

Colorado Department of Education Quality Teacher Recruitment Grant Program Interim Report, 2015-17 funding cycle

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Colorado Department of Education Quality Teacher Recruitment Grant

Interim Report, 2015-17 funding cycle

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Executive Summary

Section 22-94-101, C.R.S (Senate Bill 13-260), created the Quality Teacher Recruitment Grant Program, which authorizes the Colorado Department of Education (CDE) to fund teacher preparation programs to recruit, prepare, and place highly qualified teachers in school districts that have had historic difficulty recruiting and retaining quality teachers.

CDE awarded grant funds to the Public Education & Business Coalition (PEBC) and Teach For America (TFA)-Colorado to place teachers in traditionally hard-to-serve Colorado schools. In addition, CDE selected OMNI Institute to conduct a formative and summative evaluation of the program. A first cohort of teachers was placed in 2014-15, a second cohort was placed in 2015-16, and a third cohort will be placed in 2016-17. This interim report summarizes findings from the 2015-16 academic year for Cohorts 1 and 2. A final report will be provided in summer 2017 and will include findings from the 2016-17 academic year for Cohorts 1-3.

Cohort	2014-15	2015-16	2016-17
1	First year in classroom*	Second year in classroom	Third year in classroom
2		First year in classroom*	Second year in classroom
3			First year in classroom*

*Depending on program model, in the first year, teachers may serve as teachers of record in a classroom or as residents in the classroom of a mentor teacher.

Summative Evaluation Findings

In 2015-16, 296 teachers served in high-need classrooms reaching 21,428 students in 22 Colorado school districts. The majority of teachers taught elementary education; English, reading or language arts; science; math; or social studies. Teachers served students in grades K – 12.

Performance Metric (2015-16)	PEBC	TFA
Cohort 2 (first-year) teachers or residents	63	83
Cohort 1 (second-year) teachers	55	95
Total	118	178
Number Highly Qualified (HQ) *	112 (100% of eligible)	178 (100% of eligible)
Number of districts served	19	3
Number of students served	9,295	12,133

*HQ requirements apply to all K-12 core content teachers. HQ requirements did not apply to six PEBC teachers who were placed in PE, business, or as an after-school director.

Formative Evaluation Findings

The 2015-16 evaluation examined program strategies for teacher recruitment, selection, preparation and support. For each program, the full report provides visuals and narrative outlining key timelines, activities and supports provided to candidates as they move through their

service contracts. Although programs differ in many respects, both report a rigorous selection process that relies on multiple criteria for admission; a pre-classroom summer institute designed to provide intensive teacher preparation activities prior to working with students; partnership with an Institute of Higher Education; and multiple teacher supports once in the classroom, including observations, feedback, and professional development opportunities.

The evaluation also examined two program-specific components of interest to CDE: TFA's Colorado-specific recruitment efforts and BTR's approach to serving rural districts.

TFA-National is responsible for recruiting and selecting corps members to serve as TFA teachers throughout its 48 regions. In addition, TFA-Colorado employs a full-time regional recruiter who seeks candidates that will meet Colorado's teaching needs. For example, Colorado candidates who hope to stay and teach in Colorado work with the regional recruiter throughout the selection and admissions process, and then indicate a preference for Colorado in their applications, with the result of a Colorado placement. This approach promotes home-grown candidates who may choose to teach in Colorado beyond the two-year commitment. Furthermore, TFA-Colorado has created local partnerships with colleges and organizations (e.g., Colorado School of Mines, Denver Math Fellows, City Year) from which to recruit candidates who meet science, technology, engineering, and math (STEM) content needs or who already have experience working with students in historically hard-to-serve schools.

PEBC, through its Boettcher Teacher Residency (BTR) program, places teachers in many of Colorado's rural districts. To recruit candidates to serve in rural districts, BTR emphasizes face-to-face recruitment strategies; utilizes local media and outlets to highlight program benefits to potential candidates and the community; and engages candidates directly through its rural university partnerships. To meet the needs of some rural districts, BTR created a preparation pathway for districts with immediate needs for teachers – in these instances, candidates bypass the residency year and serve as teachers of record in their first year in the program (in 2015-16, 10% of teachers were initially placed as teachers of record). BTR then provides additional, tailored supports to these teachers. For rural residents and teachers, the program fosters supports that are available in local communities rather than centralized through the Denver offices and provides additional cohort-building and professional development opportunities that are tailored to cohorts of teachers with large geographic distances between them.

The 2016-17 evaluation will include a teacher and principal survey, key stakeholder interviews to further explore program partnership strategies, and analysis of three cohorts of teachers placed through the Quality Teacher Recruitment Grant Program.

Introduction

Section 22-94-101, C. R. S. (Senate Bill 13-260), created the Quality Teacher Recruitment Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs in Colorado to coordinate recruitment, preparation, and placement of highly qualified teachers in school districts with high need that have had difficulty attracting and retaining high-quality teachers. In fall 2013, two programs were selected as grant recipients, Public Education & Business Coalition (PEBC) and Teach For America (TFA)-Colorado. These programs demonstrated a history of recruiting, training, and retaining high-quality teachers in Colorado. For the grant, they partnered with high-need districts to select and train a first cohort of teachers that began serving in classrooms in fall 2014. Both programs applied for and were awarded a second grant to continue to select and train teachers in partner districts.

The same legislation that authorized funding for the teacher preparation programs also allowed for a third-party evaluation of the program. OMNI Institute (OMNI) was selected to serve as the evaluation contractor for both grants (2013-15 and 2015-17). OMNI conducted a two-year evaluation of the 2013-15 grant. The year 1 and year 2 evaluation reports from the first grant period are available on CDE’s website.¹

This report serves as the interim report for the second grant period (2015-17) and examines two cohorts of teachers who served in classrooms during the 2015-16 academic year. In 2015-16, Cohort 1 teachers had been in the classroom for two years and Cohort 2 teachers had been in the classroom for one year. Cohort 3 teachers, who will be placed in 2016-17, will be examined in next year’s report. Depending on the program model, some teachers serve as residents during the first year in the classroom and others serve as teachers of record. Teachers who serve as residents during the first year in the classroom move on to serve as teachers of record in the second year. Table 1 describes the number of years in the classroom by cohort.

Table 1.0 Teacher Cohort by Academic Year in the Classroom

Cohort	2014-15	2015-16	2016-17
1	First year in classroom*	Second year in classroom	Third year in classroom
2		First year in classroom*	Second year in classroom
3			First year in classroom*

*Depending on program model, in the first year, teachers may serve as teachers of record or as residents in the classroom of a mentor teacher.

As well as examining teachers recruited, placed and retained in 2015-16, formative evaluation activities were conducted to provide CDE with additional information on strategies programs are

¹ <https://www.cde.state.co.us/educatoreffectiveness/qualityteacherrecruitmentgrantprogram>.

using to recruit, select, prepare, and support teachers. OMNI researchers reviewed program documents and met with program staff and partners to develop flow charts that describe how teachers move through phases of the preparation programs.

After a brief description of alternative teacher preparation programs in general and each funded program specifically, evaluation findings are organized into the following two sections:

- Teacher Recruitment, Placement, Retention, and Effectiveness Outcomes for 2015-16
- Program Flow Charts and Descriptions

We end the report with a description of evaluation activities for next year's evaluation.

ALTERNATIVE TEACHER PREPARATION PROGRAMS

Alternative teacher preparation programs typically allow individuals to teach in a classroom while completing the program and working toward an initial teaching license. Alternative teacher preparation programs are provided by a designated licensing agency that is approved by the Colorado State Board of Education. Candidates obtain an alternative teaching license at the start of the preparation program, and the alternative license provides a pathway to initial licensure upon completion of program requirements. To obtain an alternative license in Colorado, candidates must be enrolled in an approved alternative teacher preparation program and meet the following requirements:

- Have a bachelor's degree from an accepted, regionally accredited college or university,
- Have demonstrated professional competence, and
- Have obtained employment in an elementary or secondary school.²

Alternative teacher preparation programs are “required to provide 225 contact hours of instruction related to the Colorado Teacher Quality Standards” and candidates must demonstrate proficiency in these standards to complete the program.³ Colorado Teacher Quality Standards focus on ensuring teachers have strong content knowledge and pedagogy, can facilitate learning, will provide a respectful learning environment for a diverse student population, are reflective, demonstrate leadership, and take responsibility for student growth.⁴ An initial teaching license is

² For more information on alternative licensure through the Colorado Department of Education, please visit: https://www.cde.state.co.us/cdeprof/licensure_alt1_info. For more information on how candidate's demonstrate professional and content competency, please visit: http://www.cde.state.co.us/cdeprof/checklist-alt_teacherprincipal#alttchchecklist and review the Education checklist.

³ Colorado Department of Education. Designated Agencies for Alternative Teacher Preparation. Retrieved from: https://www.cde.state.co.us/cdeprof/licensure_alt_desigagencies

⁴ For more information on the Colorado Teacher Quality Standards, please visit: <http://www.cde.state.co.us/sites/default/files/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf>.

awarded to teacher candidates who have completed an approved teacher preparation program and meet Colorado licensing requirements.

TEACH FOR AMERICA–COLORADO

Teach For America (TFA) is a national alternative teacher preparation program that was founded to reduce educational inequities. TFA’s primary goal is to eliminate inequities through a two-pronged approach:

- Recruiting high-quality candidates with strong academic or leadership backgrounds to become corps members and teach in high-need/hard-to-serve schools.
- Creating alumni who will serve as leaders and advocates for change in educational policy and ideology, regardless of their professions after their TFA experiences.

Corps members make a two-year commitment to teach in a Title I or similar school. TFA partners with districts in Colorado that agree to hire corps members for open positions. Corps members must complete the district’s hiring process to obtain a position for final placement in a school.

The program coordinates teacher preparation for initial licensure through a higher education partnership with the University of Colorado Denver’s ASPIRE to Teach Alternative Licensure Program (ASPIRE). ASPIRE is the designated licensing agency for TFA-Colorado and, during the first year of the program, provides the required instruction for the alternative teacher preparation program requirements. ASPIRE also offers an optional Master’s degree in Critical Pedagogy or Special Education during corps members’ second year. Corps members may continue to teach beyond their initial 2-year commitment, and while a number do continue to teach, many also go on to work in other fields such as medicine or law, where TFA anticipates they will advocate around educational issues.

PUBLIC EDUCATION & BUSINESS COALITION’S BOETTCHER TEACHER RESIDENCY

The Boettcher Teacher Residency (BTR), an initiative of the Public Education and Business Coalition (PEBC), is an alternative-licensure program that partners with school districts to increase teacher recruitment, quality and retention district-wide; to support the ongoing professional development and growth of teachers; and to increase student achievement. Core philosophies of the program are the integration of theory and practice, job-embedded coaching, ongoing training and support, and a quality improvement model that advances the effectiveness of entire school systems. PEBC is the designated licensing agency for participants’ initial license, and Adams State University (ASU), located in the San Luis Valley, is BTR’s higher education partner for the program’s required Master’s in Education.

Program participants agree to remain in education for a three-year commitment during which they work toward earning an initial teaching license and a Master’s of Education degree. In exchange, BTR commits to providing support for up to five years. BTR primarily employs a residency model, in which participants spend a year in a mentor teacher classroom before becoming teachers of record in their own classrooms. Residents may be placed in either urban or rural school districts. After the residency year, candidates apply for open positions in BTR partner districts. To be responsive to schools in rural districts with immediate needs for teachers of record, BTR implements a model referred to by the program as “induction support”. In this model, which parallels a typical alternative licensure program, in the first year, candidates become teachers of record and lead teach in the classroom. These teachers complete the same pre-service preparation as residents, and are paired with mentor teachers from other classrooms who provide modified levels of support during the school year. The induction support model is used only in rural districts.

Section 1: Teacher Recruitment, Placement, Retention, and Effectiveness Outcomes

TFA and PEBC provided OMNI with 2015-16 data for teachers from Cohorts 1 and 2 (i.e., teachers first placed through the Quality Teacher Recruitment Grant Program in 2014-15 and 2015-16, respectively). Data were submitted to OMNI in the summer of 2016. Programs will submit Cohort 3 recruitment and placement data in fall of 2016 and final data on all three cohorts at the end of the 2016-17 academic year.

NUMBER OF TEACHERS RECRUITED, PLACED, AND RETAINED

Table 1.1 provides information on Cohort 1 teachers and Table 1.2 provides information on Cohort 2 teachers. Recall that Cohort 1 teachers were in the second year of the program in 2015-16 and Cohort 2 teachers were in the first year of the program in 2015-16.

For Cohort 1, retention from 2014-15 to 2015-16 is not straightforward because of some changes in district partnerships across years, additional data provided by TFA, and movement of teachers across grant and non-grant partner districts.

Table 1.1. Cohort 1 Teachers

	BTR	TFA
Retained in a grant-partner district in 2014-15	52	69
Missing 2014-15 data*	0	+37
Transferred to a grant partner district in 2015-16^	+7	0
Transferred to non-grant partner district in 2015-16	-4	-1
Did not continue from 2014-15 to 2015-16	0	-9
Began teaching in a grant partner district in 2015-16	55	96
No longer teaching in program in 2015-16	0	-1
Remained in program at end of 2015-16	55	95

* TFA's 2015-16 data files included 37 Cohort 1 individuals for whom no previous data had been submitted. TFA confirmed that these corps members are teaching in partner districts in 2015-16 and should have been counted in the prior evaluation. Note that the nine individuals who did not continue from 2014-15 to 2015-16 came from the 69 corps members for whom we have previous data. It is possible that additional corps members did not continue, but were not included in 2014-15 files submitted to OMNI.

^4 of the 7 teachers did not change districts but were in districts that became new grant partners for 2015-17.

BTR. At the end of 2014-15, 52 individuals from Cohort 1 taught in a grant-partner district. Seven teachers who were a part of BTR's program in 2014-15 began teaching in a 2015-16 partner district (3 had changed districts and 4 were in districts that became grant partners) and four transferred to non-partner districts. Thus, in the end, the number of Cohort 1 teachers in 2015-16 is a larger number than the number reported as retained at the end of 2014-15.

TFA-Colorado. At the end of 2014-15, in the last evaluation, OMNI had reported that 69 teachers from Cohort 1 had taught in a grant-funded district. However, in the files provided to OMNI this year, an additional 37 Cohort 1 teachers were indicated as teaching in partner districts. Thus, OMNI is unable to reconcile the data files, but based on the new information from TFA, estimates that 106 teachers had been teaching in grant-partner districts in 2014-15. One teacher transferred to a non-grant partner district and another nine did not continue with TFA-Colorado. Thus, 96 began teaching in partner districts in 2015-16, and only one did not complete the year.

Table 1.2 provides the number of new candidates recruited for the 2015-16 academic year, how many were placed, and how many remained in the program through the year.

Table 1.2 Cohort 2 Teachers

	BTR	TFA
Target numbers*	65	58
Recruited	74	103
Not placed	0	-8
Placed in a non-grant partner district	-5	-4
Placed in a grant partner district	69	91
Placed as teachers of record	7	91
Placed as residents	62	NA
Did not complete first year in program	-6	-8
Remained in grant partner district at end of 2015-16	63	83

*Target numbers were set through supplemental funding provided to programs through the 2013-15 grant in fall of 2014.

BTR sought to place 65 teachers in fall 2015. The program recruited 74 individuals and placed 69 in grant-partner districts. 91% of placed teachers (n=63) remained in a grant partner district at the end of the year. The six individuals who left the program had been placed as residents.

TFA-Colorado sought to place 58 teachers. The program recruited 103 individuals and placed 91 in grant-partner districts. 91% of placed teachers (n=83) remained in a grant partner district at the end of the year.

Summing across Cohorts 1 and 2, in 2015-16, BTR placed 124 candidates, 118 (95%) of whom remained in the placements for the full year. TFA-Colorado placed 187 corps members, 178 (95%) of whom remained the placements for the full year. Summing across programs and cohorts, the Quality Teacher Recruitment Grant Program supported the placement of 311 teachers, 296 of whom remained in the placements for the full year.

DISTRICT AND SCHOOL PLACEMENTS

Tables 1.3 and 1.4 provide information on the number of teachers placed in 2015-16, by district, for BTR and TFA-Colorado, respectively.

- In 2015-16, 124 BTR teachers of record and residents were placed in 19 partner districts.
- In 2015-16, 187 TFA corps members were placed in three districts.

The names of the schools in which teachers were placed is provided in the Appendix.

Table 1.3. Number of Teachers Placed in BTR Partner Districts by Cohort

District	Cohort 1	Cohort 2
Adams 12 Five Star Schools	6	8
Alamosa School District RE-11J	3	7
Archuleta School District	0	3
Aurora Public Schools	15	10
Brighton School District	3	7
Centennial School District	1	0
Center Consolidated School District 26JT	3	3
Dolores School District RE-4A	1	4
Durango School District 9-R	2	4
Englewood Schools	0	1
Ignacio School District 11-JT	2	2
Jefferson County R-1	4	4
Mapleton Public Schools	1	4
Moffat Consolidated School District 2	1	0
Monte Vista School District C-8	7	6
Montezuma-Cortez School District RE-1	1	2
North Conejos School District RE-1J	2	3
Rocky Ford School District R-2	1	0
Sierra Grande School District	1	0
South Conejos School District	0	1
Trinidad School District 9R	1	0
Total	55	69

Note: Partner districts for which no teachers were placed are not included in the table.

Table 1.4 Number of Teachers Placed in TFA Partner Districts, by Cohort

District	Cohort 1	Cohort 2
Denver Public Schools	72	66
Harrison School District 2	17	17
Pueblo City Schools	7	8
Total	96	91

Tables 1.5 and 1.6 describe the available demographic characteristics of placed teachers, by program and overall, for Cohort 2.

Table 1.5. Gender, Race/Ethnicity, and Education Level of Cohort 2 Teachers Placed

	BTR		TFA-Coloardo		Total	
	n	%	n	%	n	%
Gender						
Female	40	58.0	55	61.1	95	59.7
Male	29	42.0	35	38.9	64	40.3
Total	69	100%	90	100%	159	100%
Ethnicity/Race						
African American	4	5.8	3	3.3	7	4.4
Asian	0	0.0	4	4.4	4	2.5
Hispanic or Latino	12	17.4	10	11.1	22	13.8
Native American	1	1.4	1	1.1	2	1.3
White	52	75.4	65	72.2	117	73.6
Other	0	0.0	1	1.1	1	0.6
Two or more races	0	0.0	6	6.7	6	3.8
Total	69	100%	90	100%	159	100%
Education						
Bachelor's Degree	64	92.8	84	93.3	148	93.1
Masters Degree	4	5.8	6	6.7	10	6.3
Professional School Degree	1	1.4	0	0.0	1	0.6
Total	69	100%	90	100%	159	100%

Note. Demographic information for Cohort 1 teachers initially placed through the grant can be found in the Year 2 report.

Table 1.6. Age of Cohort 2 Placed Teachers

	BTR (N=69)	TFA-Colorado (N=90)
Minimum	22	21
Maximum	55	55
Mean	30	24
Median	27	22
Standard Deviation	8.60	4.46

TEACHER HIGHLY QUALIFIED STATUS

To be considered Highly Qualified (HQ) under NCLB, teachers must hold a degree, be fully licensed (except when waivers have been granted in charter schools), and demonstrate subject matter competency.⁵ K-12 teachers who provide core content area instruction in subjects such as science, math, and English are required to be HQ. HQ requirements do not apply to some teaching positions (e.g., physical education teachers, secondary special education teachers who are not the primary providers of content).

Programs documented the HQ status of teachers placed, and provided the information to OMNI for reporting. The HQ status of each teacher is based on program reports, and has not been confirmed by the Colorado Department of Education due to reporting timelines and the types of data collected for the evaluation (i.e., teachers' social security numbers are not collected for the evaluation and would be needed for the Department to verify HQ status).

According to BTR, 118 of the 124 placed teachers remained in the program through 2015-16. Of retained teachers:

- 55 Cohort 1 teachers remained in the program through 2015-16.
 - 52 were required to meet HQ qualifications and all (100%) met the qualifications.
 - HQ requirements did not apply to three individuals - one was teaching PE, one was a reading specialist, and one was serving as an after school program director.⁶
- 63 Cohort 2 teachers remained in the program through 2015-16.
 - 60 were required to meet HQ qualifications and all 60 (100%) were deemed to meet the qualifications.
 - HQ requirements did not apply to three individuals – two were teaching PE and one was teaching business.

⁵ http://www.cde.state.co.us/FedPrograms/tii/a_hqt

⁶ One Cohort 1 teacher served as a physical education teacher in 2014-15 and switched positions to serve as an after-school program director in 2015-16.

According to TFA-Colorado, 178 of the 187 placed corps members remained in the program through 2015-16. Of retained teachers:

- 95 Cohort 1 teachers were required to meet HQ qualifications.
 - 95 (100%) were deemed to meet the qualifications.
- 83 Cohort 2 teachers were required to meet HQ qualifications.
 - 83 (100%) were deemed to meet the qualifications.

SUBJECTS/GRADE LEVELS TAUGHT

Tables 1.7 through 1.10 provide information on the subjects and grade levels taught by teachers retained through the program. Many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers placed.

Table 1.7. Number of BTR Teachers Placed by Subject Area in 2015-16

Primary Subject Area	Cohort 1		Cohort 2	
	n	%	n	%
After-school director	1	1.9	0	0.0
Business	0	0.0	1	1.6
Elementary	29	53.7	21	33.9
English, reading, or language arts	6	11.1	1	11.3
Mathematics	4	7.4	8	12.9
Science	6	11.1	14	22.6
Social studies	3	5.6	7	11.3
World languages	2	3.7	0	0.0
The arts	1	1.9	2	3.2
Physical education	1	1.9	2	3.2
Special education	1	1.9	0	0.0
Total	54	100%	62	100%

Note: Percentages are based on valid n. One individual is not included in the totals for each cohort because two placement subjects were listed and a primary placement subject could not be determined.

Table 1.8. Number of TFA-Colorado Teachers Placed by Subject Area in 2015-16

Primary Subject Area	Cohort 1		Cohort 2	
	n	%	n	%
Elementary	21	22.1	17	20.7
English, reading, or language arts	21	22.1	25	30.5
Mathematics	12	12.6	10	12.2
Science	16	16.8	12	14.6
Social studies	5	5.3	5	6.1
World languages	3	3.2	0	0.0
Special education	17	17.9	13	15.9
Total	95	100%	82	100%

Note: Percentages are based on valid n. One individual is not included in the totals because two placement subjects were listed and a primary placement subject could not be determined.

Table 1.9. Number of BTR Teachers Placed by Grade Level by Cohort

Grade Level	Cohort 1	Cohort 2
	n	n
K	6	2
1 st	9	8
2 nd	8	3
3 rd	10	7
4 th	13	7
5 th	7	6
6 th	8	12
7 th	11	15
8 th	12	15
9 th	9	11
10 th	8	13
11 th	9	13
12 th	9	12

Table 1.10 Number of TFA-Colorado Teachers Placed by Grade Level by Cohort

	Cohort 1	Cohort 2
Grade Level	n	n
K	6	3
1 st	10	2
2 nd	6	3
3 rd	5	7
4 th	6	3
5 th	4	2
6 th	17	18
7 th	23	22
8 th	22	10
9 th	21	23
10 th	20	21
11 th	14	13
12 th	13	13

STUDENTS SERVED

The Quality Teacher Recruitment Grant Program served 21,428 students enrolled in historically hard-to-serve schools in 2015-16. TFA-Colorado teachers served 12,133 students and BTR teachers served 9,295 students. Tables 1.11 and 1.12 present information on the total number of students served by teachers' primary subject area.

Table 1.11. Total Number of Students Served by BTR by Subject Area by Cohort

	Cohort 1	Cohort 2
Primary Subject Area	# of students served	# of students served
After-school director	-	NA
Business	NA	63
Elementary education	1,226	714
English, reading, or language arts	704	573
Mathematics	695	788
Science	829	1,440
Social studies	416	714
World languages	271	195
The arts	-	411
Physical education	-	284
Special education	22	NA
Two placement subjects listed	55	90
Total	4,218	5,077

'-' indicates at least one teacher was placed in this area but the number of students was not provided. 'NA' indicates that no teachers were placed in the area.

Table 1.12. Total Number of Students Served by TFA by Subject Area by Cohort

	Cohort 1	Cohort 2
Primary Subject Area	# of students served	# of students served
Elementary education	820	507
English, reading, or language arts	1,644	2,142
Mathematics	960	796
Science	1,655	1,159
Social studies	385	490
World languages	303	NA
Special education	645	597
Two placement subjects listed	0	20
Total	6,422	5,711

'NA' indicates that no teachers were placed in the area.

EDUCATOR EFFECTIVENESS

At the time of this report, programs were working with districts to obtain educator effectiveness data for teachers from Cohorts 1 and 2 teaching in 2015-16. These data will be provided to CDE in an addendum to this report.

Section 2. Program Flow Charts

As part of the formative evaluation, OMNI gathered information from program staff and partners to document key timelines, activities, and supports provided to program candidates throughout their service contracts. Throughout this report, we use the term ‘process flow’ to describe the sequencing of events involved in recruiting, selecting, and supporting teachers.

METHODS

OMNI staff facilitated in-person meetings during which program staff provided information on recruitment, admissions and preparation processes and procedures. In addition, an OMNI staff member conducted interviews with six key stakeholders across the two teacher preparation programs (TFA=3; BTR=3) to further explore key topics identified through the process flow meetings. Key stakeholder interviews included program leadership and staff, and higher education partners, including:

TFA

- Ellen Mary Hickman, Vice President, Teacher Leadership Development, Teach For America - Colorado⁷
- Sean Waldheim, Vice President, Admissions, Teach For America
- Suzanne Arnold, Director, ASPIRE to Teach Alternative Teaching Licensure Program

BTR

- Belle Faust, Executive Director, Boettcher Teacher Residency, Public Education & Business Coalition
- Lesli Cochran, Associate Director, Boettcher Teacher Residency, Public Education & Business Coalition
- Stephanie Hensley, Associate Director of Curriculum and Rural Operations, Boettcher Teacher Residency; Assistant Professor, Adams State University

OMNI developed interview guides based on the goals of the grant and in discussions with CDE and with program staff. Prior to the interview date, stakeholders were sent overarching questions that

⁷ Ellen Mary Hickman has left her position with TFA-Colorado

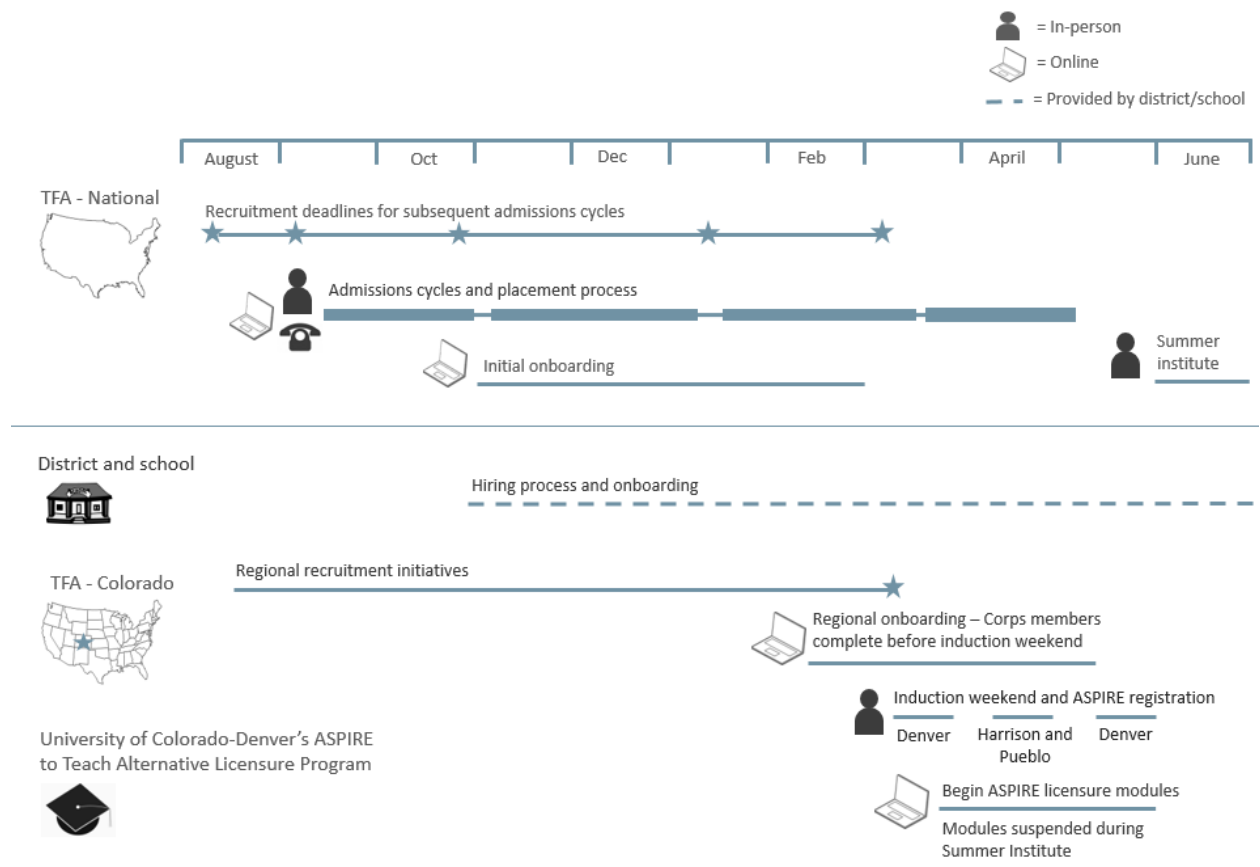
would be covered in the interview. All interviews were conducted by phone and were audio recorded. Key informants also were notified that OMNI, per contractual obligations, provides a copy of all recordings and interview notes to CDE. The final process flow and supporting narrative were provided to program staff for review before inclusion in the report.

TFA

Teach For America (TFA) recruits corps members from across the country and assigns them to a specific district within one of TFA’s 48 regions. TFA’s National office (TFA-National), TFA’s Colorado regional office (TFA-Colorado), and the University of Colorado-Denver’s ASPIRE to Teach Alternative Teaching Licensure Program (ASPIRE) are each responsible for specific aspects of corps member recruitment, placement, preparation and support. In the section below we’ve outlined these responsibilities in the following ways:

- A process flow diagram with icons to indicate specific support types and key aspects of the program model.
- Narrative information about each key step in the process.

Figure 1.1. TFA Recruitment, Admissions and Pre-Classroom Preparation



Recruitment, Selection, and Pre-Classroom Preparation

Recruitment and selection of corps members mostly occurs at the national level. Once corps members are accepted into the program, they complete an orientation that involves initial national onboarding activities (i.e., orienting corps members to the philosophy and expectations of the TFA program) and they attend a Summer Institute provided by TFA's national staff. Once assigned to a region, TFA-Colorado regional staff also provide regional onboarding activities and a district-based induction weekend that orients corps members to local communities. Each of these areas is described in more detail below.

TFA-National



TFA-National is responsible for recruiting and admitting corps members into the program, providing initial onboarding, and conducting the Summer Institute.

RECRUITMENT AND ADMISSIONS



TFA-National's recruitment team is responsible for identifying and recruiting a strong candidate pool to meet district needs across regions; TFA-National's admissions team then selects the most highly qualified applicants for admission into the program.

Recruitment: TFA actively recruits corps members through two teams: 1) the Networking Team, which focuses on recruitment at the 200 colleges and universities with the highest number of TFA alumni, and 2) the Activation Team, which focuses on career changers, and on emerging schools in which previous TFA contact has been limited but there have been some successful applicants. The Networking Team has a greater national presence and is more active on college campuses, whereas the Activation Team is more likely to engage in regional recruitment initiatives and to utilize virtual recruitment strategies, such as e-mail, and identifying candidate through social media sites (e.g., LinkedIn).

When seeking candidates, the recruitment teams look for individuals who possess strong leadership and an orientation toward social justice issues. In addition, the recruitment teams seek individuals who meet identified content needs such as science, technology, engineering, and math (STEM) and bilingual teachers are in demand across TFA regions. TFA has established strategies to identify STEM candidates, such as focusing recruitment on STEM-intensive campuses and STEM career changers. Identifying strong bilingual candidates who possess the required level of fluency to teach in bilingual classrooms has been more difficult. TFA seeks to recruit individuals who identify as Spanish-speaking or are Spanish majors. In addition, candidates must indicate preference in their application that they would like to be placed as a bilingual teacher.

Admissions: Current staff and alumni comprise the admissions team. TFA seeks admissions team members who can suspend bias, have good judgement, and who possess strong critical thinking and interpersonal skills. Members of the admissions team complete training on TFA's core

competencies, and how to use a standardized rubric developed by TFA to guide selection decisions. TFA-National’s admissions process is multi-step, including:

- An online application
- Phone screening
- Online activity
- In-person interview

TFA seeks to obtain multiple perspectives on each candidate applying to the program during this process. Different team members are involved with candidates at each stage to ensure the selection process does not rely on a single perspective. Selection team members also receive feedback about their performance at each stage in the process, including from candidates themselves.

PLACEMENT

Once accepted into the program, TFA-National assigns candidates to one of its 48 regions. It utilizes a large national database to compile corps members’ qualifications and preferred placement regions, each of which are used to make placement decisions. Specifically, corps members identify up to 20 regional placement preferences, and about 90% are placed in one of their top three preferred regions. Corps member qualifications also play a critical role in the placement decision process as TFA will place corps members only in regions in which they meet minimum state teaching requirements. Once TFA-National determines regional assignments, regional TFA staff reviews them and determines final district assignments based on regional needs and, in some instances, personal circumstance.

INITIAL ONBOARDING



Once admitted and placed, corps members begin initial onboarding. TFA requires 80 hours of online onboarding activities for all corps members prior to regional induction and the Summer Institute. The first 70 hours are provided by TFA-National staff and focus on systemic causes of education inequity and the leadership skills needed to address these issues. Onboarding activities are designed to engage corps members in critical thought about issues of inequity and social justice and include readings, videos, written exercises, and classroom observations. The remaining 10 onboarding hours occur through TFA-Colorado and are described in the TFA-Colorado section below.

SUMMER INSTITUTE



The five-week Summer Institute occurs after the 80 hours of onboarding and the regional induction weekend (described below). TFA-National staff administer the Summer Institute and it focuses on the technical aspects of teaching, such as classroom management, building a

classroom culture, and lesson planning. Corps members participate in coursework for the first week, and gain experience in a classroom teaching summer school during the remaining four weeks. Faculty advisors, who are teachers of record in the summer-school classrooms, observe corps members and provide feedback during this period.

TFA has identified four broad outcome areas corps members should improve for students in the classes they teach. These include increases in students’:

- Academic growth,
- Personal growth,
- Social and political consciousness, and
- Skills that provide students access to opportunity.

In addition to feedback from faculty advisors, TFA corps member advisors conduct two observations per corps member per week and provide direct feedback. Corps member advisors also assess program fit, teaching preparedness, progress toward meeting Summer Institute goals, and professionalism.

Prior to becoming a TFA corps member advisor, TFA provides approximately 60 hours of training. Most advisors are part-time staff and typically have at least four years of teaching experience.

After the Summer Institute, TFA-Colorado is responsible for corps member support for the remainder of the two-year commitment.

TFA-Colorado



TFA-Colorado’s responsibilities include conducting regional recruitment initiatives, finalizing regional placements (discussed above), regional onboarding, induction weekend, and ongoing in-classroom support and professional development. TFA-Colorado’s interactions with corps members prior to the classroom are outlined below.

REGIONAL RECRUITMENT INITIATIVES



At the time of this report, TFA-Colorado employs a full-time regional recruiter, which allows TFA-Colorado to engage in regional recruitment initiatives designed specifically to meet Colorado’s teaching needs. For example, TFA-Colorado has an agreement with TFA-National that guarantees local candidates who would like to stay in Colorado a Colorado placement. Colorado candidates who seek to stay in Colorado must remain in contact with the regional recruiter throughout selection and admissions, and indicate preference for Colorado in their applications. This approach promotes home-grown candidates who may choose to stay and teach in Colorado beyond the two-year commitment. In addition, the TFA-Colorado recruiter has created strategic partnerships with organizations such as Colorado School of Mines, Denver Math Fellows and City Year. These organizations promote social justice values, and provide candidates who meet STEM

content needs and have experience working in hard-to-serve schools. TFA-Colorado reported these efforts have been successful, and the region has experienced a 220% increase in STEM candidates from last year.

REGIONAL PRE-SERVICE REQUIREMENTS



Regional Onboarding: TFA-Colorado provides the final 10 hours of corps member onboarding, which must be completed before induction weekend. The Teacher Leadership Development team develops the regional onboarding activities, which are designed to engage corps members in learning more deeply about their placement districts, and in activities that promote leadership in education and promote critical thinking and listening.



Hiring: TFA-Colorado provides a website to each partner district with information about corps members assigned to that district. Corps members can begin applying for district positions in mid-February. TFA-Colorado prefers that corps members complete the same hiring process as other teachers in their placement districts, although the degree to which districts follow this preference varies. For example, in some districts, corps members complete only a Skype interview, while others complete the full district hiring process. Most corps members are hired in the subject area in which they have been endorsed for the alternative license. However, sometimes adjustments must be made as a result of principal requests or other needs (e.g., bilingual teachers). In these cases, TFA works with the corps members to meet subject matter requirements and ASPIRE adjusts support as well. More information on ASPIRE supports is included below.



Induction weekend: Corps members' first opportunity to visit their placement regions and to meet the TFA-Colorado and ASPIRE support staff occurs at induction weekend. TFA-Colorado conducts three induction weekends prior to the Summer Institute: Two serve corps members placed in the Denver metro area, and one serves corps members placed in Pueblo City Schools and Harrison II School District in Colorado Springs. Induction weekends include Colorado-specific work, such as learning about placement communities, learning about ASPIRE, and registering for the ASPIRE online system that corps members will use for coursework.

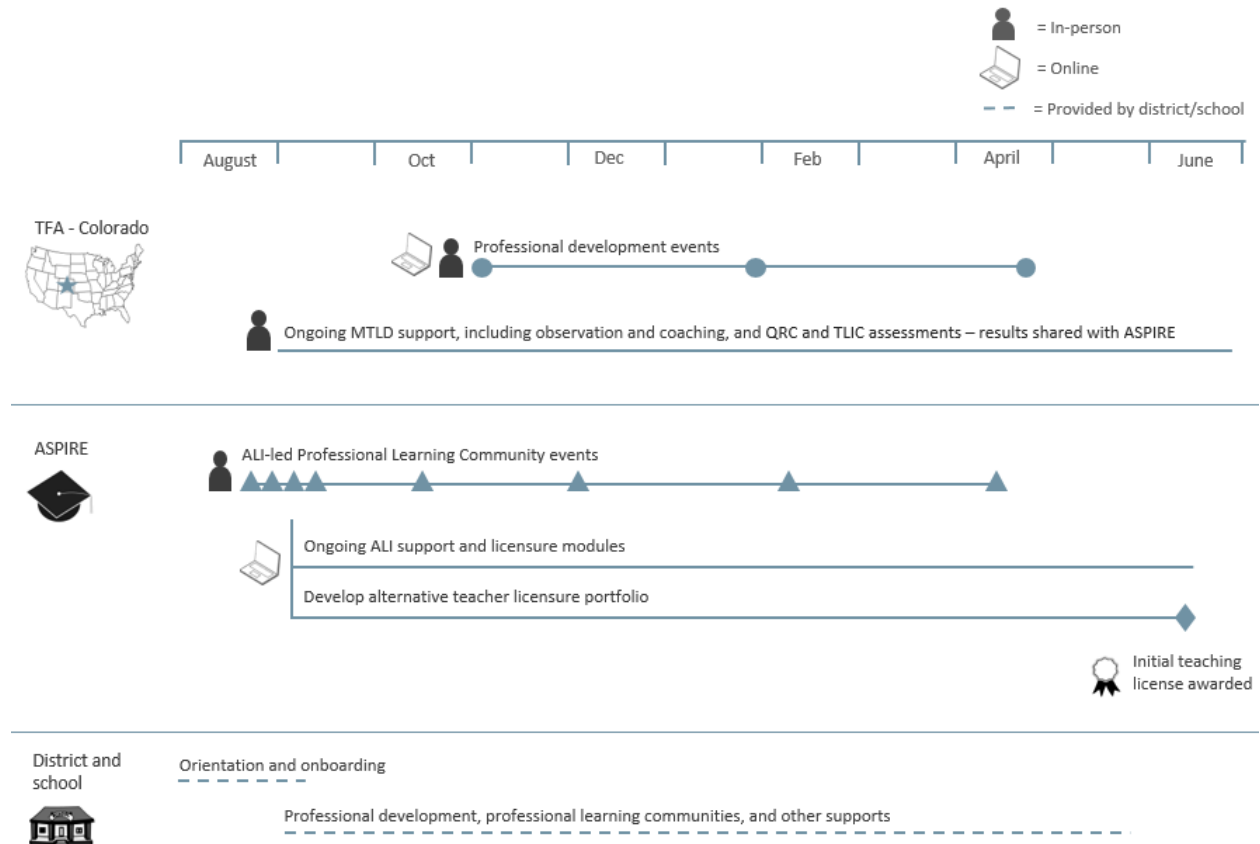


ASPIRE pre-Institute coursework: ASPIRE online modules begin between induction weekend and Summer Institute. Corps members earn their initial three credit hours through pre-Summer Institute modules that focus on learning theory, practice, and reflection. The modules are suspended during Summer Institute to allow corps members to focus on the Summer Institute requirements and activities. More information about the ASPIRE modules is included in that section below.

Year 1 Supports

Figure 1 provides the 'process flow' of TFA corps members as they progress through the first year in the classroom.

Figure 1.2. TFA Year 1 Corps Member Requirements and Support Process Flow



TFA Colorado



TFA-Colorado’s primary supports in the first year are provided by Managers of Teacher Leadership Development (MTLD), and include three required corps-wide professional development events. In addition, TFA-Colorado staff collaborate closely with ASPIRE to ensure corps members are achieving adequate progress toward completing the alternative preparation program requirements.

MANAGER TEACHER LEADERSHIP DEVELOPMENT (MTLD) SUPPORT


MTLDs are TFA-Colorado employees who provide the majority of TFA’s support to corps members during the two-year service commitment. MTLDs are responsible for conducting classroom observations and providing feedback, ongoing coaching, and delivering informal support and advice. Each MTLD is assigned to a cohort of roughly 30 corps members. Assignments are based on district and subject matter and may change each year of the program.


TFA selects MTLDs that have significant classroom experience; strong adult education management and facilitation skills; ability to build relationships quickly; content expertise; and

community ties. MTLs may be elementary and science specialists, former principals, and individuals who have taught in selected communities or districts.


Although ASPIRE is responsible for the educational components of corps members' licensure requirements (see below), MTLs complete classroom observational assessments that are used in the licensing process. Specifically, MTLs complete the Quality Responsive Classrooms (QRC) and the Teacher Learning Inquiry Cycle (TLIC) observations and assessments and provide results to ASPIRE to use when determining progress toward licensure requirements. These assessments are described in more detail below.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

 TFA-Colorado hosts three required regional corps-wide professional development events during the academic year. TFA-Colorado partners with educational professional development organizations to provide sessions, trainings, and workshops led by experts in the field. For example, TFA-Colorado has contracted with Teaching Tolerance, an organization that provides education materials and trainings about diversity, equity, and justice. TFA-Colorado reported they hope to expand this relationship and make it a foundation of future professional development activities. In the first year, TFA-Colorado limits required professional development opportunities to these three all-day events to accommodate the heavy workload corps members experience while simultaneously teaching full-time and completing licensure requirements. However, there are optional community-building and professional development activities available during the year, such as the regional Corps Council, a corps member-led group that plans events, and the Harrison II Fellowship in Colorado Springs, which is focused on creating a fellowship of teachers who commit to teaching beyond the two-year commitment.


 TFA-Colorado also expects corps members to participate in all required district- and school-based professional development activities. Corps members also complete district onboarding requirements after the Summer Institute and before the academic year starts.


ASPIRE

 ASPIRE, TFA-Colorado's higher education partner, ensures corps members meet Colorado Alternative Licensure requirements and demonstrate proficiency on Colorado Teacher Quality Standards. In addition to licensure, ASPIRE offers an optional Master's degree in Critical Pedagogy to second-year corps members. This section includes an overview of the licensure requirements and ASPIRE supports, and the optional Master's degree.


Alternative Licensure requirements

ASPIRE supports corps members in meeting the following licensure requirements: participating in observational assessments and completing self-assessments, completing online coursework modules and a licensure portfolio, and involvement in Professional Learning Communities (PLCs). A brief description of each requirement is included below.


 **Quality Responsive Classrooms (QRC) and the Teacher Learning Inquiry Cycle (TLIC) assessments.** As noted above, MTLDs observe corps members and assess them using the QRC and TLIC twice during the year. During the formal assessments, corps members also self-assess using the TLIC and QRC. Results are provided to the ASPIRE program and used to evaluate Corps members' growth over time. The QRC assesses for effective, culturally responsive classroom practices, and the TLIC assesses corps member proficiency in practice in four areas: Planning to teach; teaching (related to the QRC); monitoring the learning environment and student learning and behavior and adjusting; and reflection on student assessments, classroom climate, and teaching, and developing next steps.

 **Licensure Curriculum through Online Modules and licensure portfolio.** Corps members complete three online modules per month during the first year to satisfy required coursework. ASPIRE groups modules on content, and guides corps members each month on which modules to complete. For example, the first set of modules provides corps members with a chance to explore their own biases about students and families, theories about learning, and how teachers can foster a growth mindset. In addition, throughout all modules, ASPIRE integrates concepts such as classroom management, relationship building, and literacy strategies.

Corps members also complete an electronic portfolio, required for all alternative licensure programs, that includes accomplishments, evidence of a corps member's ability to engage in strong teaching practice and critical pedagogy, and evidence the corps member is proficient on all Colorado Teacher Quality Standards.

 **Professional Learning Communities (PLCs).** ASPIRE implements mandatory in-person PLCs, which meet professional learning requirements for an alternative licensure program, build community among corps members, and provide periodic in-person support. The first PLC meetings occur in the weeks before the school year starts, and the remainder occur on Saturdays throughout the academic year. Alternative Licensure Instructors (ALIs) lead the PLCs, which during pre-classroom meetings further prepare corps members to teach, and once in the classroom, provide curriculum development and lesson planning support.

Alternative Licensure Instructors (ALIs)

 During the first year, ASPIRE's Alternative Licensure Instructors (ALIs) provide wrap-around support as corps members are completing the alternative preparation program requirements. All Corps members are assigned an ALI who leads the PLCs, monitors corps members' progress

through the online modules, and communicates with MTLs about classroom observations and additional supports.

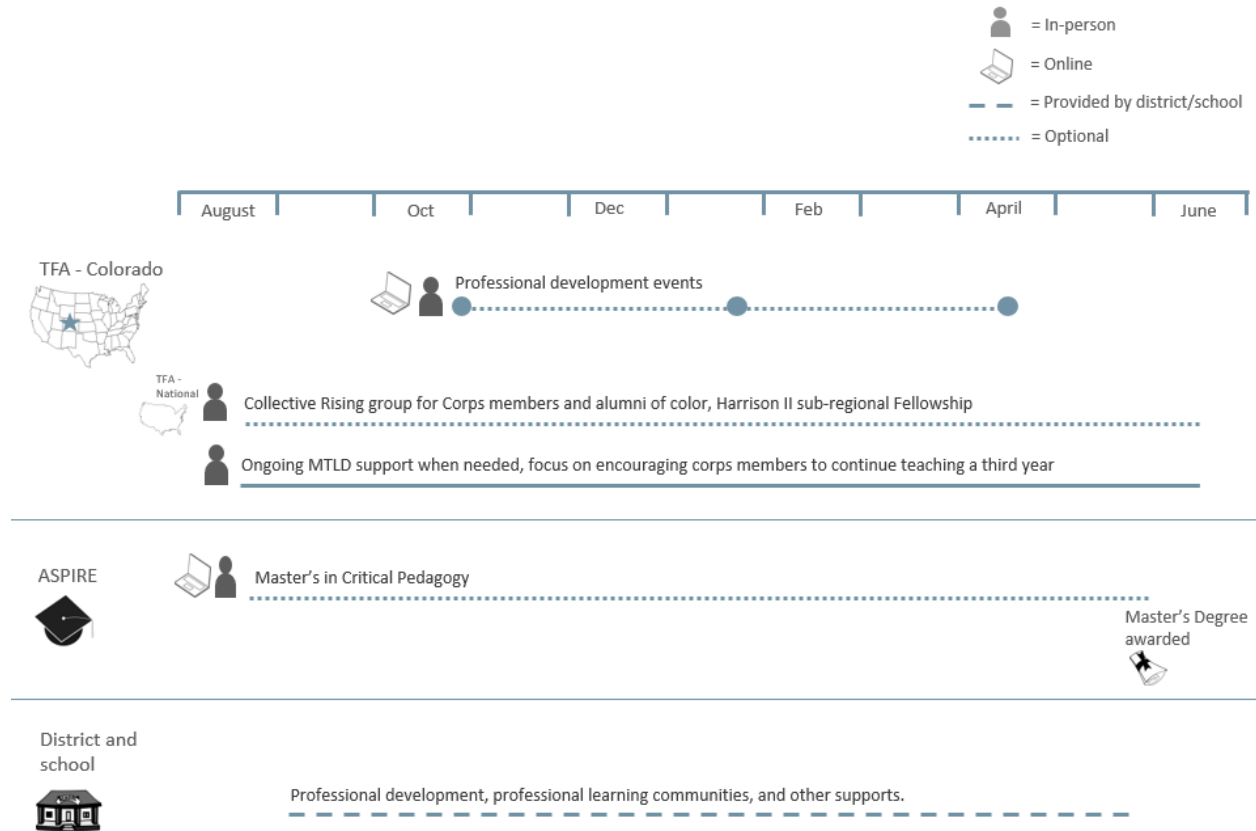
To qualify to be an ALI, individuals must have previous teaching and coaching experience, previous student-teacher supervision, content expertise (e.g., STEM, Special Education, world languages), and be able to provide strong support in general teaching practice, literacy, and curriculum development.

As noted above, ASPIRE ALIs lead the educational portion of corps members' preparation and support, and TFA MTLs provide in-classroom observations and assessments. ASPIRE has identified benefits and challenges to structuring supports in this way. Multiple sources of support, and the provision of feedback from more than one experienced teacher, benefits corps members as they advance their skills. However, because ALIs are not in the classroom observing corps members' teaching, they are unable to tailor coursework modules to individual corps members' areas of growth. ASPIRE and TFA have identified this as an area of growth for the partnership.

Year 2 Supports

By the end of the first year, corps members have successfully completed one year of teaching in a hard-to-serve school or district and have obtained their initial license. In the second year in the classroom, TFA continues to offer professional development opportunities and corps members have the option of completing a Master's in Critical Pedagogy through the ASPIRE program.

Figure 1.3. TFA Year 2 Corps Member Supports



PROFESSIONAL DEVELOPMENT

There are additional professional development opportunities TFA-Colorado offers to second-year corps members, including a focus on leadership development such as a principal pipeline through the University of Denver Ritchie Program for School Leaders Fellowship, and policy and advocacy tracks with partner organizations like A+ Colorado and the Children’s Campaign.

Furthermore, corps members have the opportunity to participate in a national initiative such as the Collective Rising, a group for corps members of color. Collective Rising is connected to the Collective, a group of TFA alumni of color exploring what it means to be an educational leader and a person of color. The group hosts events and creates mentoring relationships with current corps members. Another group for lesbian, gay, bisexual, transgender, queer or questioning, and asexual Corps members and alumni began this year.

OPTIONAL MASTER'S IN CRITICAL PEDAGOGY



ASPIRE offers an optional Master's degree in Critical Pedagogy to second-year corps members. According to TFA and ASPIRE staff, 25-30% of corps members enter the Master's program. ASPIRE developed the Master's specifically for TFA corps members, but it has been so successful that it will be opened to other ASPIRE teachers soon. It is a rigorous 30 credit-hour program that includes nine concentration areas such as math or science, online teaching, and cultural and linguistic diversity. The Master's aligns with TFA's mission of creating awareness of educational inequities by including topics such as systems of oppression and how those function in education.

BTR



Boettcher Teacher Residency (BTR) is a Colorado-based teacher residency program that serves both urban and rural school districts, with expansion into rural areas occurring over the past three years. In addition, BTR adapted its traditional residency model to meet the requirements of some rural districts in which there is an immediate need for teachers of record. As such, expansion into rural areas has resulted in two BTR pathways to initial licensure: 1) the traditional residency model in which resident teacher-candidates spend the first year in classrooms with mentor teachers prior to becoming teachers of record, and 2) an 'induction support' model in which candidates serve as alternatively-licensed teachers of record in their own classrooms during the first year in the program. The residency model is used in both urban and rural areas, and the induction support model is used only in rural districts with immediate needs for teachers of record.

BTR is a partnership between PEBC and the Boettcher Foundation. PEBC operates and manages BTR, and is the authorized designated agency for initial licensure with the Colorado Department of Education. PEBC staff provide BTR alternative licensure scope and sequence, coaching and professional development for program candidates and mentors, and post-residency supports for Boettcher Teachers. BTR field directors and other PEBC staff are also approved adjuncts of ASU delivering Master's coursework instruction to residents and teachers of record in urban and rural areas outside the San Luis Valley.

Adams State University (ASU)



ASU became BTR's higher education partner in 2013, and has collaborated with BTR in providing Master's program coursework to all candidates. BTR transitioned the program's higher education partnership to ASU as part of its expansion into rural areas, and as a result of the strong collaboration between ASU and BTR in integrating BTR's alternative licensure scope and sequence into the ASU curriculum.

ASU’s coursework is provided through the Summer Institute, seminars held one day a week during the first year, and additional online and in-person courses (see below for more detail). After candidates complete these requirements and are awarded initial licensure through PEBC, they must complete two additional semesters of coursework to obtain the Master’s in Education with an endorsement in culturally and linguistically diverse education or in special education. All candidates who participate in BTR’s program must earn a Master’s of Education through ASU. The endorsement in special education is a recent addition to BTR’s options.

BTR’s Process Flow

Next, we describe BTR’s recruitment, preparation, and supports separately by program location to acknowledge differences in BTR’s implementation approaches in urban and rural areas. Specifically, we have included the following information:

- Process flow diagrams for residents and teachers of record in urban and rural areas, with icons to indicate specific support types and key aspects of the program model.
- Narrative information about each key step in the process.

BTR’s Urban Candidates


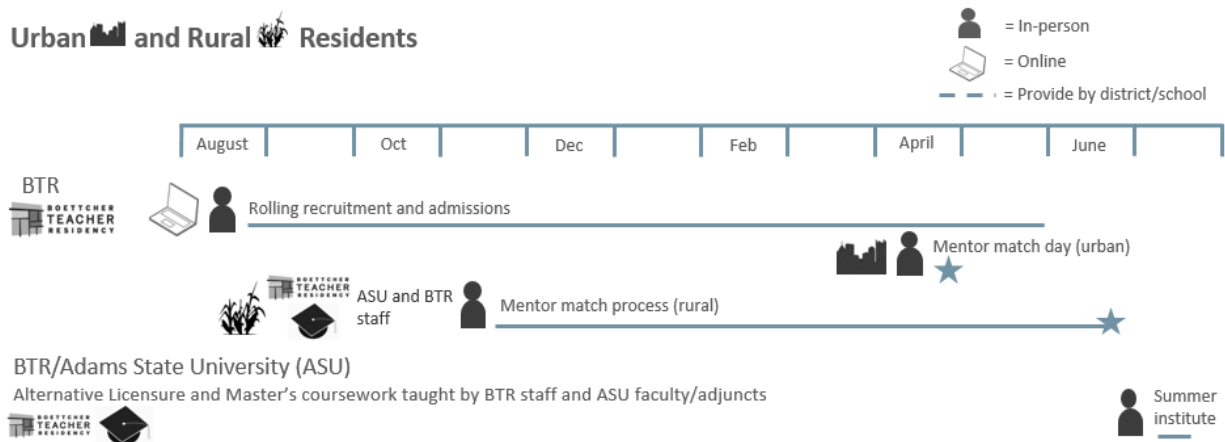
 This section focuses on recruitment, preparation, placement, and supports for candidates placed in BTR’s partner urban districts. BTR implements the residency model in both urban and rural districts and all urban residency activities are based out of the program’s Denver offices. Figure 2.1 reflects the recruitment, admissions, and pre-classroom preparation for residents in both urban and rural cohorts. Information is provided about the unique aspects of implementation in rural areas in that section below.

Figure 2.1. BTR Urban and Rural Recruitment, Admissions, and Pre-Classroom Preparation



RECRUITMENT, SELECTION, AND PRE-CLASSROOM PREPARATION

Recruitment and Admissions



Recruitment: BTR uses a variety of strategies to identify potential program candidates, including face-to-face recruitment events, social media, word-of-mouth, job-site advertising, national career fairs, and direct outreach to universities, particularly those serving students of color. When engaging potential candidates, recruiters emphasize benefits of the residency model, such as the program’s professional development opportunities. Recruiters also make a point to articulate specific admissions and licensure protocols and requirements so that candidates clearly understand what is expected of them prior to entering the program. BTR recently increased the size of its recruitment team from one recruiter to six to meet recruitment goals as the program continues to grow in urban and rural areas. BTR seeks recruiters who are outgoing and have strong interpersonal skills.

Admissions: BTR candidates engage in several activities during the admissions process that allow multiple BTR staff to evaluate candidates. Admissions steps include:

- An online application,
- Phone screening,
- In-person interview,
- Transcript review, and
- A group interview.

Information from each component is reviewed by the admissions team to assess program fit and whether the candidate possesses the core dispositions BTR seeks, such as coachability, reflectiveness and professionalism. The admissions team uses a selections rubric to guide admissions decisions. The admissions team consists of the Associate Director of Recruitment, and six recruiters. BTR engages in a rolling admissions process that occurs throughout the year.

Matching residents to mentor teachers



After candidates are admitted to the program as residents, they are matched to a mentor teacher in the school in which they will complete the residency year. The mentor-resident relationship is critical to the success of BTR’s program, and as such, BTR seeks to implement matching that supports the identification of strong mentor-resident matches. In prior years, the matching process occurred over an extended period of time, and sometimes made it difficult for candidates to explore all mentor options. To strengthen and simplify the process, BTR recently restructured its mentor-match process to implement a one-day mentor-match event. Event activities for this year’s match day included:

- **Cohort-building and small-group activities:** Residents were instructed to participate in facilitated small-group activities, during which BTR staff observed them to identify

interaction styles, and the dispositions and roles residents' assumed in different situations. This information was used to help determine final matches.

- **Lunch-in with students from partner districts:** In facilitated small groups, students questioned residents about topics such as how to make learning fun and how they would work with students with learning disabilities. Students and residents also engaged in a classroom design activity. Facilitators again observed residents to gather additional disposition information, and to learn how residents respond to students.
- **Stakeholder roundtable:** Residents questioned previous and current mentors and residents, and partner district principals and human resource leaders, about what to expect as a resident; strengths, philosophies and other qualities to look for in a match; and what makes a quality teacher.
- **The final match activity:** Residents engaged in a short conversation with five potential mentors BTR identified in advance of the event based on information such as residents' home geographic proximity to placement schools, content area, grade level, observational data gathered throughout the admissions process, and recruitment data.
- **Resident selection:** Each resident and potential mentor provided BTR with feedback and his or her preferred choices. Resident selection information was then used by the Associate Director to make a match. Once matches were made, each candidate shadowed his or her mentor for a full school day in order to better get to know one another and ensure that it was a positive match. If a match was determined to be a poor fit once made, BTR used information already gathered to identify a new match.

Summer Institute



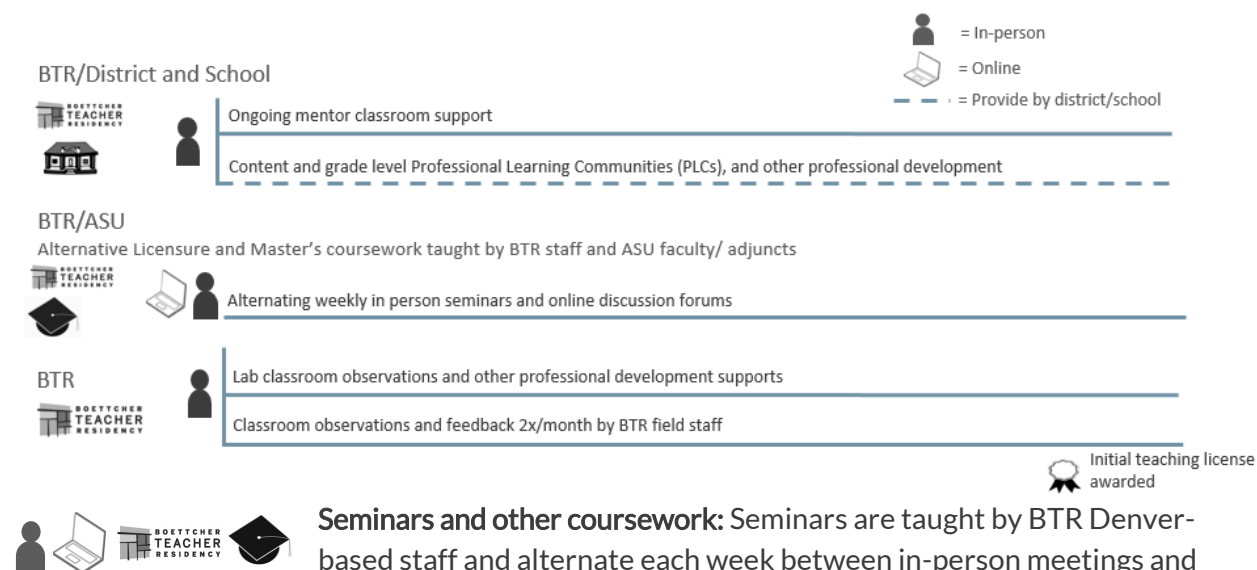
For residents placed in urban districts, the Summer Institute occurs over a three-week period. The classes and seminars are taught by BTR Clinical Instructors and staff who lead urban resident field support. Each day focuses on a specific theme around teaching theory and practice. There are also two experiential learning days during which residents venture into the community and explore topics such as how to integrate field trips into the school's curriculum.

BTR requests principal feedback when designing the Summer Institute and adjusts focus accordingly. Most recently, the program received feedback that principals would like residents to have more literacy and classroom management preparation before entering the classroom, and BTR plans to emphasize these topics during the 2016 Summer Institute.

RESIDENCY YEAR

During the residency year, individuals are placed in a mentor teacher's classroom four days a week and participate in seminars one day a week. BTR also provides additional professional development opportunities and supports during the residency year.

Figure 2.2. BTR Year 1 Residency Supports and Requirements



Seminars and other coursework: Seminars are taught by BTR Denver-based staff and alternate each week between in-person meetings and online discussion forums and activities. Seminars provide residents the opportunity to engage in theoretical coursework while also serving in the classroom. Seminar days integrate PEBC licensure instruction and ASU Master's coursework. PEBC work includes unique content and expanded instruction on topics such as assessment literacy to improve candidates' understanding of student assessments and how to use assessment data to improve instruction, thinking strategies critical to student learning, and planning for instruction.

Residents also participate in additional evening and on-line courses. BTR has identified topics that are critical to all teachers, such as strengthening STEM content development and instruction, and provides coursework on these topics that are in addition to the seminars integrating ASU coursework.

BTR-specific supports: In addition to seminars and other licensure coursework, BTR provides several key supports for residents, including: mentor classroom support, job-embedded coaching, and other professional development opportunities. Each of these is outlined below.

- **Mentor classroom support:** When in mentor-teacher classrooms, residents have opportunity to practice what they are learning in their coursework. Mentor teachers provide daily observation and coaching, and gradually release classroom responsibility to residents that result in a period of solo teaching at year end.
- **Coaching support:** In addition to the ongoing support provided by mentor teachers, residents receive job-embedded coaching sessions from BTR staff and instructors at least twice a month. These observation and coaching sessions are designed to provide residents with

feedback beyond that which is received from the mentor teacher, and to inform seminar work.

- **Professional development opportunities:** BTR also requires residents to observe lab classrooms taught by teachers who demonstrate exceptional teaching practice. This provides residents the opportunity to observe expert teaching from individuals in addition to their mentor teachers. BTR also offers optional ‘boot camps’ based on identified need, such as a ‘Back to School’ workshop for residents as they prepare to set up their own classrooms after the residency year, and opportunities to participate in PEBC’s broader professional development events.



District supports: Districts also provide support to residents through the mentor-teacher classroom, and through professional development activities for all teachers employed by the district. BTR schedules program seminar days to allow residents to engage in these district professional development opportunities, such as content and grade-level PLCs.

BTR’s Rural Candidates

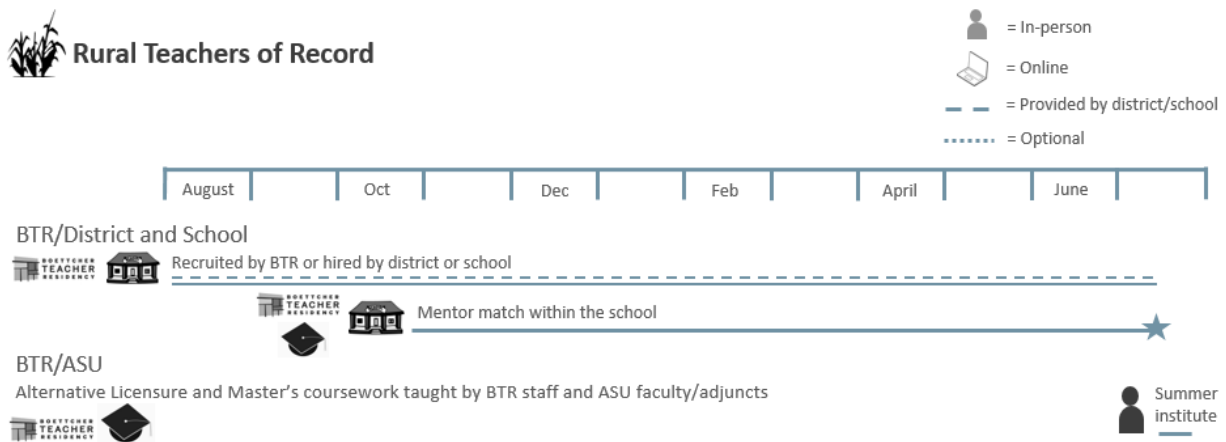


ASU played a critical role in BTR’s expansion into rural areas, both as a higher education partner and as a bridge to create rural district partnerships, in part because of its close connections and relationships with rural school districts in the San Luis Valley. PEBC and ASU identified the need to modify BTR program implementation for rural candidates, including: creating local supports available in rural communities rather than centralized support available through the Denver offices; modifying how seminars are offered for candidates placed as teachers of record through the induction support model; and providing additional cohort-building and professional development opportunities to the rural cohort due to large geographic distances between candidates serving in rural schools that are not present in urban areas. A description of BTR’s program implementation in rural areas is described below.

Figure 2.3. BTR Rural Area Teacher of Record Recruitment, Admissions, and Pre-Classroom Preparation



Rural Teachers of Record



RECRUITMENT AND ADMISSIONS



Recruitment. BTR has adapted its recruitment strategies when seeking candidates to serve in rural areas. In particular, BTR has identified that face-to-face time is a key method to develop relationships with potential candidates. The program also utilizes the following strategies:

- Public relations opportunities, such as local news and human interest stories that highlight the program’s benefit to communities,
- Recruiting candidates through ASU’s existing teacher preparation program and other rural university connections,
- ‘Grow your own’ recruitment methods to attract candidates who have lived and worked in rural communities, and
- Recruiting in neighboring rural states to identify candidates who will feel at home teaching in a rural community.

Admissions. Residents complete the same application process as candidates serving in urban areas described above. The only difference is that ASU and BTR rural field staff conduct the group interview and other in-person admissions activities rather than Denver-based staff.



Candidates admitted to serve as teachers of record in the first year may be recruited through BTR directly, or are identified through BTR partner districts that wish to hire them. However, in some situations districts’ needs for teachers of record are so great that a candidate initially recruited for the residency program will be transitioned to a teacher of record. When a need is identified by a partner district, BTR staff and principals use knowledge of existing residents to identify a potential candidate. After BTR staff confirm the resident is comfortable with this change, the program works with the resident and principal to complete the transition.

In the majority of cases, residents and teachers of record are admitted to the program prior to the Summer Institute, and the Summer Institute serves as the initial training (see below). However, teachers of record are admitted on a flexible timeline based on districts’ needs, and although rare, are sometimes hired and admitted to the program after the Summer Institute concludes. When this occurs, BTR identifies alternate methods to prepare individuals to teach in the classroom (e.g., working with candidates individually, and requiring them to take four courses the summer after the first year, rather than two).

PRE-CLASSROOM PREPARATION

Summer Institute



The Summer Institute is scheduled over two weeks, and is held in each of BTR’s rural regions, including the ASU campus in the San Luis Valley. Residents and Induction Support candidates attend the Summer Institute prior to entering a classroom. During the Institute, candidates complete the first two Master’s courses: Educational Perspective and

Foundations, and Culture and Community. Summer Institute courses are tailored to teaching in Colorado's rural areas, and address topics such as serving the significant Spanish-speaking and Native American populations in these areas, the religious and cultural influences among local populations, and poverty's effect on student achievement.

BTR and ASU staff have surfaced that teachers of record may need more support than residents during the Summer Institute, and throughout the year, to prepare them to lead teach in a classroom. BTR and ASU staff monitor progress and tailor supports provided during the Institute to ensure sufficient training. For example, BTR and ASU may provide additional instruction on lesson planning with someone who has limited training in this area, but is strong in content and other areas of teacher practice. In addition, BTR and ASU staff have recently engaged in two retreats to identify methods to increase support to program participants who will be placed as teachers of record in the first year. Supplemental supports the program is considering include providing additional required observations and feedback, and assigning content supervisors to provide added support specific to content areas.

Mentor match and placement process



Residents and teachers of record are paired with mentors in rural areas. For residents, ASU and/or BTR staff, depending on the rural region, contact principals to let them know the program would like to place residents in the school. Depending on the district, principals, BTR or ASU staff will identify possible mentor matches for residents based on existing knowledge about districts and mentor teachers. Residents then shadow identified mentors and provide feedback on preferences. This information is used by field staff to determine residents' placement classrooms.

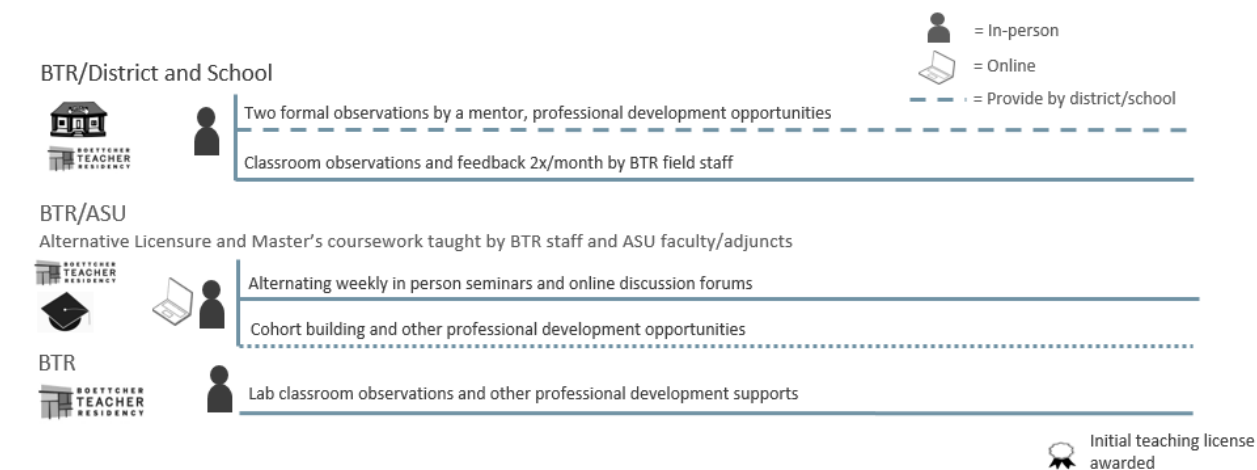


Teachers of record are also paired with mentor teachers, but these relationships are more limited because teachers of record are placed in their own classrooms. Once a teacher of record is hired, the principal or superintendent usually identifies a potential mentor teacher with strong practice and BTR confirms the candidate is comfortable with this match.

FIRST YEAR IN PLACEMENT CLASSROOM

Although first-year supports are similar for residents in the urban and rural areas, the structure of supports for teachers of record is different from what is provided to residents to accommodate their roles as lead teachers. Differences in first-year supports provided to residents and teachers of record are noted below.

Figure 2.4. BTR Teacher of Record Year 1 Supports and Requirements



Seminars: Similar to urban residents, rural residents and teachers of record participate in seminars throughout the first year. Seminars also alternate weekly between in-person meetings and on-line discussions and activities. Residents are in the classroom four days a week and participate in seminars or on-line activities one day a week in the same manner as urban participants. However, teachers of record cannot be absent from the classroom one day a week and, to accommodate a full-time teaching position, seminars are instead held one evening a week in a condensed form. Residents and teachers of record also participate in additional evening and online courses as they do in urban areas.

BTR-specific supports: As with urban areas, BTR provides additional in-classroom supports and professional development opportunities to residents and teachers of record.

- **Coaching and in-classroom supports:** Rural candidates also receive job-embedded coaching. BTR field staff conduct observations and feedback twice a month throughout the year for residents placed in a mentor teacher classroom, and induction support candidates placed as teachers of record. In some remote rural areas in which BTR field staff cannot visit regularly, BTR may contract with local individuals, such as retired teachers and principals who have extensive teaching experience, to conduct these observations and provide feedback. Some candidates may be the only teacher in the district in a particular content area. In these cases, BTR also identifies other content supports.
- **Mentor support:** Residents receive ongoing observation and feedback from the mentor teacher, and may participate in school and district professional development. For teachers of record, the mentor teacher conducts at least two formal observations that include direct feedback during the academic year.

- Other professional development: Similar to the urban cohort, rural candidates are required to observe lab classrooms with teachers who demonstrate exceptional teaching practice, and have access to PEBC's broader professional development opportunities. BTR and program candidates identified the need for more cohort building and professional development opportunities in rural areas. In response, BTR offers additional supports to both residents and teachers of record, such as hosting panels and roundtables with master teachers and educational administrators, and organizing informal supports such as dinners.



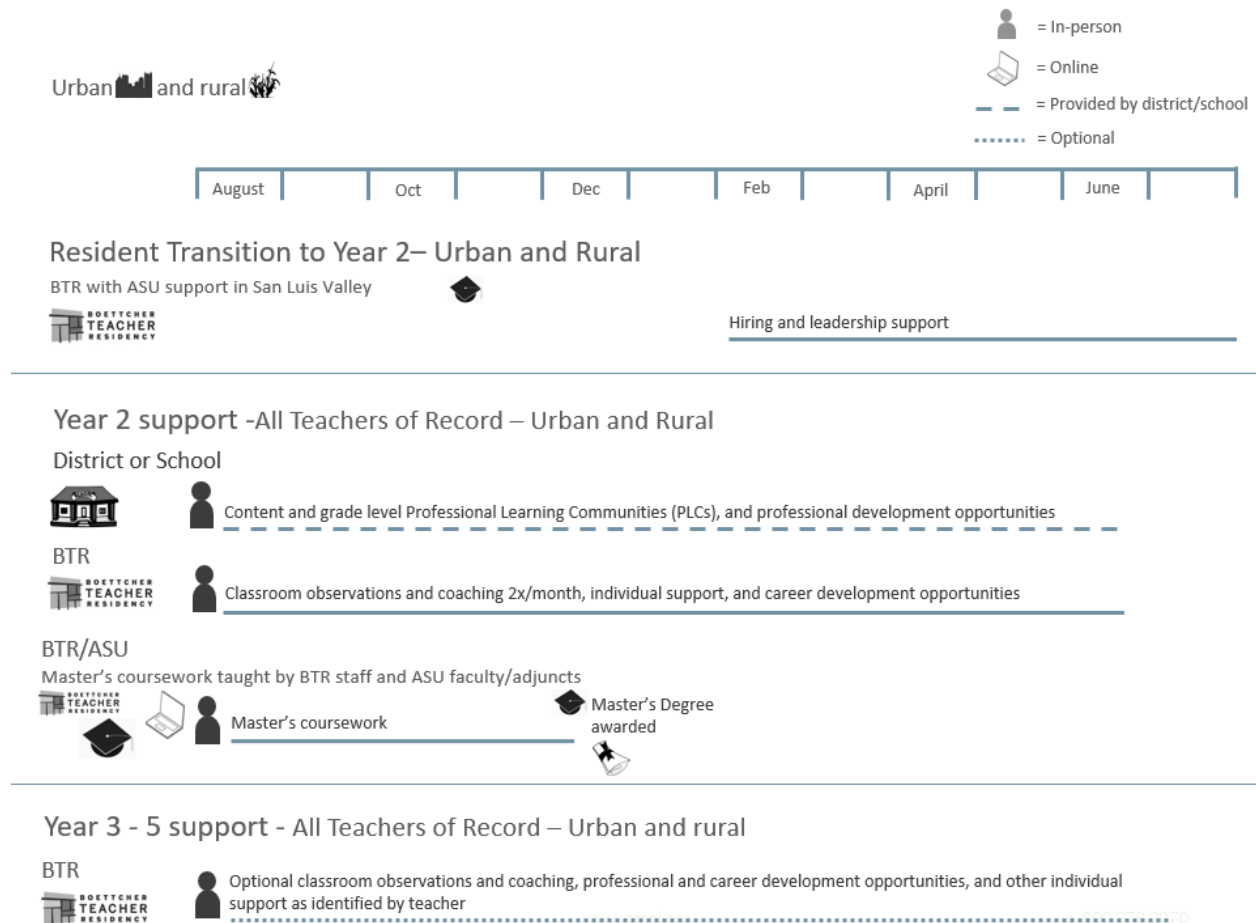
District supports: As with urban areas, districts provide support to residents through the mentor teacher classroom, and through professional development activities for all teachers employed by the district.

Post-residency Support (Urban and Rural)



During the second year in the program, all participants serve as teachers of record. BTR has established a team of individuals to support candidates as they begin to seek employment in partner districts at the end of the first year, and throughout the second year and beyond.

Figure 2.5. BTR Post-residency Requirements and Support



First-year teachers of record are expected to continue their placements in the second year. However, residents must apply for and be hired by a BTR partner district. Many residents will obtain a teaching position in a different district or school than their residency district or school. Districts hosting residents in year one will not always have openings for a teacher of record, and some districts that host residents do not hire new teachers. In addition, some residents who had been students at ASU before joining BTR may want to relocate back to their own communities and families after their residency year. Post-residency supports BTR provides include:

Transition to Year 2 resident supports:

- Assisting residents throughout the hiring process, including resume review, mock interviews, and networking with partner districts to create awareness that residents are available for hire, and
- Identifying future leadership roles for residents who are thriving, such as instructional coaching or mentoring.

Year 2 supports for all teachers:

- Ongoing classroom observation and coaching twice a month from BTR post-residency staff,
- Additional Master's courses, including a PLC course, and
- Additional professional development opportunities, including a symposium during which teachers present action research from their final two graduate courses.

Year 3 – 5 supports for all teachers:

- Coaching when requested by a teacher. Coaching may focus on specific areas identified by the teacher, such as when the teacher wants to experiment with a new technique in the classroom.
- The option to participate in other PEBC professional development opportunities, such as events focused on investigating thinking strategies, and on conferring with students about learning. BTR continues to explore additional supports they can provide to these teachers.

Conclusions

CDE awarded grant funds to PEBC and TFA–Colorado to place teachers in historically hard-to-serve school districts in Colorado. A first cohort of teachers was placed in 2014-15 and a second cohort was placed in 2015-16, with a third in the placement process for 2016-17. OMNI conducted formative and summative evaluation activities to learn more about the number of teachers placed and retained from two cohorts of teachers funded through the Quality Teacher Recruitment Grant program serving students in 2015-16, and the processes by which programs are currently recruiting, selecting, preparing, and supporting teachers.

The Quality Teacher Recruitment Grant program was successful in placing high-quality teachers in schools and districts that have had historic difficulty retaining high-quality teachers. In 2015-16, 296 teachers served in high-need classrooms reaching 21,428 students in 22 Colorado school districts. Overall programs excelled at meeting their Cohort 2 targets, with each program exceeding its placement goals. Calculating retention from 2014-15 to 2015-16 for second-year teachers (Cohort 1) was not straightforward due to changes in partner districts and missing data from the first evaluation. Nonetheless, only one Cohort 1 teacher who began in a classroom in 2015-16 left the program prior to year-end.

It is worth noting that this report does not include effectiveness ratings of teachers placed through the program. CDE allowed programs additional time to work with districts to obtain the required data. A supplement to this report examining the 2015-16 effectiveness data for Cohort 1 and 2 teachers will be provided to CDE in September 2016.

2016-17 EVALUATION EFFORTS

In 2016-17, the evaluation team will have the opportunity to examine data on three cohorts of teachers placed through the Quality Teacher Recruitment Grant Program. Specifically, we plan to examine 2016-17 data for Cohort 1-3 teachers. It is worth noting that TFA-Colorado teachers make a two-year commitment to the program. Thus, Cohort 1 teachers completed their commitment to TFA after their second year in the classroom (at the end of 2015-16). Provided data are available, we hope to see how many teachers placed through the Quality Teacher Recruitment Grant Program continue to teach beyond their two-year commitments. We also plan to track how many BTR Cohort 3 candidates are placed as residents and teachers of record, how many BTR Cohort 2 residents are able to find teaching positions in partner districts, and how many Cohort 1 teachers continue in their positions.

The 2016-17 evaluation also will include online surveys of teachers and principals. Surveys administered to teachers will provide key information on their perceptions of the program and intentions to continue teaching in targeted schools and districts after the program commitment ends. Surveys administered to principals will provide valuable perspective on the degree to which they believe programs are preparing teachers to be effective in the classroom. We learned in the last evaluation that school administrators are key to supporting and retaining teachers, and obtaining their perspectives will add insight into program strengths and challenges. Finally, in 2016-17, key stakeholder interviews will be structured to learn more about program partnerships, both with districts, Institutes of Higher Education, and organizations that provide supports and professional development to teachers. The 2016-17 evaluation will provide a comprehensive look at three cohorts of teachers placed through the Quality Teacher Recruitment Grant Program.

Appendix

The following tables provide the number of teachers by district by school by cohort.

Table A.1. Number of BTR Teachers by Cohort by District by School

District	School	Cohort 1	Cohort 2
Adams 12 Five Star Schools	Coronado Hills Elementary	2	2
	Leroy Drive Elementary	0	1
	McElwain Elementary	1	2
	Nor Mor Elementary	1	0
	Northglenn Middle School	0	1
	STEM Launch K-8	1	0
	STEM Magnet Lab School	0	2
	Thornton Middle School	1	0
	Total	6	8
Alamosa School District RE-11J	Alamosa Elementary	2	4
	Alamosa High School	1	1
	Ortega Middle School	0	2
	Total	3	7
Archuleta School District	Pagosa Springs High School	0	2
	Pagosa Springs High School	0	1
	Total	0	3
Aurora Public Schools	Altura Elementary	2	0
	Aurora Hills Middle School	2	4
	Aurora West College Preparatory Academy	4	3
	Crawford Elementary	1	0
	South Middle School	1	0
	Tollgate Elementary	1	0
	Vista Peak Exploratory	1	0
	Vista Peak Preparatory	1	0
	Wheeling Elementary	2	1
	William Smith High School	0	2
	Total	15	10
Brighton School District	Brighton High School	0	1
	Otho Stuart Middle School	0	4
	Overland Trail Middle School	2	0
	Prarie View High School	1	0
	Southeast Elementary	0	2
	Total	3	7
Centennial School District	Centennial School	1	0
	Total	1	0

District	School	Cohort 1	Cohort 2
Center Consolidated School District 26JT	Center School District K-12	0	1
	Director of After-School Program	1	0
	Haskins Elementary	1	1
	Skogland Middle School	1	1
	Total	3	3
Dolores School District RE-4A	Dolores Elementary	0	1
	Dolores High School	0	1
	Dolores Middle School	0	1
	Dove Creek Middle School	0	1
	Total	1	4
Durango School District 9-R	Seventh Street Elementary	1	0
	Animas Valley Elementary	0	1
	Florida Mesa Elementary	0	1
	Miller Middle School	1	1
	Total	2	4
Englewood Schools	Sunny Side Elementary	1	1
	Total	0	1
Ignacio School District 11-JT	Clayton Elementary	0	1
	Ignacio Elementary	2	1
	Total	0	1
Jefferson County R-1	Ignacio High School	0	1
	Alameda International High School	1	0
	Bear Creek High School	0	2
	Foster Elementary	1	0
	Lasley Elementary	1	0
	Little Elementary School	1	0
	Peiffer Elementary	0	1
	Total	0	1
Mapleton Public Schools	Welchester Elementary	0	1
	Achieve Academy	1	0
	Mapleton Early College	0	2
	Total	0	2
Moffat Consolidated School District 2	North Valley School for Young Adults	0	2
	Total	1	4
Monte Vista School District C-8	Moffat K-12 School	1	0
	Bill Metz Elementary	1	2
	Marsh Elementary	2	0
	Total	1	3
Montezuma-Cortez School District RE-1	Monte Vista High School	1	3
	Monte Vista Middle School	3	1
	Total	7	6
North Conejos School District RE-1J	Cortez Middle School	1	2
	Total	1	2
Center Consolidated School District 26JT	Centauri Middle School	0	2
	La Jara Elementary	2	1
	Total	2	3

District	School	Cohort 1	Cohort 2
Rocky Ford School District R-2	Rocky Ford High School	1	0
	Total	1	0
Sierra Grande School District	Sierra Grande School	1	0
	Total	1	0
South Conejos School District	Antonito High School	0	1
	Total	0	1
Trinidad School District 9R	Eckhart Elementary	1	0
	Total	1	0
Total		55	69

Table A.2. TFA-Colorado Teachers by Cohort by District by School

District	School	Cohort 1	Cohort 2
Denver Public Schools	Abraham Lincoln High School	0	1
	Amesse Elementary School	2	0
	Cesar Chavez Academy-Denver	3	0
	Cheltenham Elementary School	0	1
	Colfax Elementary School	0	2
	Collegiate Prep Academy	0	1
	Colorado High School Charter	2	0
	Columbian Elementary School	1	0
	Contemporary Learning Academy	2	2
	Dcis-ford Elementary School	1	1
	Denver Center for International Studies - Montbello Campus	4	2
	Denver School of Science and Technology - Green Valley Ranch	3	2
	DSST - Stapleton HS	1	0
	DSST - Stapleton MS	3	1
	DSST Conservatory Green	1	1
	Dsst-byers Middle School	1	1
	DSST-Cole School	3	1
	DSST-College View Middle School	4	2
	DSST-Green Valley Ranch Middle School	2	1
	Girls Athletic Leadership School	1	0
	Goldrick Elementary School	0	2
	Green Valley Elementary	1	1
	Greenlee Elementary School	1	1
	Henry World School	0	2
	High Tech Early College	2	1
	Hill Middle School Campus of Arts and Sciences	1	0
	KIPP Denver Collegiate High School	1	4
	KIPP Montbello College Prep Middle School	1	2
	KIPP Sunshine Peak Academy	0	2

District	School	Cohort 1	Cohort 2	
Harrison School District 2	Maxwell Elementary School	1	0	
	McGlone Elementary School	4	1	
	McMeen Elementary School	1	2	
	Mlk Junior Early College Middle High School	1	0	
	Montclair Elementary	0	1	
	Morey Middle School	0	1	
	Noel Community Arts School (Closed on 10/03/2014)	0	1	
	Newlon Elementary School	1	0	
	North High School	1	0	
	Oakland Elementary (Closed on 08/28/2013)	0	2	
	Pioneer Charter School	1	0	
	P.R.E.P.	0	1	
	Rocky Mountain Preparatory School	1	0	
	Sabin International School	1	0	
	Samuels Elementary	0	1	
	STRIVE - Green Valley Ranch	1	0	
	STRIVE - Montbello	3	1	
	STRIVE - S.M.A.R.T: Science, Math & Arts Academy Lalo Delgado Campus	1	2	
	Strive Prep - Excel Campus	2	1	
	STRIVE Prep - Federal Campus	1	2	
	Strive Prep - Ruby Hill Campus	4	1	
	STRIVE Prep- Sunnyside Campus	0	1	
	STRIVE Prep - Westwood Campus	0	1	
	Traylor Elementary	0	1	
	University Prep	3	2	
	Venture Prep	1	1	
	West Generation Academy	1	2	
	Total	70	59	
	ATLAS Preparatory School	1	2	
	Carmel Middle School	0	1	
	Fox Meadow Middle School	0	1	
	Harrison High School	4	6	
	High School Prep Academy	2	0	
	Mountain Vista K-8 Community School	1	2	
	Panorama Middle School	3	3	
Sierra High School	6	2		
Total	17	17		

District	School	Cohort 1	Cohort 2
Pueblo City Schools	Bessemer Academy	0	1
	Benjamin Franklin Elementary School	1	0
	Heroes K-8 Academy	1	1
	James H Risley Middle School	2	2
	Pueblo Academy Of Arts	1	2
	Roncalli Middle School	1	2
	South High School	1	0
	Total	7	8
Total		94	84