i>(Who most needs to attend?)</i>	Toby King, Lisa Medler, Hai Huynh, Nazanin Mohajeri-Nelson, Jeff Klein, Trish Boland			
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	To identify possible root causes for the required Equitable Access to Excellent Educators plan (due June 1)			

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
2:00	Brief context setting re: equity plan and TELL (Jennifer & Lisa)	
2:05	Identifying individual district and school trends (individually or in pairs)	
2:35	Share out	
2:45	What trends are we seeing that cross all four of these districts that could be considered state-level root causes?	
2:55	Next steps	

Evaluate the Meeting:		
We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

How can we improve the next meeting?



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Every student, every step of the way



Meeting Logistics & Desired Outcomes

Meeting:	Equitable Access to Excellent Educators				
Date:	5/7/2015	Time:	2:00 pm	Location:	Logan building, 5 th floor
Meeting Lead:	Jennifer Simons & Katy Anthes				
Meeting Participants: <i>(Who most needs to attend?)</i>	Lisa Medler, Peter Sherman, Jenn Weber, Alyssa Pearson, Nazanin Mohajeri-Nelson, Robert Mitchell, Toby King, Melissa Colzman, Colleen O'Neil, Karen Martinez, Katie Lams, Dana Smith, Lindsay Swanton, Jeff Klein, Pat Chapman, Trish Boland				
Meeting Objectives: <i>(Is a meeting necessary to accomplish the objectives?)</i>	To provide an update on the current state of the plan, solicit input from the group on the direction it is taking, and set expectations for future group involvement.				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps <i>(be sure to include communication to those not at the meeting who need to know the results)</i>
2:00	Updates on any new stakeholder input that has not been submitted for inclusion in the plan.	
2:05	Update on the current status and direction of the plan (2 handouts) Opportunity to provide input (discussion and note catcher)	
2:30	Next steps for the draft and final submission	
2:40	Setting expectations for the role of the group in implementing the plan	

Evaluate the Meeting:		
We stayed on track:	<input type="radio"/> No	<input type="radio"/> Yes
We achieved the meeting outcomes:	<input type="radio"/> No	<input type="radio"/> Yes
We clarified next steps:	<input type="radio"/> No	<input type="radio"/> Yes
This meeting was time well-spent:	<input type="radio"/> No	<input type="radio"/> Yes

How can we improve the next meeting?



Note Catcher

Equitable Access to Excellent Educators Working Group Meeting

<p>Other data sources we should look at?</p>	<p>Other Stakeholders to engage?</p>
<p>Other CDE folks to connect with?</p>	<p>Other Comments/suggestions for building the plan?</p>

Appendix B

DISTRICT_NAME	School Grade Span	2014 SPF Official Growth Rating	2013-14 Novice % School	2013-14 Novice % State	2013-14 Minority % School	2013-14 State Minority % Cut Point	2013-14 Poverty % School	2013-14 State Poverty % Cut Point	2013-14 Teacher Turnover % School	2013-14 Teacher Turnover % State
District A	M	Approaching	35.48	22.38	87.60	65.150	88.50	63.44	22.50	16.65
District A	H	Approaching	50.00	22.38	80.91	65.150	50.91	63.44	55.56	16.65
District A	H	Approaching	61.29	22.38	87.31	65.150	77.42	63.44	45.78	16.65
District A	E	Approaching	37.50	22.38	85.91	65.150	87.30	72.88	25.71	16.65
District A	E	Approaching	61.29	22.38	88.61	65.150	86.10	72.88	35.71	16.65
District A	E	Approaching	29.73	22.38	84.55	65.150	86.27	72.88	12.20	16.65
District A	E	Approaching	35.71	22.38	85.28	65.150	85.09	72.88	36.36	16.65
District A	E	Approaching	62.07	22.38	87.71	65.150	84.38	72.88	23.68	16.65
District B	EM	Approaching	48.39	22.38	75.55	65.150	54.64	72.88	36.11	16.65
District B	EM	Does Not Meet	38.46	22.38	79.51	65.150	87.70	72.88	35.71	16.65
District B	H	Does Not Meet	30.00	22.38	94.44	65.150	81.05	63.44	50.00	16.65
District B	H	Does Not Meet	38.89	22.38	96.54	65.150	79.95	63.44	35.00	16.65
District B	EM	Approaching	50.00	22.38	95.48	65.150	90.68	72.88	52.94	16.65
District C	M	Approaching	23.08	22.38	57.46	65.150	82.90	63.44	28.57	16.65
District C	E	Approaching	26.67	22.38	81.53	65.150	89.47	72.88	37.14	16.65
District C	EM	Approaching	37.04	22.38	70.81	65.150	78.43	72.88	62.96	16.65
District D	H	Approaching	25.00	22.38	93.46	65.150	84.97	63.44	50.00	16.65
District D	E	Approaching	25.00	22.38	90.43	65.150	95.71	72.88	38.46	16.65
District D	E	Approaching	23.53	22.38	94.48	65.150	88.97	72.88	39.13	16.65
District D	H	Approaching	94.12	22.38	95.64	65.150	83.65	63.44	73.33	16.65
District D	EM	Approaching	92.59	22.38	79.60	65.150	78.34	72.88	73.68	16.65
District D	E	Approaching	38.46	22.38	94.23	65.150	98.72	72.88	35.90	16.65
District D	E	Approaching	77.42	22.38	94.02	65.150	94.87	72.88	36.59	16.65
District D	E	Approaching	29.41	22.38	95.85	65.150	94.19	72.88	28.00	16.65

District D	MH	Does Not Meet	25.00	22.38	97.56	65.150	94.63	63.44	45.45	16.65
District D	E	Approaching	33.33	22.38	95.73	65.150	95.96	72.88	37.50	16.65
District D	MH	Does Not Meet	70.00	22.38	93.85	65.150	82.38	63.44	70.59	16.65
District D	EMH	Approaching	30.00	22.38	98.45	65.150	90.70	63.44	50.00	16.65
District D	E	Approaching	63.16	22.38	96.85	65.150	98.65	72.88	32.14	16.65
District D	H	Approaching	70.00	22.38	91.87	65.150	89.43	63.44	30.00	16.65
District D	E	Approaching	68.75	22.38	81.86	65.150	84.65	72.88	45.45	16.65
District D	E	Approaching	54.55	22.38	96.67	65.150	95.80	72.88	18.42	16.65
District D	EM	Approaching	50.00	22.38	99.10	65.150	95.20	72.88	17.50	16.65
District D	E	Approaching	63.16	22.38	94.70	65.150	96.36	72.88	14.81	16.65
District D	E	Approaching	50.00	22.38	95.53	65.150	95.53	72.88	18.18	16.65
District D	M	Approaching	51.02	22.38	97.24	65.150	98.49	63.44	35.38	16.65
District D	EMH	Approaching	66.67	22.38	87.33	65.150	83.49	63.44	16.00	16.65
District D	M	Approaching	68.42	22.38	94.82	65.150	96.11	63.44	50.00	16.65
District D	H	Approaching	95.00	22.38	98.08	65.150	72.66	63.44	34.78	16.65
District D	MH	Approaching	81.97	22.38	96.27	65.150	88.45	63.44	49.37	16.65
District D	E	Approaching	61.90	22.38	96.81	65.150	97.16	72.88	33.33	16.65
District D	H	Does Not Meet	71.43	22.38	93.33	65.150	81.33	63.44	31.82	16.65
District D	H	Does Not Meet	66.67	22.38	96.22	65.150	79.73	63.44	69.39	16.65
District D	MH	Approaching	73.47	22.38	98.28	65.150	97.70	63.44	20.00	16.65
District D	EM	Approaching	45.45	22.38	99.58	65.150	96.18	72.88	44.00	16.65
District D	MH	Does Not Meet	55.56	22.38	92.21	65.150	79.87	63.44	26.09	16.65
District D	E	Approaching	44.74	22.38	98.00	65.150	97.80	72.88	66.67	16.65
District D	E	Approaching	47.62	22.38	95.60	65.150	93.78	72.88	48.28	16.65
District D	MH	Approaching	25.00	22.38	94.44	65.150	76.77	63.44	85.71	16.65
District D	M	Approaching	45.45	22.38	89.63	65.150	85.19	63.44	54.55	16.65
District D	E	Approaching	52.00	22.38	88.35	65.150	72.67	72.88	50.00	16.65
District D	M	Approaching	53.85	22.38	89.20	65.150	86.66	63.44	28.57	16.65
District D	E	Approaching	65.63	22.38	95.49	65.150	94.90	72.88	74.29	16.65
District D	MH	Does Not Meet	82.35	22.38	92.99	65.150	77.71	63.44	41.18	16.65

District D	M	Approaching	75.00	22.38	100.00	65.150	94.44	63.44	69.23	16.65
District D	MH	Does Not Meet	100.00	22.38	95.20	65.150	84.28	63.44	55.56	16.65
District D	E	Approaching	72.73	22.38	97.13	65.150	97.99	72.88	48.15	16.65
District D	H	Approaching	33.33	22.38	98.55	65.150	93.72	63.44	70.59	16.65
District D	E	Approaching	58.82	22.38	98.34	65.150	98.67	72.88	34.88	16.65
District D	MH	Approaching	76.67	22.38	93.99	65.150	96.88	63.44	50.00	16.65
District D	MH	Approaching	54.55	22.38	95.10	65.150	97.28	63.44	7.14	16.65
District D	EM	Approaching	63.33	22.38	98.47	65.150	95.92	72.88	43.75	16.65
District E	EM	Approaching	23.68	22.38	93.63	65.150	92.11	72.88	11.11	16.65
District E	M	Approaching	44.00	22.38	74.69	65.150	80.10	63.44	33.33	16.65
District E	E	Approaching	28.57	22.38	87.16	65.150	97.91	72.88	16.28	16.65
District E	M	Approaching	27.59	22.38	84.44	65.150	84.31	63.44	28.21	16.65
District E	H	Approaching	30.19	22.38	69.53	65.150	65.31	63.44	28.00	16.65
District E	H	Approaching	24.00	22.38	65.81	65.150	65.68	63.44	29.49	16.65
District E	M	Approaching	36.00	22.38	77.06	65.150	79.97	63.44	37.84	16.65
District E	M	Approaching	25.00	22.38	87.04	65.150	90.08	63.44	30.95	16.65
District E	E	Approaching	25.81	22.38	90.89	65.150	91.88	72.88	33.33	16.65
District E	E	Approaching	29.41	22.38	90.31	65.150	96.62	72.88	26.32	16.65
District E	E	Approaching	24.24	22.38	95.27	65.150	91.52	72.88	22.50	16.65
District E	E	Approaching	41.67	22.38	70.91	65.150	76.59	72.88	40.00	16.65
District F	H	Approaching	26.09	22.38	83.24	65.150	81.31	63.44	26.53	16.65
District F	M	Approaching	31.82	22.38	51.52	65.150	65.97	63.44	29.63	16.65
District F	H	Approaching	35.90	22.38	87.48	65.150	87.65	63.44	21.28	16.65
District F	MH	Approaching	28.57	22.38	53.66	65.150	68.29	63.44	61.54	16.65
District F	E	Approaching	26.47	22.38	83.20	65.150	90.71	72.88	20.59	16.65
District F	H	Does Not Meet	54.55	22.38	98.02	65.150	83.40	63.44	30.00	16.65
District F	E	Approaching	30.00	22.38	53.85	65.150	86.23	72.88	25.00	16.65
District F	E	Approaching	26.32	22.38	40.95	65.150	82.33	72.88	33.33	16.65
District F	E	Approaching	29.03	22.38	80.29	65.150	83.16	72.88	9.68	16.65
District F	E	Approaching	55.00	22.38	64.31	65.150	84.18	72.88	42.86	16.65
District F	EM	Does Not Meet	40.00	22.38	76.22	65.150	86.35	72.88	33.33	16.65
District G	EM	Approaching	27.59	22.38	85.61	65.150	92.45	72.88	29.03	16.65
District G	E	Approaching	25.00	22.38	82.39	65.150	84.18	72.88	41.67	16.65

District G	E	Does Not Meet	27.27	22.38	88.99	65.150	88.12	72.88	21.21	16.65
District G	E	Does Not Meet	23.53	22.38	72.51	65.150	76.29	72.88	15.00	16.65
District G	H	Approaching	26.67	22.38	80.27	65.150	71.67	63.44	22.00	16.65
District G	EMH	Approaching	49.15	22.38	88.70	65.150	74.44	63.44	33.82	16.65
District G	M	Does Not Meet	56.25	22.38	69.35	65.150	77.42	63.44	33.33	16.65
District G	M	Does Not Meet	36.36	22.38	88.89	65.150	97.29	63.44	28.57	16.65
District G	M	Does Not Meet	47.37	22.38	78.41	65.150	82.39	72.88	50.00	16.65
District G	E	Does Not Meet	27.27	22.38	82.07	65.150	90.76	72.88	19.23	16.65
District G	E	Approaching	31.03	22.38	84.55	65.150	89.77	72.88	18.75	16.65
District G	M	Does Not Meet	47.83	22.38	77.74	65.150	80.52	63.44	77.78	16.65
District G	E	Approaching	30.43	22.38	69.45	65.150	81.03	72.88	13.64	16.65