Colorado Department of Education Quality Teacher Recruitment Grant Program

Year 1 Interim Report, 2017-20 funding cycle

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OMNI

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Executive Summary

Section 22-94-101, C.R.S. (Senate Bill 13-260), created the Quality Teacher Recruitment (QTR) Grant Program. The program authorizes the Colorado Department of Education (CDE) to fund programs to coordinate recruitment, preparation, and placement of highly qualified teachers in school districts that have had difficulty attracting and retaining high-quality teachers. Since 2014-15, CDE has awarded grant funds to the Public Education & Business Coalition (PEBC) and Teach for America (TFA)-Colorado to place teachers in historically hard-to-serve school districts in Colorado.

CDE selected OMNI Institute to conduct a formative and summative evaluation of the program. This document summarizes findings from the 2017-18 academic year for four cohorts of teachers placed through the QTR Grant Program. Evaluation data come from: (a) program-provided teacher recruitment, placement, and retention data; (b) district-provided educator effectiveness ratings (via programs); and (c) program-provided descriptions of strategies in the recruitment, placement, and support of teachers as they move through their service contracts.

Program Approach

PEBC, through its Boettcher Teacher Residency (BTR) program, and TFA-Colorado each seek to place highly qualified teachers in high-need districts to promote effective teaching and increase student achievement. Each program implements a unique model to achieve these goals.

Exhibit A. Program Overview	
BTR	TFA - Colorado
▪ Initiative to improve effectiveness of school systems by increasing teacher quality and retention state-wide, supporting ongoing development of residents and mentor teachers, and enhancing capacity and collaborative leadership in partner schools and districts.	▪ Teach for America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate. These leaders begin their commitment to educational equity by serving two years teaching in high-needs classrooms.
▪ Colorado Only	▪ Colorado is one of 53 TFA regions
▪ Candidates agree to a 3-year commitment in the field of education (BTR supports candidates for up to 5 years, including the residency year).	▪ Corps members agree to a 2-year commitment, and program alumni are supported throughout their careers.
▪ Program admission is generally contingent on successful placement (i.e., matched to a mentor teacher or principal request to fill an open position in a rural district).	▪ Corps members are admitted to the program, assigned to Colorado, and then apply for open teaching positions in partner districts.
▪ In the first year, most candidates serve as residents in the classrooms of mentor teachers, although some serve as teachers of record in rural districts with a provisional license leading up to the receipt of an alternative license at the end of the first year.	▪ In the first year, most candidates are corps members and are placed as teachers of record. Beginning this year, TFA-CO began the Launch Fellowship, where candidates serve as residents in the classrooms of mentor teachers in the first year while working towards licensure. After the residency year, candidates can join TFA and begin an additional two-year commitment.

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Exhibit A. Program Overview (Continued)	
BTR	TFA - Colorado
▪ Institute of Higher Education Partners: Metro State University of Denver, University of Colorado at Denver, Colorado State University, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University (for optional Master's Degree)	▪ Institute of Higher Education Partners: University of Colorado-Denver's ASPIRE to Teach Program and Relay Graduate School of Education (for optional Master's Degree for Corps Members and required Master's Degree for Launch Fellows through Relay GSE)
▪ Designated agency for licensing: PEBC	▪ Designated agency for licensing: University of Colorado-Denver's ASPIRE to Teach Program and Relay Graduate School of Education

Exhibit B provides the number of teachers initially placed each year through the grant and the number who continued teaching in grant-partner districts each year. Note that many BTR candidates served as resident teachers in the classroom of a mentor teacher during their first year in the program.

Exhibit B. Teacher Placement and Retention in Grant-Partner Districts by Placement Year and Program	
BTR	TFA - Colorado
▪ 100 teachers were placed in fall 2017 (Meeting target) – 89 (89%) completed the first year (2017-18)	▪ 81 teachers were placed in fall 2017 (Meeting target) – 74 (91%) completed the first year (2017-18)
▪ 95 teachers were placed in fall 2016 – 90 (95%) completed the first year (2016-17) – 85 (87%) completed the second year (2017-18)	▪ 78 teachers were placed in fall 2016 – 75 (96%) completed the first year (2016-17) – 64 (82%) completed the second year (2017-18)
▪ 71 teachers were placed in fall 2015 – 64 (91%) completed the first year (2015-16) – 54 (77%) completed the second year (2016-17) – 50 (70%) completed the third year (2017-18)	▪ 92 teachers were placed in fall 2015 – 84 (91%) completed the first year (2015-16) – 75 (82%) completed the second year (2016-17) – 43 (47%) completed the third year (2017-18)
▪ 66 teachers were placed in fall 2014 – 61 (92%) completed the first year (2014-15) – 57 (86%) completed the second year (2015-16) – 52 (79%) completed the third year (2016-17) – 50 (76%) completed the fourth year (2017-18)	▪ 111 teachers were placed in fall 2014 – 106 (95%) completed the first year (2014-15) – 95 (86%) completed the second year (2015-16) – 59 (53%) completed the third year (2016-17) – 40 (36%) completed the fourth year (2017-18)

Notes: Numbers do not match prior reports. For BTR, from year to year, a small number of teachers who were initially placed in non-grant-partner districts moved to grant-partner districts. Also a small number were in a district that became a grant partner district after 2014-15. Although these teachers were not funded through the grant during their initial placement year, they are counted as initially placed in grant partner districts to facilitate the calculation of rates of retention to grant-partner districts. For TFA, 37 teachers placed in 2014-15 were not in initial 2014-15 placement files, but TFA confirmed that these teachers should have been counted in the evaluation. Additionally, teachers from year to year may move from non-grant partner districts to grant partner districts, and in these cases, teachers are counted as initially placed in partner districts to facilitate the calculation of retention rates to grant-partner districts.

Summing across programs, 495 individuals (274 from BTR and 221 from TFA) served the entire year in Colorado classrooms through the 2017-18 academic year as part of the QTR Grant Program and served an estimated 25,634 students enrolled in historically hard-to-serve schools.

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Educator Effectiveness

Based on preliminary available effectiveness data from both programs (76% of TFA-Colorado teachers and 30% of BTR teachers), 80% of TFA-Colorado teachers and 88% of BTR teachers were rated as effective or higher. Programs will continue to collect missing effectiveness ratings through the fall of 2018, and OMNI will provide an updated summary report on effectiveness ratings for teachers placed through the grant to CDE in December of 2018.

Programs' Process Flow

The 2017-18 evaluation reexamined program strategies for teacher recruitment, selection, preparation and support that were first documented in 2015 for the QTR Grant Program evaluation. Both programs report a 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. Since 2015, some notable changes include:

- PEBC, through its Boettcher Teacher Residency (BTR) program, has a new model that offers resident teachers more choice and flexibility with designing their own learning path. Resident teachers can now choose from a variety of educational and content-focused degrees and they are able to pursue these degrees for up to 5 years post residency. This new model was designed to bring more teachers into the profession with greater flexibility and customization. PEBC continues to provide all initial licensure coursework and supports to teachers in the first year. The Master's degree is optional and highly encouraged, which can be pursued via several new higher education partners that offer credit and/or scholarships for the residency experience. Partners include: Metropolitan State University of Denver, University of Colorado at Denver, Colorado State University, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University.

- TFA-Colorado continues to explore different strategies to recruit, place, and sustain diverse and home-grown candidates who may choose to teach in Colorado beyond the two-year TFA commitment. One key effort has been the Launch Fellowship, which began in the 2017-18 academic year. Through this fellowship, candidates complete a one-year pre-corps residency year, serving as resident teachers in the classroom of veteran mentor teachers, while they build the prerequisite knowledge and skill to apply to the TFA corps in the following year.

The 2018-19 evaluation will include teacher and school leader surveys to explore the experiences and perceptions of teachers and school administrators (e.g., principals, vice principals, superintendents) in grant partner districts, and data analyses will include five cohorts of teachers placed through the QTR Grant Program.

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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 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 the fall of 2014. Both programs applied for and were awarded a second (2015-17) and third (2017-20) 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 all three grants (2013-15, 2015-17, and 2017-20). Prior evaluation reports for the grant are available on CDE's website.[1] This report serves as the interim report for the first year of the third evaluation period (2017-20) and examines four cohorts of teachers who served in classrooms during the 2017-18 academic year.

Table 1 describes the number of years in programs by cohort. In 2017-18, Cohort 1 teachers had been in the classroom for four years, Cohort 2 teachers had been in the classroom for three years, and Cohort 3 teachers had been in the classroom for two years. Cohort 4 teachers had been in the classroom for one year, as either teachers of record or as residents in the classroom of a mentor teacher, depending on the program model. Teachers who served as residents during the first year in the classroom move on to serve as teachers of record in the second year.

Table 1.0 Teacher Cohort by Academic Year in the Classroom

Cohort	2014-15	2015-16	2016-17	2017-18
1	1st year in classroom*	2nd year in classroom	3rd year in classroom	4th year in classroom
2		1st year in classroom*	2nd year in classroom	3rd year in classroom
3			1st year in classroom*	2nd year in classroom
4				1st 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.

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[1] https://www.cde.state.co.us/educatoreffectiveness/qualityteacherrecruitmentgrantprogram.

As well as examining teachers recruited, placed and retained in 2017-18, formative evaluation activities were conducted to provide CDE with additional information on strategies programs are using to recruit, select, prepare, and support teachers. OMNI researchers reviewed processes that were first documented in 2015-16, program documents, and met with program staff to develop "process flow" narratives and charts that describe how teachers move through phases of the preparation programs.

Reading this report: After a brief description of alternative teacher preparation programs in general and each funded program specifically, evaluation findings are organized into the below sections. We end the report with a description of evaluation activities for next year's evaluation.

- Section I: Teacher Recruitment, Placement, Retention, and Effectiveness Outcomes for 2017-18
- Sections II and III: Program Flow Charts and Descriptions

ALTERNATIVE TEACHER PREPARATION PROGRAMS

Alternative teacher preparation programs 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 in one of the approved endorsement areas for alternative licensure, 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

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[2] For more information on alternative licensure through the Colorado Department of Education, please visit: https://www.cde.state.co.us/cdeprof/path2alternative. For more information on how candidates demonstrate professional and content competency, please visit: https://www.cde.state.co.us/cdeprof/licensure_authorization_landing 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/educator-preparation-institution-search?field_endorsement_area_tid=All&field_ed_prep_grade_level_tid=All&field_region_served_tid=All&field_traditional_or_alternative_value=Alternative

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

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.[5] 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 partners with higher education institutions that provide credit for the residency experience as part of an optional Master's degree that residents can pursue. In 2017-18, higher education partners included Metro State University of Denver, University of Colorado at Denver, Colorado State University, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University.

Program participants agree to remain in education for a three-year commitment during which they work toward earning an initial teaching license and an optional Master's 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 (see Section II for more detail). Residents may be placed in either urban or rural school districts.

After the residency year, candidates apply for open teaching positions and most are hired in in BTR partner districts. To be responsive to schools in rural districts with immediate needs for teachers of record, BTR developed a model to train teachers of record in the first year. 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 academic year. The teacher of record model in the first year is used only in rural districts, with a slightly

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[4] For more information on the Colorado Teacher Quality Standards, please visit:
https://www.cde.state.co.us/educatoreffectiveness/teacherqualitystandardsreferenceguide
[5] From this point forward in the report, PEBC's Boettcher Teacher Residency program will be referred to as the BTR program or BTR for short.

modified model of field coach support that is more intensive to fill the gap of not being in the classroom with a mentor teacher.

TEACH FOR AMERICA–COLORADO

Teach For America (TFA) is a national education leadership development organization that was founded to reduce systemic inequities in the education sector. 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.

TFA-Colorado coordinates teacher preparation for initial licensure in two phases: first, through a pre-service summer training institute offered in collaboration with the TFA national organization; and second, through its higher education partnerships with the University of Colorado Denver's ASPIRE to Teach Alternative Licensure Program (ASPIRE) and Relay Graduate School of Education (Relay GSE). As the designated licensing agencies for TFA-Colorado, the programs provide the required instruction for the alternative teacher preparation program requirements during the first year. ASPIRE and Relay GSE also offer an optional Master's degree in the second year to Corps Members. 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, where TFA has demonstrated they continue to advocate for educational equity.

In 2017-18, TFA-Colorado introduced the Launch Fellowship, a new teacher-in-training program developed by TFA-Colorado in response to a growing body of research in support of the importance of diverse and homegrown candidates that have a stake in local Colorado communities. Launch Fellows complete a one-year pre-corps fellowship, serving as resident teachers in the classroom of a veteran mentor teacher, while they build the prerequisite knowledge and skill to apply to the TFA corps in the following year. Relay GSE is the higher education partner for the Launch Fellowship, and candidates are required to enroll in two-year Master's degree program, through which they obtain initial licensure in the first year.

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

BTR and TFA provided OMNI with 2017-18 data for teachers from Cohorts 1 through 4. This section provides information on teacher recruitment, placement, retention and effectiveness. The goal of the QTR Grant Program is to fund recruitment, placement, and retention of effective teachers in historically hard-to-serve Colorado districts. As such, the evaluation examines data on teacher placement and retention in the context of the QTR Grant Program; specifically, we count teachers as placed and retained when they are teaching in a QTR grant-partner district.

NUMBER OF TEACHERS RECRUITED, PLACED, AND RETAINED

Table 1.1 provides information on Cohort 1 teachers who were in the fourth year of the program in 2017-18.

BTR. In 2017-18, Cohort 1 BTR teachers (initially placed in 2014-15) were in their fourth year teaching. As Table 1.1 shows, 50 teachers (76%) began teaching in a grant-partner district in 2017-18. This number includes two teachers who transferred from a non-grant-partner to a grant-partner district in 2017-18. To facilitate the calculation of retention rates, we treat these two teachers as placed with the other Cohort 1 teachers as they were supported through BTR, even though they were not supported through QTR grant dollars in prior years when they were teaching in non-partner Colorado districts. As such, in Table 1.1, these two teachers are included in BTR's initial 2014-15 placement numbers as well as in the numbers for completion of years 1-3 in the program. Of the 50 teachers who began teaching in 2017-18, all 50 were retained in grant partner districts through the spring of 2018 (76%).

TFA-Colorado. In 2017-18, Cohort 1 TFA teachers (initially placed in 2014-15) were fourth-year teachers and second-year alumni, meaning teachers had completed their two-year commitment to TFA in 2015-16. As Table 1.1 shows, 42 (38%) Cohort 1 TFA alumni began teaching in a grant-partner district in 2017-18, and in the spring of 2018 40 (36%) had been retained. Due to confidentiality concerns around the small number, the two teachers' reasons for leaving are not reported.

Table 1.1. Retained Cohort 1 Teachers (Initially Placed in 2014-15) in Grant-partner Districts in 2017-18

	BTR	TFA
Initially placed in 2014-15*	66*	111
Completed 1st year of teaching (2014-15)	62 (94%)*	106 (96%)
Completed 2nd year of teaching (2015-16)	58 (88%)*	95 (86%)
Completed 3rd year of teaching (2016-17)	53 (80%)*	59 (53%)
Began 4th year of teaching (2017-18)	50 (76%)	42 (38%)
Left teaching in the fall of 2017	0	-2
Transferred to a non-grant-partner district	0	0
Completed 4th year of teaching (2017-18)	50 (76%)**	40 (36%)

Note: *Does not match previous reporting, as two teachers moved to a grant partner district in 2017-18. Although these two teachers were not funded through the grant during their initial placement year, they are counted as initially placed and as completing the three years in grant-partner districts to facilitate the calculation of retention rates. **One teacher's status in the classroom for the spring 2018 semester was unknown at the time of reporting. This teacher is included in the number of teachers who completed teaching in 2017-18, as most teachers typically complete the academic year according to BTR.

Table 1.2 below provides information on Cohort 2 teachers, who were in the third year of the program in 2017-18.

BTR. In 2017-18, Cohort 2 BTR teachers (initially placed in 2015-16) were in the third year of teaching and completing their three-year commitment with BTR. As Table 1.2 shows, 50 teachers (70%) began teaching in a grant-partner classroom in 2017-18. This number includes one teacher who moved from a non-grant to a grant-partner district in 2017-18 and one teacher who returned from a one-year leave. To facilitate the calculation of retention rates, we treat the teacher who transferred to a grant-partner district as placed with the other Cohort 2 teachers as they were supported through BTR, even though they were not supported through QTR grant dollars in prior years when they were teaching in a non-partner Colorado district. As such, in Table 1.2, this teacher is included in BTR's initial 2015-16 placement numbers as well as in the numbers for completion of years 1-2 in the program. Because the teacher who took a one-year absence in 2016-17 was previously counted as initially placed and as completing years 1-2 in the program, these numbers were not adjusted. The teacher was not counted as having completed 2016-17 but is added in for 2017-18. Of the 50 teachers who began the 2017-18 academic year, all 50 (70%) were retained through the spring of 2018.

TFA-Colorado. In 2017-18, Cohort 2 TFA teachers (initially placed in 2015-16) were in their third year of teaching and first-year TFA alumni, meaning teachers had completed their two-year commitment with the program in 2016-17. As Table 1.2 shows, 44 (48%) Cohort 2 TFA alumni began teaching in a grant-partner district in 2017-18 and 43 (47%) were retained through the spring of 2018. The teacher who was not retained in a grant-partner district transferred to a non-grant-partner district in the spring of 2018.

Table 1.2. Retained Cohort 2 Teachers (Initially Placed in 2015-16) in Grant-partner Districts in 2017-18

	BTR	TFA
Initially placed in 2015-16	71*	92
Completed 1st year of teaching (2015-16)	65 (92%)*	84 (91%)
Completed 2nd year of teaching (2016-17)	55 (78%)*	75 (82%)
Began 3rd year of teaching (2017-18)	50 (70%)	44 (48%)
Transferred to a non-grant-partner	0	-1
Completed 3rd year of teaching (2017-18)	50 (70%)**	43 (47%)

Note: *Does not match previous reports, as one teacher moved to a grant partner district in 2017-18. Although the teacher was not funded through the grant during the initial placement year, the teacher is counted as initially placed and as completing the two years in a grant-partner district to facilitate retention rate calculations. **Five teachers' status in the classroom for the spring 2018 semester was unknown at the time of reporting. These teachers are included in the number of teachers who completed teaching in 2017-18, as most teachers typically complete the academic year according to BTR.

Table 1.3 below provides information on Cohort 3 teachers, who were in the second year of the program in 2017-18.

BTR. In 2017-18, Cohort 3 BTR teachers (initially placed in 2016-17) were in the second year of a three-year commitment with BTR. As Table 1.3 shows, 86 (88%) teachers began teaching in a grant-partner classroom in 2017-18, and 85 (87%) teachers were retained in grant-partner districts through the spring of 2018.

TFA-Colorado. In 2017-18, Cohort 3 TFA corps members (initially placed in 2016-17) were in the second year of a two-year commitment with TFA. As Table 1.3 shows, 68 (87%) TFA corps members began teaching in a grant-partner district in 2017-18, and 64 (82%) were retained through the spring of 2018. Reasons for leaving teaching are not presented due to confidentiality concerns over the small number.

Table 1.3. Retained Cohort 3 Teachers (Initially Placed in 2016-17) in Grant-partner Districts 2017-18

	BTR	TFA
Initially placed in 2016-17	98*	78
Completed 1st year of teaching (2016-17)	93 (95%)*	75 (96%)
Began 2nd year of teaching (2017-18)	86 (88%)	68 (87%)
Left teaching in the fall of 2017	0	-4
Transferred to a non-grant-partner district	-1	0
Completed 2nd year of teaching (2017-18)	85 (87%)**	64 (82%)

Note: *Does not match previous reporting, as three teachers moved to a grant-partner district in 2017-18. Although the three teachers were not funded through the grant during their initial placement year, the teachers are counted as initially placed and as completing the first year in a grant-partner district to facilitate the calculation of retention rates. **Eight teachers' status in the classroom for the spring 2018 semester was unknown at the time of reporting. These teachers are included in the number of teachers who completed teaching in 2017-18, as most teachers typically complete the academic year according to BTR.

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Table 1.4 provides the number of new candidates placed for the 2017-18 academic year, including how many were recruited and placed and how many remained in the program through the spring of 2018.

BTR sought to place 100 teachers for the 2017-18 academic year. The program recruited 115 individuals and placed 100 in grant-partner districts. Eighty-nine teachers (89%) remained in a grant partner district through the spring of 2018. Eight of the 11 individuals who left the program had been placed as residents. Reasons for not completing the first year in the program included personal extenuating circumstances or the candidate determined the program was not a good fit.

TFA-Colorado sought to place 62 teachers. The program recruited 81 individuals and placed 81 in grant-partner districts. Seventy-four placed teachers (91%) remained in a grant partner district through the spring of 2017. All seven individuals who left the program had been placed as teachers of record (i.e., as corps members). Reasons for not completing the first year in the program included personal extenuating circumstances, the individual was asked to leave by the program, or the candidate determined the program was not a good fit.

Table 1.4. Retained Cohort 4 Teachers (Initially Placed in 2017-18) in Grant-partner Districts 2017-18

	BTR	TFA
Target numbers*	100	76
Recruited	115	81
Not placed	-1	0
Placed in a non-grant partner district	-14	0
Placed in a grant-partner district	100	81
Placed as teachers of record	31	72
Placed as residents	69	9
Did not complete first year in program	-11	-7
Completed 1st year of teaching (2016-17)	89 (89%)	74 (91%)

*Target numbers were provided by programs.

Summing across programs, 495 individuals (274 from BTR and 221 from TFA) served the entire year in Colorado classrooms through the 2017-18 academic year as part of the QTR Grant Program. For Cohort 1, 76% of BTR teachers remained in the classroom teaching in a partner district for the full four years, while 36% of TFA-Colorado teachers remained in grant-partner classrooms for the full four years. For Cohort 2, 70% of BTR teachers and 47% of TFA-Colorado teachers completed three years in the classroom. For both programs, about 85% of Cohort 3 teachers completed a second year in the classroom, and about 90% of Cohort 4 teachers completed their first year in the classroom.

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DISTRICT AND SCHOOL POSITIONS IN 2017-18

Tables 1.5 and 1.6 provide information on the number of individuals who were placed in teaching positions in 2017-18, by district and cohort, for BTR and TFA, respectively (for fall placements in school positions, see Appendix A).

- In 2017-18, 286 BTR teachers of record and residents were initially placed in 41 partner school districts; there were also placements within three charter school systems.
- In 2017-18, 235 TFA corps members were placed in three partner school districts; there were also placements within four charter school systems.

Table 1.5. Number of Teachers in BTR Partner Districts by Cohort in 2017-18

District	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Adams 12 Five Star Schools	4	4	2	6
Alamosa Re-11J School District	4	6	2	0
Archuleta County 50 JT School District	0	2	3	3
Aurora Public Schools	14	7	10	10
Bayfield School District	1	0	0	0
Boulder Valley School District	0	0	1	0
Brighton School District 27J	2	4	6	12
Buffalo School District RE-4J	0	0	0	1
Centennial School District	0	0	0	1
Center School District	1	2	3	0
Charter School Institute	0	0	2	0
Cherry Creek School District	0	1	0	0
Denver Public Schools	0	1	4	24
Denver Public Schools Charter Schools	1	0	3	0
Dolores RE-4A School District	0	1	0	2
Dolores County School District RE-2J	1	3	1	0
Douglas County School District	0	0	3	0
Durango School District 9-R	0	3	5	4
Eagle County Schools	1	0	0	0
Englewood 1 School District	0	0	2	2
Frenchman School District RE-3	0	0	0	1
Holyoke School District	0	0	0	3
Ignacio School District 11-JT	3	1	2	4
Independent*	0	0	0	3
JEFFCO Public Schools	4	4	3	0
Lone Star 101 School District	0	0	1	3
Mancos School District Re-6	0	0	0	1
Manzanola School District	0	0	1	0

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Continued ~ Table 1.5. Number of Teachers in BTR Partner Districts by Cohort in 2017-18

District	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Mapleton Public Schools	2	4	6	6
Moffat School District	1	0	0	0
Monte Vista School District No. C-8	4	2	4	2
Montezuma-Cortez School District Re-1	1	2	9	7
Montrose County School District RE-1J	0	1	0	0
Mountain Valley Re 1 School District	0	0	1	0
North Conejos School District	3	1	2	0
RE-1 Valley School District	0	0	2	0
Rocky Ford School District R-2	1	0	5	0
Sierra Grande R-30 School District	0	0	0	1
Silverton School	0	0	0	1
South Conejos School District No. Re10	0	1	0	0
Trinidad School District 1	1	0	0	0
Weld County School District 6	1	0	1	0
Wray School District RD-2	0	0	0	3
Yuma School District-1	0	0	2	0
Total	50	50	86	100

*Note: Three teachers worked in Stanley British Primary School, listed as 'Independent' in the table above.

Table 1.6. Number of Teachers in TFA-CO Partner Districts, by Cohort in 2017-18

District	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Charter School Institute	0	1	0	2
Denver Public Schools	16	11	19	24
Denver Public Schools Charter Schools	16	20	24	38
Harrison School District 2	6	6	17	10
Harrison School District 2 Charter Schools	1	2	2	0
Pueblo City Schools	1	2	6	7
Pueblo City Schools Charter Schools	0	1	0	0
Total	40	43	68	81

Note: There was missing district placement information for two Cohort 1 teachers and one Cohort 2 teacher.

OMNI

Tables 1.7 and 1.8 describe the available demographic characteristics of Cohort 4 teachers who remained in grant-partner districts through the spring of 2018, by program and overall. Please see prior QTR Grant Program reports for demographic information on Cohorts 1, 2, and 3.

Table 1.7. Age of Cohort 4 Teachers Placed in 2017-18

	BTR (N=100)	TFA-Colorado (N=81)
Range	22 – 67	21 – 67
Mean (SD)	31	26
Median	28	24

Note. Age for Cohort 1 and 2 teachers initially placed through the grant can be found in previous reports.

Table 1.8.
Gender, Race/Ethnicity, and Education Level of Cohort 4 Teachers Placed in 2017-18

	BTR		TFA-Coloardo		Total	
	n	%	n	%	n	%
Gender						
Female	71	71%	59	73%	129	71%
Male	29	29%	22	27%	52	29%
Total	100	100%	81	100%	181	100%
Ethnicity/Race						
American Indian or Alaska Native	1	1%	2	2%	3	2%
Asian	3	3%	3	4%	6	3%
Black or African American	1	1%	6	8%	7	4%
Hispanic or Latino	7	7%	7	9%	14	8%
White	85	85%	49	63%	135	77%
Two or more races	3	3%	11	14%	13	7%
Total	100	100%	78	100%	176	100%
Education						
Bachelor's Degree	92	92%	65	80%	157	87%
Masters Degree	7	7%	16	20%	23	12%
Professional Degree	1	1%	0	0%	1	1%
Total	100	100%	81	100%	181	100%

Note. Demographic information for Cohorts 1 and 2 teachers initially placed through the grant can be found in previous reports.

TEACHER HIGHLY QUALIFIED STATUS

In 2015, the No Child Left Behind Act (NCLB) was reauthorized as the Every Student Succeeds Act (ESSA). Prior to ESSA, to be considered Highly Qualified (HQ) under NCLB, teachers had to have held a degree, be fully licensed (except when waivers have been granted in charter schools), and demonstrate subject matter competency. ESSA removed the NCLB requirement that teachers be highly qualified and instead requires that teachers meet applicable state licensure requirements. Teachers must still demonstrate subject matter competency in their assigned teaching subject area as was the original intent of the highly qualified requirements in NCLB. When the QTR Grant Program was put into effect, programs were required to report on HQ Status. Despite the new ESSA requirements, programs still provided data on HQ status for teachers supported through the QTR Grant this year of the evaluation. Table 1.9 below presents the HQ status for all teachers in Cohorts 1 through 4 who completed the 2017-18 academic year.

Table 1.9. Number of BTR Teachers with HQ Status, by Cohort in 2017-18

Cohort	BTR	TFA - Colorado
1	47 out of 50 Cohort 1 (fourth year) teachers were required to meet HQ qualifications and **43 (91%)** met the qualifications.*	40 Cohort 1 (fourth year) teachers were required to meet HQ qualifications and all **40 (100%)** met the qualifications.
2	50 Cohort 2 (third year) teachers were required to meet HQ qualifications and **41 (82%)** met the qualifications.	43 Cohort 2 (third year) teachers were required to meet HQ qualifications and all **43 (100%)** met the qualifications.
3	84 out of 85 Cohort 3 (second year) teachers were required to meet HQ qualifications and **72 (86%)** met the qualifications.*	64 Cohort 3 (second year) teachers were required to meet HQ qualifications and all **64 (100%)** met the qualifications.
4	83 out of 89 Cohort 4 (first year) teachers were required to meet HQ qualifications and all **83 (100%)** met the qualifications.*	74 Cohort 4 (first year) teachers were required to meet HQ qualifications and all **74 (100%)** met the qualifications.

*Note: HQ requriements did not apply to three Cohort 1 teachers who were teaching PE, to one Cohort 3 teacher who was teaching Business, and to six Cohort 4 teachers who were teaching PE or Business. Valid percentages that omit these data were used.

SUBJECTS/GRADE LEVELS TAUGHT

Tables 1.10 through 1.13 provide information on the subjects and grade levels taught by teachers who were retained in the program through the spring of 2018. When interpreting Tables 1.12 and 1.13, it should be noted that many teachers taught more than one grade level; thus, the number of teachers per grade level exceeds the total number of teachers who were retained.

Table 1.10. Number of BTR Teachers by Primary Subject Area in 2017-18

Primary Subject Area	Cohort 1		Cohort 2		Cohort 3		Cohort 4	
	n	%	n	%	n	%	n	%
Art	1	2%	1	2%	0	0%	3	4%
Business	0	0%	0	0%	1	1%	2	2%
Early Childhood Education	0	0%	0	0%	0	0%	5	6%
Elementary	25	52%	17	34%	29	34%	34	38%
English, Reading, or Language Arts	5	10%	4	8%	18	21%	4	5%
ESL	2	4%	0	0%	0	0%	0	0%
Family and Consumer Studies	0	0%	0	0%	0	0%	1	1%
Gifted & Talented Coordinator	0	0%	1	2%	0	0%	0	0%
Leadership	0	0%	0	0%	1	1%	0	0%
Math	4	8%	10	20%	12	14%	9	10%
Music	0	0%	0	0%	2	2%	1	1%
Physical Education	3	6%	0	0%	0	0%	4	5%
Science	4	8%	10	20%	10	12%	17	19%
Social Studies	4	8%	5	10%	7	8%	7	8%
Spanish	0	0%	1	2%	1	1%	2	2%
Special Education	0	0%	1	2%	3	4%	0	0%
Welding	0	0%	0	0%	1	1%	0	0%
Total	48	100%	50	100%	85	100%	89	100%

Note: For Cohort 1, subject area was missing for two individuals.

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Table 1.11. Number of TFA-CO Teachers by Subject Area in 2017-18

Primary Subject Area	Cohort 1		Cohort 2		Cohort 3		Cohort 4	
	n	%	n	%	n	%	n	%
Art	1	3%	0	0%	1	2%	0	0%
Civics/Democratic Engagement	0	0%	1	2%	0	0%	0	0%
College Seminar	0	0%	0	0%	1	2%	0	0%
Elementary	6	15%	7	16%	13	20%	19	26%
English, Reading, or Language Arts	9	23%	13	30%	14	22%	19	26%
ESL	2	5%	0	0%	6	9%	0	0%
Humanities	0	0%	2	5%	0	0%	0	0%
Math	5	13%	5	11%	9	14%	6	8%
Science	8	20%	7	16%	6	9%	11	15%
Social Studies	2	5%	2	5%	4	6%	2	3%
Spanish	0	0%	0	0%	1	2%	0	0%
Special Education	7	18%	6	14%	9	14%	17	23%
Total	40	100%	43	100%	64	100%	74	100%

Table1.12. Number of BTR Teachers by Grade Level by Cohort in 2017-18

Grade Level	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	n	n	n	n
Pre-K	0	0	0	2
K	4	3	8	14
1st	4	7	10	15
2nd	9	5	11	10
3rd	5	2	11	16
4th	10	6	11	18
5th	3	6	10	14
6th	4	15	18	22
7th	4	16	19	19
8th	6	17	22	18
9th	9	17	29	24
10th	8	16	30	25
11th	8	16	29	24
12th	7	16	29	24

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Table 1.13. Number of TFA-CO Teachers by Grade Level by Cohort in 2017-18

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

STUDENTS SERVED

The QTR Grant Program served an estimated 25,634 students enrolled in historically hard-to-serve schools in 2017-18. BTR teachers served an estimated 13,700 students, and TFA served an estimated 11,934 students through the 2017-18 academic year. This year, both programs provided information on the number of students taught by QTR Grant Program teachers as estimates. Each program has their own organizational formulas for calculating an average number of students taught by teachers.[6] Tables 1.14 and 1.15 present information on the total number of students served by teachers' primary subject area.

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[6] In past years, TFA-Colorado provided estimated counts on the number of students taught using their own algorithm. BTR used teacher-provided data on actual counts of students taught. However, this year, the BTR program provided estimated counts using their own formula that is employed organization-wide.

Table 1.14. Total Number of Students Served by BTR by Subject Area by Cohort in 2017-18

Primary Subject Area	Cohort 1 # of students served	Cohort 2 # of students served	Cohort 3 # of students served	Cohort 4 # of students served
Art	50	50	0	150
Business	0	0	50	100
Early childhood education	0	0	0	250
Elementary	1250	850	1450	1700
English, Reading, or Language Arts	250	200	900	200
ESL	100	0	0	0
Family and Consumer Studies	0	0	0	50
Gifted & Talented Coordinator	0	50	0	0
Leadership	0	0	50	0
Math	200	500	600	450
Music	0	0	100	50
Physical Education	150	0	0	200
Science	200	500	500	850
Social Studies	200	250	350	350
Spanish	0	50	50	100
Special Education	0	50	150	0
Welding	0	0	50	0
Subject missing*	100	0	0	0
Total	2500	2500	4250	4450

*Note: There were two teachers in Cohort 1 who taught in the 2017-18 academic year but for whom subject area was missing. These two teachers reached an esitmated 100 students according to BTR.

Table 1.15. Total Number of Students Served by TFA-CO by Subject Area by Cohort in 2017-18

Primary Subject Area	Cohort 1 # of students served	Cohort 2 # of students served	Cohort 3 # of students served	Cohort 4 # of students served
Art	54	0	54	0
Civics/Democratic Engagement	0	54	0	0
College Seminar	0	0	54	0
Elementary	324	378	702	1026
English, Reading, or Language Arts	540	702	756	1026
ESL	54	0	324	0
Humanities	0	108	0	0
Math	270	270	486	324
Science	432	378	324	594
Social Studies	108	108	216	108
Spanish	0	0	54	0
Special Education	378	324	486	918
Total	2160	2322	3456	3996

EDUCATOR EFFECTIVENESS

Per Senate Bill 10-191, Colorado school districts are required to conduct annual evaluations of educators based on professional practice and measures of student learning. A district has the choice of completing its evaluations using the State's Model Evaluation System or by developing its own system, provided it meets at a minimum all legislative requirements. Regardless of the system used, evaluation ratings eventually must be determined equally from 1) measures of professional practice, using the five quality standards, and 2) multiple measures of student learning. Final ratings of *Highly Effective, Effective, Partially Effective*, or *Ineffective* are assigned to each teacher.

The QTR Grant Program requires that programs report the effectiveness ratings of teachers placed each year through the grant. Each program requested effectiveness ratings from partner districts for teachers placed through the grant who were in the classroom during the 2016-17 academic year. Programs then provided effectiveness ratings to OMNI. At the time of this report, there was missing information on effectiveness ratings for both programs, as described in more detail in each section below. Programs were allowed more time to obtain complete information on effectiveness ratings through the fall of 2018, and OMNI will provide an updated report on effectiveness ratings for teachers placed through the grant to CDE in December of 2018.

Below, based on available data, we report ratings separately by cohort only when data for a sufficient number of teachers (i.e., 15) were available for each cohort. In addition, we calculate the percentage of effective teachers based on the number rated *Effective* or *Highly Effective* divided by the total number

of teachers with effectiveness data (i.e., the valid percent). Thus, percentages do not include teachers for whom effectiveness data were not available.

Boettcher Teacher Residency (BTR)

In 2017-18, 274 BTR teachers served in classrooms in grant-partner districts for the entire 2017-18 academic year: 50 Cohort 1, fourth-year teachers (all teachers of record); 50 Cohort 2, third-year teachers (all teachers of record); 85 Cohort 3, second-year teachers (all teachers of record); and 89 Cohort 4, first-year teachers (61 as residents in the classroom of a mentor teacher and 28 as teachers of record). BTR obtained district-provided effectiveness ratings for 73 (30%) of the 246 teachers of record:

- 30 from Cohort 1 (60% of Cohort 1 teachers) across 10 districts (urban and rural);
- 30 from Cohort 2 (60% of Cohort 2 teachers) across 13 districts (urban and rural); and
- 13 from Cohort 3 (15% of Cohort 3 teachers) across 11 districts (all rural).
- 0 from Cohort 4 (Ratings for Cohort 4 teachers of record are not included in this report, as BTR was in process of obtaining these data from districts).

As Figure 1.1 shows, of the 73 teachers from Cohorts 1-3 with effectiveness ratings, **64 (88%) were rated as effective or higher**. Due to the sample size for Cohort 3, ratings below are grouped for Cohorts 2 and 3 and are separated out for Cohort 1 only.

Figure 1.1. BTR Teachers Rated as Effective or Higher by Cohort in 2017-18
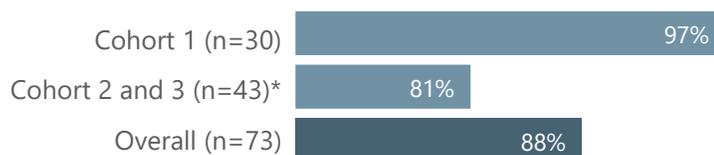
*Note: Data fom Cohorts 2 and 3 are combined due to the small sample size for Cohort 3.

Residents placed in classrooms with a mentor teacher do not receive educator effectiveness ratings from the district because they are not teachers of record. However, BTR conducts evaluations of residents using the BTR Teacher Development Rubric. The rubric is aligned with the Colorado Teacher Quality Standards I-V.[7] Using the rubric, residents are rated on each of the five standards and ratings are combined to create an overall rating of *Developing, Partially Proficient,* or *Proficient*. Mentors and field directors provide independent ratings of the residents, and residents conduct self-ratings. For this evaluation, field director scores are reported. BTR Teacher Development Rubric field director end-of-year scores were provided for 59 of the 61 residents (97%) placed in partner districts in 2017-18,

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[7] http://www.cde.state.co.us/sites/default/files/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf

although three individuals were noted as leaving the program since the last report. According to field director end-of-year observations, **8 (14%) of the 56 resident teachers who completed the year were rated as *Proficient*, 45 (80%) were *Partially Proficient,* and three (5%) were *Developing*.**

TFA-Colorado

In 2017-18, 221 corps members, alumni, and Launch fellows served in classrooms in grant-partner districts for the entire 2017-18 academic year – 40 from Cohort 1, fourth-year teachers (all teachers of record); 43 from Cohort 2, third-year teachers (all teachers of record); 64 from Cohort 3, second-year teachers (all teachers of record); and 74 from Cohort 4, first-year teachers (65 teachers of record, 9 residents in the classroom of mentor teachers).

Teachers in charter school placements are rated for effectiveness through charter schools and do not receive educator effectiveness ratings from districts. Forty-six percent (n=103) of TFA-Colorado teachers were in charter school placements. In the 2017-18 academic year, TFA-Colorado began developing a system for collecting these data from schools. Specifically, TFA surveyed school principals in charter school systems to rate the effectiveness of teachers on a performance scale to match the overall rating of *Highly Effective, Effective, Partially Effective*, or *Ineffective.* When data were not provided by principals, TFA-Colorado reached out to teachers and asked them to self-report student achievement data based on their end-of-year assessment scores. This comes on a 4-point scale that aligns with the performance framework. TFA then translated these ratings into an equivalent effectiveness rating. TFA-Colorado recognizes that this is an imperfect translation and will work through the fall of 2018 with school principals to gather missing ratings on teachers. TFA-Colorado also utilized this approach for Harrison School District 2, as TFA-Colorado was unable to gain access to district-provided data at the time of this report due to staff transitions in the district.

TFA obtained effectiveness ratings for 167 (76%) of the 221 teachers using the combination of methods discussed above:

- 20 from Cohort 1 (50% of Cohort 1 teachers) across three districts;
- 23 from Cohort 2 (53% of Cohort 2 teachers) across three districts;
- 61 from Cohort 3 (95% of Cohort 3 teachers) across three districts; and
- 63 from Cohort 4 (85% of Cohort 4 teachers) across three districts.

Figure 1.2 shows effectiveness ratings for TFA-Colorado teachers. Across districts and measurement approaches, of the 167 TFA corps members and alumni with effectiveness ratings, **134 (80%) were rated as effective or higher**. As Figure 1.2 also shows, educator effectiveness ratings for teachers increase in the first two years in the classroom.

Figure 1.2. TFA-Colorado Teachers rated as Effective or Higher by Cohort in 2017-18

Cohort	Percentage
Cohort 1 (n=20)	95%
Cohort 2 (n=23)	96%
Cohort 3 (n=61)	84%
Cohort 4 (n=63)	67%
Overall (n=167)	80%
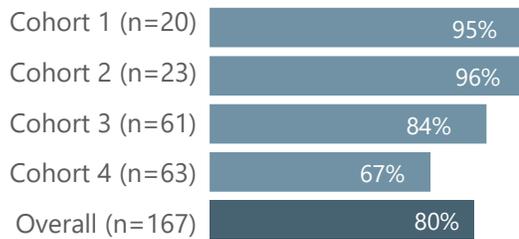
DENVER PUBLIC SCHOOLS (DPS) AND DENVER CHARTER SCHOOLS

165 TFA corps members, alumni, and Launch fellows completed teaching the 2017-18 academic year in DPS (67) and Denver charter school systems (98). This included 32 teachers from Cohort 1, 32 from Cohort 2, 40 from Cohort 3, and 61 from Cohort 4 (52 corps members, 9 residents in the classroom of mentor teachers). Of the 165 teachers,

- 60 of the 67 (90%) teachers in DPS had DPS-provided effectiveness ratings; and
- 54 of the 98 (55%) Denver charter placed teachers had effectiveness ratings provided by school principals or teachers' self-reports.

DPS uses the Leading Effective Academic Practice (LEAP) system and the Framework for Effective Teachers[8] to evaluate educators on professional practice and measures of student learning. Overall LEAP categories are as follows: *Not Meeting, Approaching, Effective* and *Distinguished*. DPS provides TFA-Colorado with aggregate numbers of teachers in each category. **Across cohorts, 45 of the 60 (75%) teachers in DPS were rated as *Effective* or *Distinguished*.** Ratings are not further broken down for each cohort due to the small sample sizes between cohorts.

Effectiveness ratings are not provided for the nine Denver-based Launch fellows, as residents placed in classrooms with a mentor teacher do not receive educator effectiveness ratings from the district, and TFA had not yet developed a rating system for Launch fellows at the time of this report.

For charter placements in Denver, 48 of the 54 (89%) teachers for whom data were available were rated as *Effective* or *Distinguished*. Effectiveness ratings are not separated out by cohort due to the small sample size for Cohorts 1 and 2. It should also be noted that most of these charter placement ratings come from teachers' self-reports.

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[8] http://leap.dpsk12.org/LEAP/media/Main/PDFs/2017-LEAP-Teacher-Handbook_web.pdf

HARRISON SCHOOL DISTRICT 2 AND HARRISON CHARTER SCHOOLS

In 2017-18, 40 TFA teachers completed teaching in Harrison School District 2 (36) and charter schools (4), including seven from Cohort 1, eight from Cohort 2, 18 from Cohort 3, and seven from Cohort 4. Of the 40 teachers,

- 34 out of 36 (94%) teachers in Harrison School District 2 had effectiveness ratings provided directly by school principals or teachers' self-reports to TFA-Colorado. [9]
- Four (100%) teachers in Harrison charter schools had effectiveness ratings provided directly by school principals or teachers' self-reports.

Of the 34 teachers with school principal or teacher self-reported data, **28 (82%) teachers were rated as** *Effective* **or** *Highly Effective* **for Harrison School District 2.** Effectiveness ratings are not presented by cohort due to the small sample sizes between cohorts. For teachers placed in Harrison charter schools, effectiveness ratings are not presented due to the small sample size.

PUEBLO CITY SCHOOLS

In 2017-18, 16 TFA teachers completed teaching in Pueblo City Schools (15) and a charter school placement (1), including one from Cohort 1, three from Cohort 2, six from Cohort 3, and six from Cohort 4. Of the 16 teachers,

- 14 out of 15 teachers (93%) teachers in Pueblo City Schools had district-provided data
- The sole teacher in a Pueblo charter placement had an effectiveness rating, though due to the small sample size, the rating will not be presented.

Pueblo City Schools uses the Colorado State Model to determine effectiveness ratings.

- Of the 14 corps members in Pueblo City Schools, **seven (50%) were rated** *Effective* **or** *Highly* *Effective* across cohorts. Due to the small sample size, ratings are not further separated out by cohort.

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[9] As mentioned, this approach was employed due to TFA-Colorado not gaining access to district-provided data in time for reporting. TFA-Colorado will work through the fall of 2018 with the district for these data.

OMNI

Section II. BTR Process Flow

For the 2017-18 report, OMNI revisited the "process flow" that was first documented for programs in 2015. Below, BTR's process flow is presented.

Boettcher Teacher Residency (BTR) is a Colorado-based teacher residency program that serves grades pre-K through 12th grade students in both urban and rural school districts, with expansion into rural areas occurring over the past three years. As the teacher shortage has led to greater needs for the teacher in rural areas, BTR adapted it's residency model to include two pathways to initial licensure: 1) the traditional residency model, delivered in urban and rural school districts, in which resident teacher-candidates spend the first year in classrooms with mentor teachers prior to becoming teachers of record, and 2) a teacher of record model in rural areas in which candidates serve as alternatively-licensed teachers of record in their own classrooms during the first year in the program.

BTR is a partnership between Public Education & Business Coalition (PEBC) and the Boettcher Foundation. PEBC operates and manages BTR and is the authorized designated agency for initial licensure with CDE. In 2015, BTR merged with Stanley Teacher Prep and all resident teachers of Stanley are now Boettcher Teacher Residents. The merger extends the BTR network into private schools, and represents a significant increase in the number of BTR residents. BTR provides alternative licensure scope and sequence, coaching and professional development for program candidates and mentors, and supports for Boettcher Teachers for up to five years. After residents and first-year teachers of record complete requirements for the initial license, they may continue to pursue an optional Master's degree.

MASTER'S DEGREE AND HIGHER EDUCATION PARTNERS

Since 2015 when processes were last documented for the QTR grant program, BTR has made changes around the Master's degree and its higher education partner. From 2013 to 2017, Adams State University was BTR's higher education partner and collaborated with BTR in providing initial licensure and Master's degree program coursework to all candidates. In 2017, BTR shifted to a licensure only model with multiple institutions of higher education partnering to offer credits or scholarships for the residency experience. This new model allows for greater scalability and flexibility for resident teachers. Currently, BTR partners with Metropolitan State University of Denver, University of Colorado at Denver, Colorado State University, Colorado State University Global Campus, Fort Lewis College, the University of Denver, the University of Northern Colorado, and Western State Colorado University.

This shift has allowed BTR to foster new relationships with local colleges and universities across Colorado regions, thus providing teachers with a range of options, including local ones, in their selection of a Master's degree program. Additionally, the optional Master's degree provides teachers with greater flexibility, as some teachers may already hold advanced degrees and/or may not be able to pursue a Master's degree while balancing the demands of being a full-time teacher.

BTR RECRUITMENT, ADMISSIONS, AND PRE-CLASSROOM PREPARATION

This section focuses on recruitment, preparation, placement, and supports for candidates placed in BTR's partner urban and rural districts. In 2015 when these processes were first reported for the QTR grant program, urban and rural processes were visualized and narratively organized in separate process flows to acknowledge differences in BTR's implementation approaches in urban and rural areas. Since 2015, PEBC has been building its program systems and enhancing collaboration across urban and rural regions, as it has scaled the program. Because of these efforts, processes and supports have become more consistent between location (urban versus rural) and model (residency versus teacher of record). For these reasons, BTR's processes will be presented as one process flow. Specifically, we have included the following information:

- Process flow diagrams for recruitment, admissions, and pre-classroom preparation of all teachers (residents and first-year teachers of record); Year 1 Supports, and Years 2 - 5 supports. Icons are used to indicate specific support types and key aspects of the program.

- Narrative information about each key step in the process. Differences between rural and urban supports or residency and first-year teacher of record supports are highlighted narratively.

Figure 2.1 reflects the recruitment, admissions, and pre-classroom preparation for all teachers. All urban residency activities are based out of the program's Denver offices. Rural districts receive local support from BTR's regional staff and supports that are available in rural communities, in addition to support available through the Denver office.

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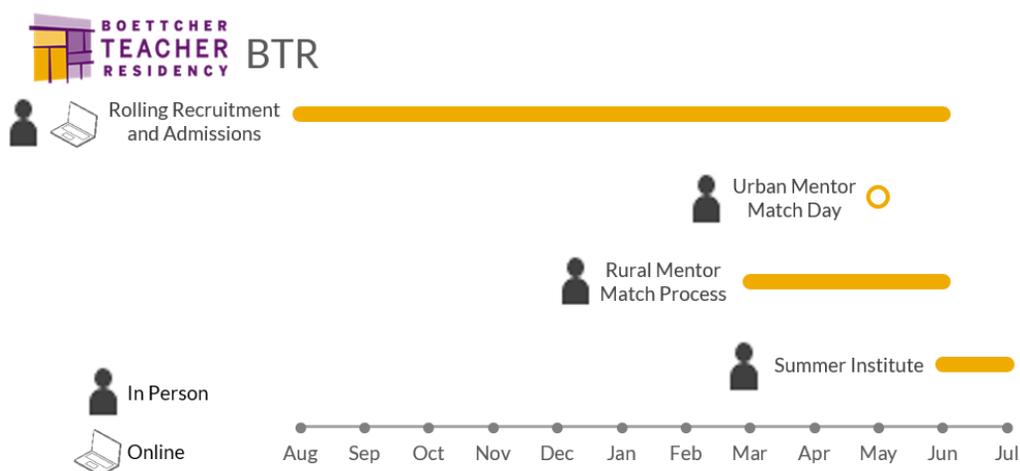
Recruitment and Admissions

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, and national career fairs. The program works closely with partnering resident placement schools in Colorado to conduct outreach while working with its higher education partners to engage potential program candidates (see below for Higher Education Partners). Additionally, BTR has formed a partnership with City Year to become a pipeline for Corps Members wanting to enter the teaching profession. BTR has found that face-to-face time is a key method to develop relationships with potential candidates, especially candidates located in rural areas. The program has also found the following strategies to be particularly useful in rural areas for recruitment of both residents and teachers of record:

- Public relations opportunities, such as local news and human-interest stories that highlight the program's benefit to communities,
- Recruiting candidates through a variety of departments on collegiate partner campuses.
- 'Grow your own' recruitment methods to attract para-professionals, school office staff, parents, and other candidates who have lived and worked in rural communities,
- Connecting with service programs that work in rural areas of Colorado, and
- Recruiting in neighboring rural states, including Wyoming and New Mexico, to identify candidates, who will feel at home teaching in a rural community.

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 employs recruiters who are outgoing and have strong interpersonal skills.

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

- An online application
- Phone screening
- In-person and group interviews with program stakeholders

Information 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 consists of the Recruitment Development & Partnership Director, and three coordinators, and uses a selections rubric to guide admissions decisions. This team works in both rural and urban areas. Across regions, other contributors to the admissions process include local staff, stakeholders, and alumni. BTR engages in a rolling admissions process that occurs throughout the year.

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, and resident experience to identify a potential candidate for a teacher of record position. After BTR staff confirm the resident is comfortable with this change, the program works with the resident and principal for the transition.

Matching Residents to Mentor Teachers

After candidates are admitted to the program, they are matched to a mentor teacher in the school in which they will complete the year as either a resident or teacher of record. The mentor-teacher 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-teacher matches.

Urban mentor-match process: To strengthen and simplify the mentor-match process for urban residency, BTR has refined its process to a five-hour mentor-match event. Preceding the match process, the mentor selection process starts with a Principal Nomination form. Submitted by partnering schools, the Principal Nomination Form is the first step in the application process, and outlines resident responsibilities for the year. A field team constructed by BTR conducts observations of applicants to determine the appropriate mentor fit and BTR follows with formal invitations to select individuals to the mentor-match event. Prior to the mentor-match event, potential residents are invited to complete a survey that encourages exploration of school type options and grade-level needs, by geographic location, to better inform the quality of match at the matching event. Event activities include:

- **Cohort-building and small-group activities**: Residents are instructed to participate in facilitated small-group activities, during which BTR staff observe them to identify interaction styles, and the dispositions and roles residents assume in different situations. This information is used to help determine final matches.

- **Lunch-in with students from partner districts**: In facilitated small groups, students question residents about topics such as how to make learning fun and how they work with students with learning disabilities. Students and residents also engage in a classroom design activity. Facilitators again observe residents to gather additional disposition information, and to learn how residents respond to students.

- **Mini-School Fair**: The roundtable has evolved into a residency-year support. BTR will replace the mentor-match roundtable with a mini-school fair in 2018, creating pathways for residents to meet staffs from the different schools, and explore the array of available school options.

- **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.

Rural mentor-match process: In rural areas, residents and teachers of record are paired with mentors using an individualized approach. BTR staff contact principals to inform them that the program would like to place residents in the school. With respect to the needs of each district, BTR identifies 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 (see Year 1 Supports for more detail).

Mentor Recruitment and Retention: Mentors are drawn to the BTR program for the leadership opportunity. As a coach and mentor, participating resident-school mentors receive access to high quality professional learning, a two-day Effective Coaching and Mentoring Institute, and opportunities to engage monthly with a cohort of leaders making similar contributions as mentors. As an additional incentive, BTR provides a stipend to mentor teachers.

Summary Institute

For residents and teachers of record, the Summer Institute occurs over a three-week period in each region that BTR is implemented. The classes are taught by BTR Clinical Instructors, staff who lead resident field support, coaches, and BTR directors with content-specific expertise. Each day focuses on a specific theme around teaching theory and practice. Daily engagement in topics central to the residency experience include the exploration of common standards, lesson plan development, and classroom management. There are also two experiential learning days during which teachers venture into the community and explore topics such as how to integrate field trips into the school's curriculum. Summer Institute also integrates cultural responsiveness components, including addressing topics such as serving the significant Spanish-speaking and Native American populations in regions, the religious and cultural influences among local populations, and poverty's effect on student achievement. To support the needs of partner districts and schools, BTR also requests principal feedback when designing the Summer Institute and adjusts focus accordingly.

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 before teachers head into the classroom. However, teachers of record are admitted on a flexible timeline to remain responsive to districts' needs, and although rare, are sometimes hired and admitted to the program after the Summer Institute concludes. When this occurs, BTR is responsive to these needs and identifies alternate methods to prepare individuals to teach in the classroom (e.g., working with candidates individually, providing weekend sessions, and/or modifying course schedule to ensure completion).

OMNI

Additionally, BTR has found that teachers of record need more support than residents during the Summer Institute, and throughout the year, to prepare them to lead teach in a classroom. BTR staff monitors progress and tailors support provided during the Institute to ensure sufficient training. For example, BTR may provide additional instruction on lesson planning with someone who has limited training in this area, but demonstrates strength in content, or other areas of teacher practice. In addition, BTR staff engages in two staff retreats annually, to identify methods to increase support to program participants who will be placed as teachers of record in the first year. Retreats are reinforced via weekly touchpoints between urban and rural staff. 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.

YEAR 1 SUPPORTS

PEBC's residency model is designed to meet the needs of regional cohorts. Currently there are cohorts of teachers in the Denver metro area, the southwest region of Colorado and the San Luis Valley. Each cohort receives high quality preparation that is designed with the context of the region in mind. Additionally, PEBC staff members are residents of the regions they serve, thus offering additional support to the residents with their knowledge of the local communities and school districts.

The residency is based on the belief that theory and practice must be integrated throughout the preparation experience. As a field-based program, it is grounded in a year-long classroom teaching residency, with daily guidance and coaching from a skilled mentor teacher who shares the classroom. The quality of the mentoring is crucial to the success of the program. Residents learn alongside skilled mentor teachers for an entire school year with the support of a residency field coach, while simultaneously engaging in licensure coursework taught by expert clinical instructors. The quality of the mentoring is crucial to the success of the program. Mentors have the opportunity to expand their roles as school-based teacher educators, and they receive professional development support and financial recognition for their role in the development and growth of new teachers.

To be responsive to schools in rural districts with immediate needs for teachers of record, BTR developed a model to train teachers of record in the first year. 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 academic year. The teacher of record model in the first year is used only in rural districts, with a slightly modified model of field coach support that is more intensive to fill the gap of not being in the classroom with a mentor teacher.

With the efforts that BTR has made to increase collaboration between urban and rural staff and to provide personalized pathways to learning, first-year supports are similar for all teachers to draw upon as they build their skills and training. First-year supports that differ based on location (urban versus rural) are noted below.

Figure 2.2. BTR Year 1 Residency Supports and Requirements
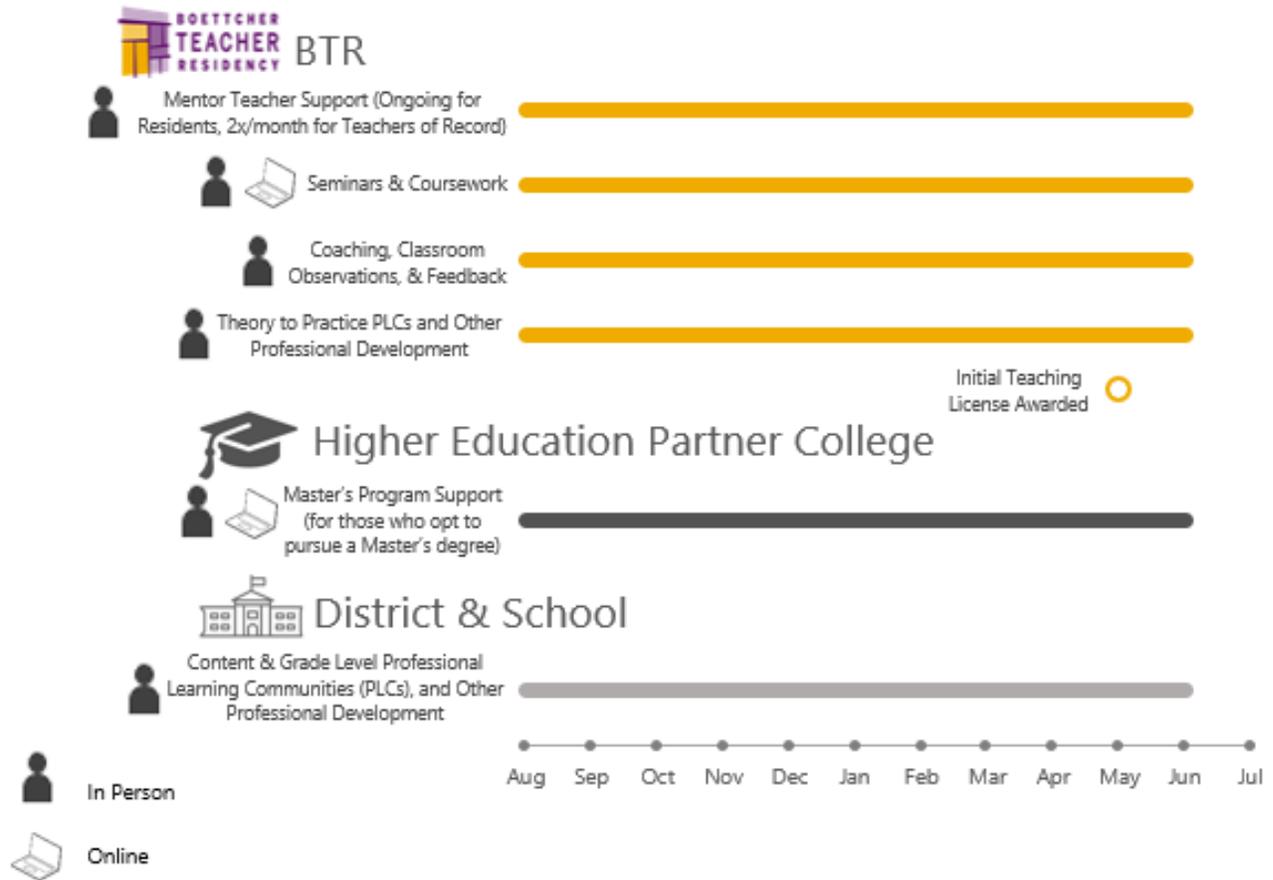
Seminar and Coursework: Seminars are taught once a week in the first year by BTR staff, coaches, and directors. Seminars provide teachers the opportunity to engage in theoretical coursework while also serving in the classroom. Seminar days integrate PEBC licensure instruction, which includes unique content and expanded instruction on topics such as student assessments and how to use assessment data to improve instruction; thinking strategies critical to student learning; and planning for instruction. Additionally, as part of seminars, urban residents in Denver engage in a series of four lab classrooms designed to explore thinking strategies and application in the field. Residents receive a pre-brief and guidance from a master teacher, who demonstrates exceptional teaching practice, before engaging in a classroom environment. Following the experiential exploration, resident teachers de-brief with the master teacher. This provides resident teachers with the opportunity to observe expert teaching from individuals (in addition to residents' observation of their mentor teachers in the classroom).

Depending on location, seminar days are either all- or half-day sessions. Urban residents are in the classroom of a mentor teacher four days a week and attend seminar one day a week (eight-hour session). To accommodate rural residents and first-year teachers of record who are in the classroom five days a week, seminars are held in-person and take place over a four-hour session, one evening a week

or on a Saturday, depending on the region. Although the time in seminar is shortened, the syllabus and content are the same. Additionally, rural residents and teachers of record can participate in online courses to help address travel and time constraints on teachers.

BTR Supports: In addition to instructional support and coursework, BTR provides several key supports for residents and teachers of record, including: mentor teacher support (provided ongoing for residents and at least twice a month observations for teachers of record); coaching support; professional learning communities (PLCs), and other professional development opportunities. These supports are individualized to the needs of teachers are outlined below.

- **Mentor teacher support**:

    o <u>Residents</u>: When in mentor-teacher classrooms, residents 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.

    o <u>Teachers of record</u>: Mentor teachers are in the same school as first-year teachers of record and conduct at least two formal observations and provide direct feedback during the academic year.

- **Coaching support**: In addition to mentor teachers' support, residents and teachers of record receive job-embedded coaching sessions from BTR staff and instructors at least twice a month. These observation and coaching sessions provide teachers with feedback beyond that which is received from the mentor teacher and is informed by seminar work. Additionally, BTR is planning to engage students in the use of video analysis to perfect their teaching strategies and techniques.

- **Professional Learning Communities**: Professional Learning Communities (PLCs) are embedded in the first year through weekly collaborative learning sessions during seminars. During these sessions, BTR coaches engage teachers in topical discussion regarding pragmatic approaches to theoretical concepts, and to explore best practices.

- **Other professional development opportunities**: BTR also provides individualized professional development opportunities and supports during the first year in the program.

BTR Resident Transition Supports for Year 2: 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, as 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 may want to relocate back to their own communities and families after their residency year. To support resident teachers as they transition to the second year as a teacher of record, BTR:

- Assists residents throughout the hiring process, including resume review, mock interviews, and networking with partner districts to create awareness that residents are available for hire.

- Provides a 'Back to School' workshop for residents as they prepare to set up their own classrooms after the residency year.

- Identifies future leadership roles for thriving residents (e.g., instructional coaching, mentoring).

District supports: Districts also provide support to teachers through the mentor-teacher match, and through professional development activities for all teachers employed by the district. BTR schedules program seminar days to support teachers' engagement in these district professional development opportunities, such as content and grade-level PLCs. In the case of resident teachers in the first year, districts offer support in hiring, through participation in mock interviews, hiring initiatives, and connecting with residents for employment.

Higher Education Partner support: For teachers who are enrolled in Master's degree programs, supports are available through faculty instruction, coursework, and other opportunities and supports made available through higher education partner colleges.

YEARS 2 -5 SUPPORTS

During the second year in the program and beyond, all participants serve as teachers of record. As part of the five-year BTR program commitment, teachers continue to receive BTR support and professional development opportunities during this time. BTR bases the supports and professional development opportunities it provides on teacher feedback collected through an online survey. Through this process, BTR can provide responsive professional development opportunities, program/session offerings, and other supports to teachers (e.g., social/emotional supports, content-related supports, etc.). As teachers of record, coaching continues with the field coaching staff. Further, BTR provides teachers with hiring support in the second year and beyond.

Year 2 BTR supports for all teachers:

- Additional PLC opportunities, and
- Additional professional development opportunities

Year 3 – 5 BTR supports for all teachers:

- 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.

Figure 2.3. BTR Post-residency Requirements and Support

Year 2 Support

BTR
Coaching, Classroom Observations, PLCs, Individual Support, & Other Professional Development

Higher Education Partner College
Master's Coursework Taught by Higher Education Faculty (for those who opt to pursue a Master's degree)
Master's Degree Awarded

District & School
Content & Grade Level Professional Learning Communities (PLCs), and Other Professional Development

Year 3-5 Support

BTR
Optional Coaching & Classroom Observations, Professional Career Development, and Other Individual Support

In Person
Online

Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul

Additional supports: Teachers enrolled in Master's degree programs continue to receive instruction, coursework, and support in the second year leading up to the Master's degree award. Teachers also continue to participate in professional development opportunities made available at the school and district levels.

Section III. TFA Process Flow

TFA RECRUITMENT, SELECTION, AND PRE-CLASSROOM PREPARATION

Teach For America (TFA) recruits corps members from across the country and assigns them to a specific district within one of TFA's 53 regions to serve as full-time teachers in public school classrooms through alternative licensure pathways. TFA's National office (TFA-National), TFA's Colorado regional office (TFA-Colorado), and their two higher education partners in Colorado – the University of Colorado-Denver's ASPIRE to Teach Alternative Teaching Licensure Program (ASPIRE) and Relay Graduate School of Education (Relay GSE) – 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 3.1. TFA Recruitment, Admissions and Pre-Classroom Preparation
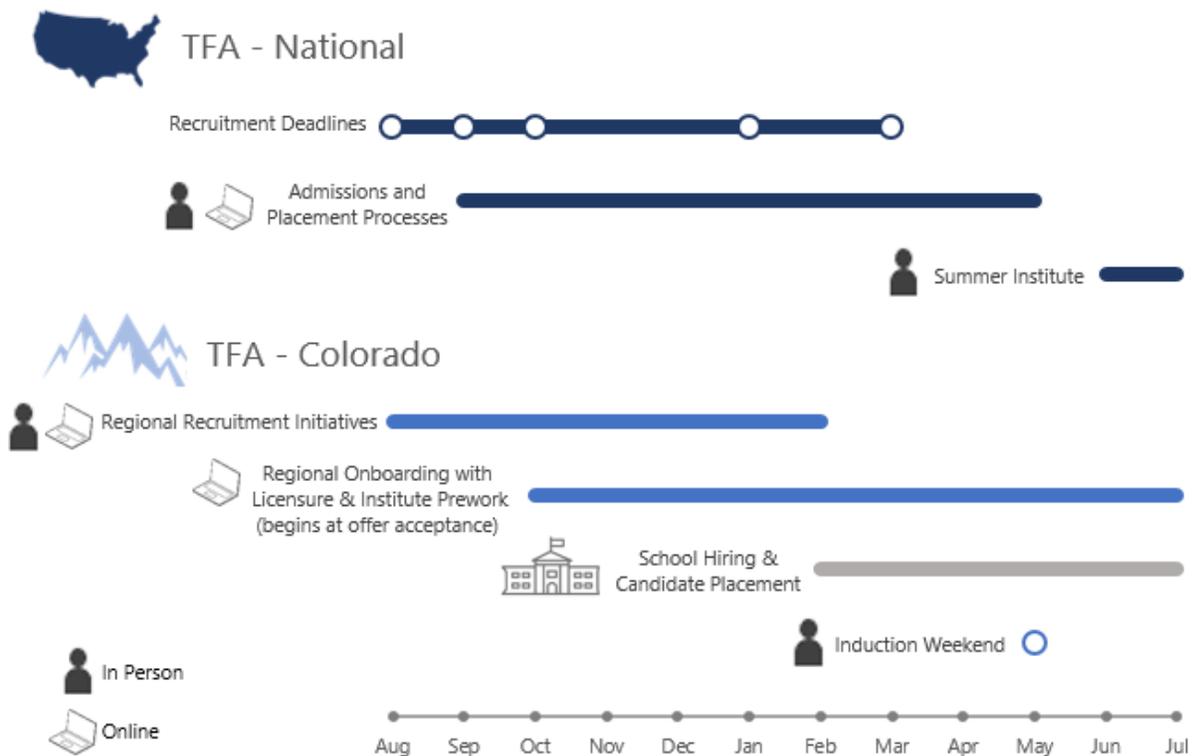
In Colorado, recruitment and selection of corps members occurs through both national and regional efforts. Once corps members are accepted into the program, they complete an orientation that involves initial national onboarding activities (e.g., orienting corps members to the philosophy and expectations of the TFA program), regional onboarding activities (e.g., helping corps members prepare local hiring profiles and participating in an in-person Induction Weekend), and a Summer Institute teacher training program provided by TFA's national staff. 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 all 53 TFA regions. TFA-National's Admissions Team then selects the most highly qualified applicants for admission into the program. The team also updates the selection model based on current research about what qualities in candidates are most predictive of strong student outcomes.

Recruitment: TFA actively recruits corps members from over 200 colleges and universities across the nation using a tiered structure.

- **The Tier One Team** recruits from campuses that have historically contributed high numbers of successful applicants. This team recruits using a robust networking approach to recruitment, as well as creating internships and experiences to start recruiting students as early as their first year in college. In Colorado, University of Colorado (CU) Boulder and Colorado College are Tier One strategy schools.

- **The Tier Two Team** works with selective campuses using an approach that focuses on recruiting current college seniors. In Colorado, the Tier Two team recruits at the University of Denver (DU) and Colorado State University (CSU).

- **The Tier Three and Professional Recruitment Team** primarily focuses on applicant support for strong candidates who start and complete a TFA application from less selective schools around the country where TFA does not have an active recruitment presence. This team employs strategic leveraging tools like LinkedIn Recruiter to recruit recent college graduates and experienced professionals to TFA. Additionally, they offer applicant support to career changers who start and submit a TFA application, as well as host online events geared toward a professional audience.

What they're looking for: When seeking candidates, TFA looks for individuals who have demonstrated strong leadership skills 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); also, bilingual teachers are in demand across TFA regions.

Admissions: Current staff and alumni comprise TFA-National's 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
- 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

When the prospective applicant is accepted into the program, TFA-National conducts necessary background checks and assigns candidates to one of its 53 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. During this time, TFA-National team members also consult with corps members as they consider their top regional selections to provide additional context about regional needs and help improve parity in the selection process. Specifically, corps members identify five to eight regional placement preferences, and about 90% are placed in one of their top three preferred regions. Corps member qualifications, such as undergraduate coursework, grade point average, and major 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 review them and determine final district assignments based on regional needs, and in some instances, personal circumstances.

INITIAL ONBOARDING

Once admitted and placed, corps members begin initial onboarding to prepare them for Summer Institute. TFA-National asks corps members to commit approximately 40 hours to onboarding activities between the time they accept the offer and prior to Summer Institute. 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. Additional onboarding is designed and carried out by TFA-Colorado to support statewide needs (described below).

SUMMER INSTITUTE

The five-week Summer Institute occurs in June-July, shortly after the regional induction weekend (described below). TFA-Colorado contracts with TFA-National staff to administer the Summer Institute, which 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 the classroom by teaching summer school during

the remaining four weeks. Corps members receive intensive support and coaching from TFA alumni, TFA National Institute staff, TFA-Colorado regional staff, and faculty advisors, who are teachers of record in the summer-school classrooms and observe corps members in the classrooms.

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

- Academic growth
- Personal growth
- Social and political consciousness
- 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 was in its second year of implementing its new Colorado Talent Initiative (CTI). The CTI Team consists of two full time staff members focused on immediate recruitment of diverse and homegrown candidates for TFA-Colorado's corps and Launch Fellowship (the Launch Fellowship is described below), with a particular emphasis on populations underrepresented in education – namely, people of color and people from a low-income background. TFA-Colorado collaborates with National Admissions Team staff to cultivate homegrown prospects and applicants, ensuring an assignment to Colorado for candidates who list Colorado as their first-choice region. Because the National Recruitment Team invests heavily in four of the 15 college campuses across the state, the local CTI Team targets recruitment campaigns at other high potential campuses, including Metropolitan State University of Denver, University of Colorado (UC) Denver, Colorado School of Mines, University of Colorado (UC) Colorado Springs, and Colorado State University-Pueblo. The CTI Team also has created strategic partnerships with organizations such as the Daniels Fund Scholars, Denver Math Fellows, City Year, and Breakthrough Kent Denver. These organizations promote leadership development in service of expanding opportunities for all students, and these partnerships also allow TFA-Colorado to target candidates with strong STEM backgrounds. The CTI Team is seeing

early success with its targeted approach, with an acceptance rate of 80% for regional recruits to TFA (compared with a national average acceptance rate of around 15% annually). In Spring 2018, the CTI Team will launch its first student leadership conference for rising college students who are homegrown and diverse to engage candidates early. In the 2018-2019 academic year, TFA-Colorado will also pilot a high school student leadership cohort experience as part of CTI's efforts to engage and start recruiting local talent as early 8th grade.

REGIONAL PRE-SERVICE REQUIREMENTS

Regional Onboarding: TFA-Colorado provides an additional 40 hours of corps member onboarding, which must be completed before induction weekend. The Denver-based Continuum Support & Experience Team develops the regional onboarding activities, which are designed to prepare corps members to be highly qualified in their assigned content area; engage them in diversity, equity, and inclusiveness work; explore classroom management and basic educational structures; provide hiring activities, including participating in mock and real interviews with school principals; learn more deeply about their placement districts; engage in activities that promote leadership in education; and participate in activities to 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. Specific hiring practices vary from district to district, and most corps members follow the same hiring process as any applicant for a full-time teacher position. 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 because 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 and Relay GSE adjust support as well (more on ASPIRE and Relay GSE supports are 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 induction weekend, prior to the Summer Institute (held on the same weekend in all three of Colorado's sub-regions: Denver, Colorado Springs, and Pueblo). Induction weekend includes Colorado-specific work, such as learning about placement communities, observing veteran teachers in local partner schools, connecting with other corps members to build a strong cohort culture, engaging in a brief introduction to licensure coursework content, and setting coursework expectations.

Corps members also complete district onboarding requirements after the Summer Institute and before the academic year starts.

YEAR 1 SUPPORTS

TFA-Colorado

Figure 1 provides the 'process flow' of TFA corps members as they progress through the first year in the classroom. TFA-Colorado's new Teacher Leadership Support Model provides individualized support to corps members through:

- **School districts and schools,** such as district-provided coaching through the LEAP framework and charter schools' own structured support systems for teachers.

- **Higher education partners** and their structured supports, such as observation and feedback, coaching, and mentor/faculty relationships.

- **TFA-Colorado** such as leadership development opportunities (discussed below) and leveraging alumni as part-time Teacher Leaders who supplement the instructional support already provided by schools or as Volunteer Alumni Mentors who serve as local guides for the neighborhoods where corps members teach.

Figure 3.2. TFA Year 1 Corps Member Requirements and Supports
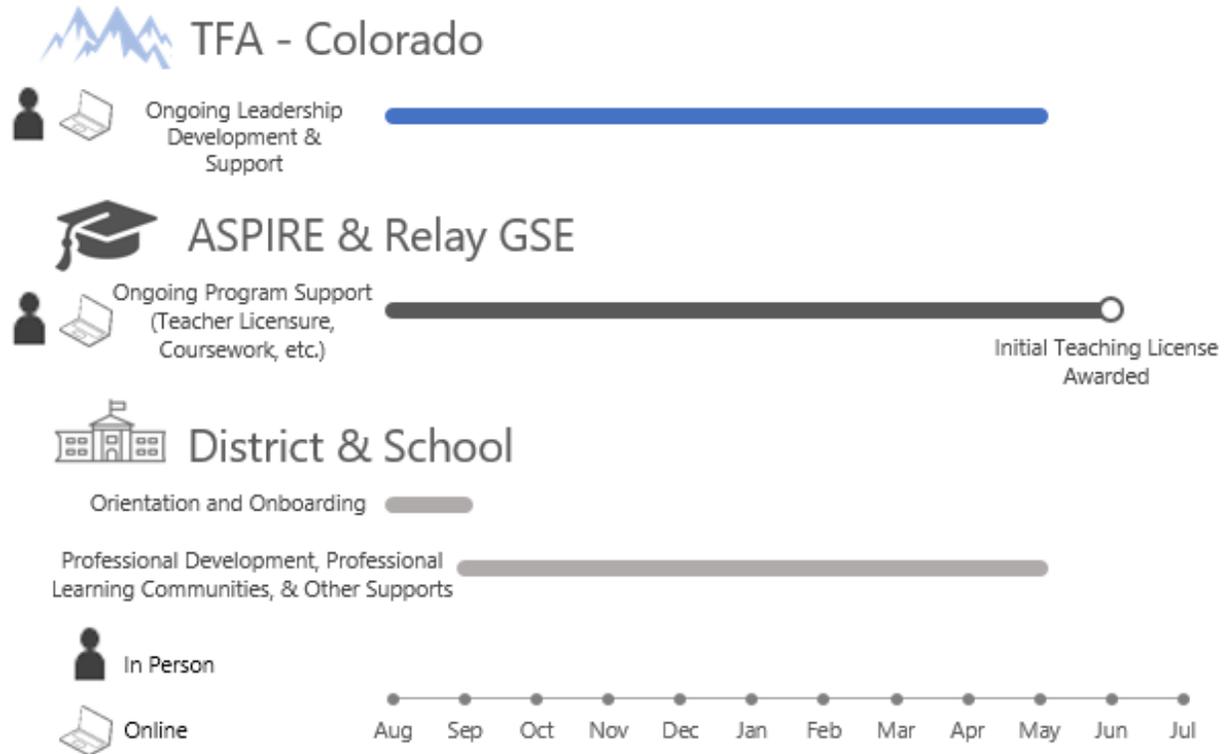
This new model allows for flexibility to meet both participant schools and corps members' needs, reduces duplication in supports between TFA-Colorado and schools, and represents a shift away from a Managers of Teacher Leadership Development (MTLD) model previously utilized by TFA. Because local schools often provide strong in-house evaluation and feedback systems that align closely to their unique context and culture, TFA has found that it is critical to ensure its support structures integrate strongly with the development goals of its partner schools. Leveraging a collaborative approach among schools, TFA, and higher education partners ensures that supports are complimentary and highly targeted. As part of this collaborative arrangement, TFA-Colorado staff work closely with ASPIRE and Relay GSE to ensure corps members are achieving adequate progress toward completing the alternative preparation program requirements.

Leadership Development Opportunities

To emphasize culture building and strengthening the TFA-Colorado network, as well as the development of relationships between corps members, TFA-Colorado offers the following optional cohort-based programs across regions in Year 1 and Year 2.

Corps Council: A program designed for active current corps members to organize around topics of interest and to work closely with peers. Corps members work together to coordinate social and professional development events and offerings are designed to be responsive to corps members' identified needs. This approach to providing targeted support to corps members is a priority for TFA-Colorado.

Collective Impact Microgrants: The micro-granting program supports teachers who are interested in leading, organizing, and co-creating opportunities for the TFA community, whether it be professional development for teachers or activities that engage students and their families. The program emphasizes a systemic approach to identifying and addressing challenges and needs through innovative projects and pilots. Through small grant funding, connections to key community relationships, and training/coaching on specific leadership skills and competencies, TFA-Colorado supports promising projects led by corps members and alumni that test new and promising methods in the classroom, school, and community as part of a holistic approach to educational equity.

Collective Action Co-ops: TFA-Colorado works with schools to co-create opportunities that bring together teacher leaders from across Denver to organize around topics that are aligned with TFA-Colorado's commitment to advancing educational equity at the classroom, school, and systems levels. Co-ops serve a dual purpose: first, they create strong learning cohorts among teachers facing similar issues or delivering similar curriculum content, which enables corps members to quickly share ideas and learn together to increase their effectiveness in the classroom. Second, they develop a deeper awareness of systems-level assets and barriers that undermine the delivery of excellent education in all communities.

Induction weekend: Rising second-year corps members and alumni teachers and leaders can take leadership roles in induction weekend, through helping to organize the event and/or facilitating a session to address an identified need.

Collective Rising: Colorado corps members can participate in the Collective Rising, a leadership development initiative for corps members of color. Collective Rising is connected to the Collective, a national 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.

PRISM: Similar to the Collective Rising, PRISM is TFA's national network for lesbian, gay, bisexual, transgender, queer or questioning, and asexual Corps members. Corps members who are part of PRISM can come together through group events and mentoring relationships.

TFA-Colorado also expects corps members to participate in all required district- and school-based professional development activities.

Higher Education Partners

Since 2017-18, TFA-Colorado has partnered with two higher education partners to provide initial licensure and Master's degrees. Below, each higher education partners' requirements and supports are described.

ASPIRE

The ASPIRE to Teach Alternative Teaching License Program (ASPIRE) at the University of Colorado-Denver has been TFA-Colorado's higher education partner since the 2013-14 academic year when the QTR grant program began. ASPIRE 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 of Arts degree to second-year corps members in Curriculum and Instruction: Critical Pedagogy. This section includes an overview of the licensure requirements and ASPIRE supports.

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, corps members are observed and assessed using the QRC and TLIC twice during the year by Alternative Licensure Instructors (described further below). During the formal assessments, corps members also self-assess using the TLIC and QRC. Results of both observer and self-assessments 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 each month guides corps members 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. They are enrolled in the Edthena portion of ASPIRE that provides video coaching and support on their classroom instruction.

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 academic year starts, and the remainder occur 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 instructional 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 TFA-Colorado staff about classroom observations and additional supports.

To qualify to be an ALI, individuals must have previous teaching and coaching experience, previous student-teacher supervision experience, 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. Multiple sources of support, and the provision of feedback from more than one experienced teacher, benefits corps members as they advance their skills. ALIs are able to tailor coursework modules to individual corps members' areas of growth based on the video coaching and support that is provided through the Edthena program.

RELAY GRADUATE SCHOOL OF EDUCATION

Relay Graduate School of Education (Relay GSE) is TFA-Colorado's second higher education partner, serving Denver-based corps members and Launch Fellows, and is a standalone graduate school of education with teacher certification and Master's degree programs designed specifically to respond to the demand for effective teachers in low-income communities. This section includes an overview of the licensure requirements and Relay GSE supports.

The Relay GSE Denver campus launched in academic year 2016-17, after receiving the required approvals from the Colorado State Board of Education (CSBE) and Colorado Commission on Higher Education (CCHE). Specifically, Relay GSE received approval to operate a four-term program leading to initial licensure for elementary candidates, as well as secondary candidates in the content areas of English language arts, mathematics, science, and social studies. The institution received provisional operating authority from CCHE in the Fall of 2015, and programmatic approval from CCHE in the Spring of 2016 for its Master of Arts in Teaching degree (MAT).

As of the 2017-2018 academic year, Relay GSE enrolls TFA-Colorado corps members as graduate students in its two-year degree program. Corps members hold an alternative license for the first four terms of the six-term Master of Arts in Teaching (MAT) program, at which point they are eligible to apply for an initial license. Second-year corps members then complete the final two terms at Relay GSE to earn the MAT degree.

Alternative Licensure requirements

Relay GSE supports corps members in meeting the requirements to earn and maintain their alternative license. This includes meeting Relay GSE admissions standards in addition to the Colorado State Board of Education requirements to enroll and apply for an alternative license. All corps members must remain enrolled at Relay GSE in good academic standing (maintaining a GPA of 3.0 and above) and continue employment as a full-time, lead teacher to continue to hold their alternative license in the program.

Relay GSE Program Supports

Relay GSE supports corps members through a series of supports designed specifically to meet the needs of full-time teachers.

Hybrid Program Delivery – Corps members have dual roles – that of a full-time teacher and a part-time graduate student. Given the time constraints faced by full-time teachers, Relay GSE strategically decided to utilize a hybrid learning model so that graduate students can complete certain coursework online and at their own convenience. Overall, 60% of graduate students' alternative licensure coursework is conducted in-person, while 40% of Relay GSE's alternative licensure coursework is online.

In-Person and Online Coursework – Corps members attend in-person classes once per week for 2.5 hours, in addition to engaging in online coursework. Classes have anywhere from five to twenty students, allowing for a low student-to-faculty ratio. These regular, weekly classes

help build relationships between faculty members and corps members. Below, elements of Relay's programs preparation and coursework is further described.

- **Elements of Effective Instruction –** Relay GSE's educator preparation programs focus on the Elements of Effective Instruction that the unit believes create a pathway leading to student growth and achievement (i.e., Content; Classroom Culture; Self and Other People; and Teaching Cycle). Teaching Exceptional Learners is an integral component of the Elements of Effective instruction, and together these elements comprise the knowledge, skills, and dispositions the unit believes are fundamental to lead K-12 students to the end goal of student growth and achievement.

- **Content –** In Content courses, graduate students learn the best pedagogical practices and strategies for the subjects and/or grade levels that they teach. Additionally, Relay GSE believes that all teachers are reading and writing teachers. To that end, all corps members are equipped with the knowledge and skills necessary to diagnose and address the reading and writing abilities of all students regardless of the content being taught. Furthermore, graduate students learn how to work with students who struggle with specific content or language acquisition or who have special needs.

- **Student Growth and Achievement (SGA) –** In SGA coursework, graduate students learn how to measure students' outcomes through a two-year focus on measuring student growth. To measure students' academic and character outcomes, graduate students will learn how to determine the content they want to measure and solidify assessment plans aligned to that content. They also learn how to set ambitious goals, track student progress, and verify outcomes at the end of the academic year.

Faculty Advising and Relationships – Relay GSE faculty use an advisory approach to mentoring corps members. Specifically, faculty serve as mentors and field a wide range of questions and concerns from corps members, including academic questions about completing Relay GSE coursework, instructional questions for corps members' K-12 classrooms, and recommendations on managing professional relationships at corps members' K-12 schools. To address these questions and concerns, faculty members schedule office hours, make regular classroom visits, and are accessible via phone and email. This accessibility is designed to encourage and facilitate regular communication between faculty and corps members to proactively resolve academic and professional issues before they develop into deeper troubles that may affect academic performance.

Assessment and Progress Monitoring –Relay GSE uses multiple performance assessments throughout the year to determine whether the corps members are making adequate progress towards becoming licensed teachers who meet and exceed the Colorado State Board of Education's Teacher Quality Standards. Assessments of candidate learning are designed to mirror, to the greatest extent possible, the kinds of tasks that effective teachers perform as a part of their daily work. Assessments include videos, observations, lesson plans, reflections, data trackers, and data-driven action plans. Assessments vary by content and are scored based on customized performance rubrics.

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YEAR 2 SUPPORTS

Figure 3.3. TFA Year 2 Corps Member Supports
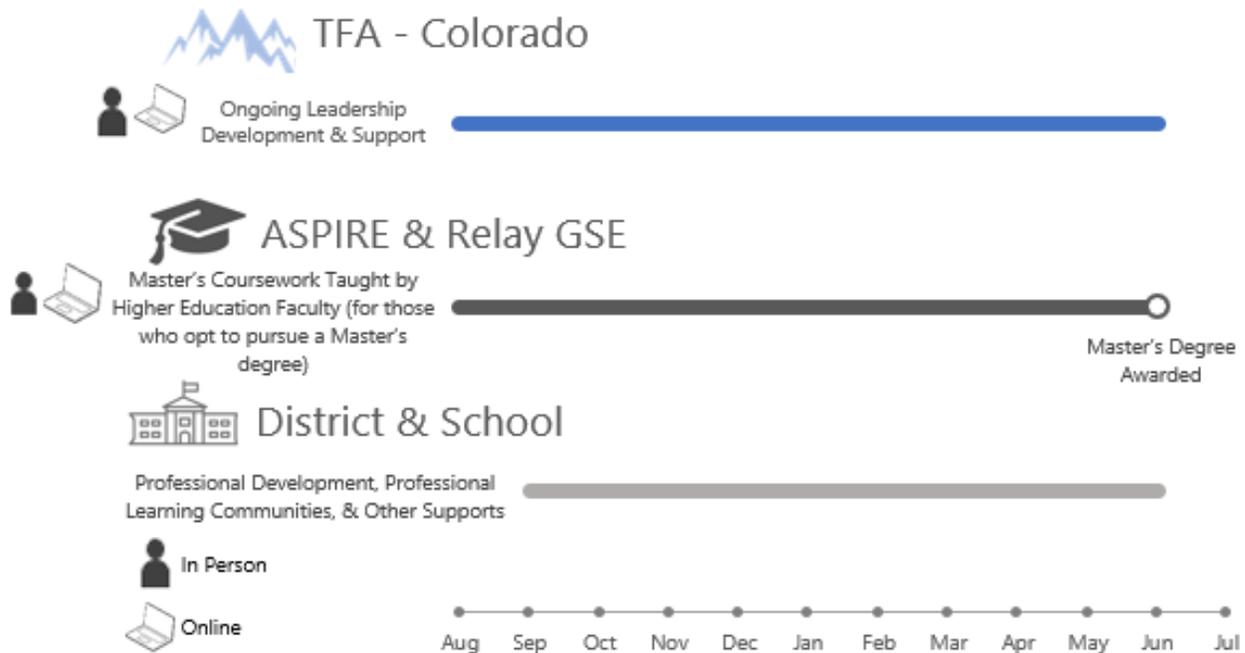
TFA-Colorado Supports

By the end of the first year, corps members have successfully completed one year of teaching in a high-need school or district and have obtained their initial license. In the second year in the classroom, TFA continues to offer leadership development opportunities for corps members, while corps members complete the optional Master's degree in Critical Pedagogy with the ASPIRE program or the optional MAT degree through Relay GSE.

Locally, second-year corps members can continue to participate in TFA-Colorado's leadership development offerings (described above): Collective Action Co-Ops; Collective Impact Microgrants; Induction planning; Corps Leadership Council; Collective Rising; PRISM; and ongoing leadership development trainings and experiences throughout the year.

Additional Supports

CU-Denver Master's Degree in Critical Pedagogy – CU-Denver offers an optional Master's of Arts degree in Curriculum and Instruction: Critical Pedagogy to second-year corps members who have completed the ASPIRE program. According to TFA and CU-Denver staff, roughly 30% of corps members enter the Master's degree program. CU-Denver developed the Master's specifically for TFA corps members, but it has been so successful that it will be opened to other 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.

Relay GSE's Master's Degree in Arts and Teaching – As part of the two-year Master's degree program, corps members have a Master's Defense with a video portfolio in which candidates must incorporate learning goals or objectives from each of the elements of the Colorado Teacher Quality Standards. The Master's Defense also evaluates candidate performance in the classroom with objectives tied to student learning and development (which the unit refers to as character) outcomes and reflection.

Teachers continue to participate in school- and district-level professional development opportunities and supports.

LAUNCH FELLOWSHIP

The Launch Fellowship is a new teacher-in-training program developed by TFA-Colorado in response to the growing need for diverse and homegrown candidates that have a stake in local Colorado communities. Launch Fellows complete a one-year pre-corps fellowship, serving as resident teachers in the classroom of a veteran mentor teacher, while they build the prerequisite knowledge and skill to apply to the TFA corps in the following year. Partnering with Relay GSE as the higher education partner, candidates for the Launch Fellowship enroll in a two-year Master's degree program with Relay GSE, through which they obtain initial licensure in the first year while actively serving as resident teachers. Upon completing the fellowship year, Launch Fellows become teachers of record and are eligible to be placed in grant partner districts. Fellows are also encouraged to apply to join TFA as corps members at this time, thus extending teachers' placement and retention in grant partner districts and schools to a minimum of three years. Table 3.1 below shows the timeline sequencing of the Launch Fellowship.

Table 3.1. Launch Fellowship Timeline

	1st year	2nd year	3rd year
District and school	Resident teacher in classroom of a mentor teacher	Teacher of record at partnering school/district	Teacher of record at partnering school/district
Relay GSE	Initial licensure and coursework	Master's coursework and degree	--
TFA	TFA-CO Launch fellow	TFA corps member if accepted	TFA corps member if accepted

For the 2017-18 academic year, there were nine Launch Fellows and all completed the residency year (see Table 1.4 for Cohort 4 retention, which includes the Launch Fellows). As of the spring 2018 admissions cycle for the 2018-19 academic year, all nine are committed to continuing in teaching roles in some capacity. Specifically, two were accepted into the TFA corps and will be placed in a different district (due to lack of lead teacher openings in their Fellowship school); six accepted teaching positions within Fellowship partner schools; and one moved out of state. TFA-Colorado anticipates 10-12 new Launch Fellows will be placed for the 2018-19 academic year and has a target of recruiting and placing 40-50 new Launch Fellows for the 2019-20 academic year. Currently, the Fellowship is Denver-based, but TFA-Colorado and Relay GSE are exploring whether there may be opportunity to extend the Fellowship into Colorado Springs and/or Pueblo.

One characteristic of note regarding the Launch Fellowship is that it is a paid residency year provided by the partnering school/district. Partnering schools set aside funds for the position and work closely with TFA-Colorado to identify and place Launch Fellows as part of efforts to increase "grow your own" candidates. The aim is to retain Fellows as teachers of record at the district/school where the residency year took place. Below, these processes and supports are described in more detail for the Launch Fellowship.

Recruitment, Selection, and Pre-Classroom Preparation

Recruitment and Admissions: The Colorado Talent Initiative (CTI) team recruits for the Launch Fellowship in several ways. One is through targeted recruitment of applicants received in the national admissions process who would benefit from professional development and a continued focus on core competencies, before engaging in the TFA corps program. The Launch Fellowship is also open as an alternative to prospective corps members who have demonstrated all competencies but find the Fellowship to be a better fit for their needs. Another way is through collaboration with a school/district to identify a paraprofessional who has a Bachelor's degree and who would be a good fit for the Fellowship and Relay GSE's Master's degree program. The CTI team also connects with schools outside of the traditional select campuses of focus for the national recruiting team. These schools include the University of Colorado (UC)-Colorado Springs, Colorado State University-Pueblo, Metro State University of Denver, Colorado School of Mines, and the University of Northern Colorado. The driving force behind

the Launch Fellowship is the cultivation of prospective applicants with an investment in local communities; therefore, Fellows often are familiar with the community in which they will work during their first year.

Admissions and Placement: The same admissions criteria for the Launch Fellowship are used as that for corps members (see above), and timing for admissions into the fellowship is sequenced with Relay GSE's admissions timeline. Communications about the program mainly come from TFA-Colorado instead of from the national team. The Summer Institute that is provided to corps members as part of their pre-classroom preparation is optional for Launch Fellows before the first year, as Fellows will receive a full year of classroom preparation and support during the residency year. Should Fellows join TFA at the completion of the first year, Summer Institute is available as part of TFA corps member pre-classroom preparation should Fellows be interested in taking part (see above for detail on Summer Institute). Similar to corps members, TFA-Colorado provides an induction ceremony for Fellows, during which Fellows connect with TFA-Colorado staff and the Relay GSE training and coaching team before beginning the first year of the teacher-in-training residency program. Teachers are then placed in partner schools for the residency program.

Mentor selection: School partners select Launch Fellow mentor teachers in collaboration with TFA. In selecting a mentor, partners consider the qualifications and experience of the Launch Fellow; school staffing needs; and available supports that align with the professional development needs of the Fellow.

Hiring: Launch Fellows are not integrated into the traditional hiring pool process that TFA corps members take part in (see above for detail), as TFA-Colorado and partner districts work closely in the placement for the residency year. Following the first year in the program, a fellow may be selected for retention in their resident school and be seamlessly integrated into the school during the second year. Further, paraprofessionals are guaranteed a placement in the resident school. Fellows without a placement that continue as a corps member in the second year are offered targeted support in the hiring process, to ensure that the placement appropriately aligns with work completed during the first year.

Figure 3.4. TFA-CO Launch Fellow Recruitment, Admissions and Pre-Classroom Preparation
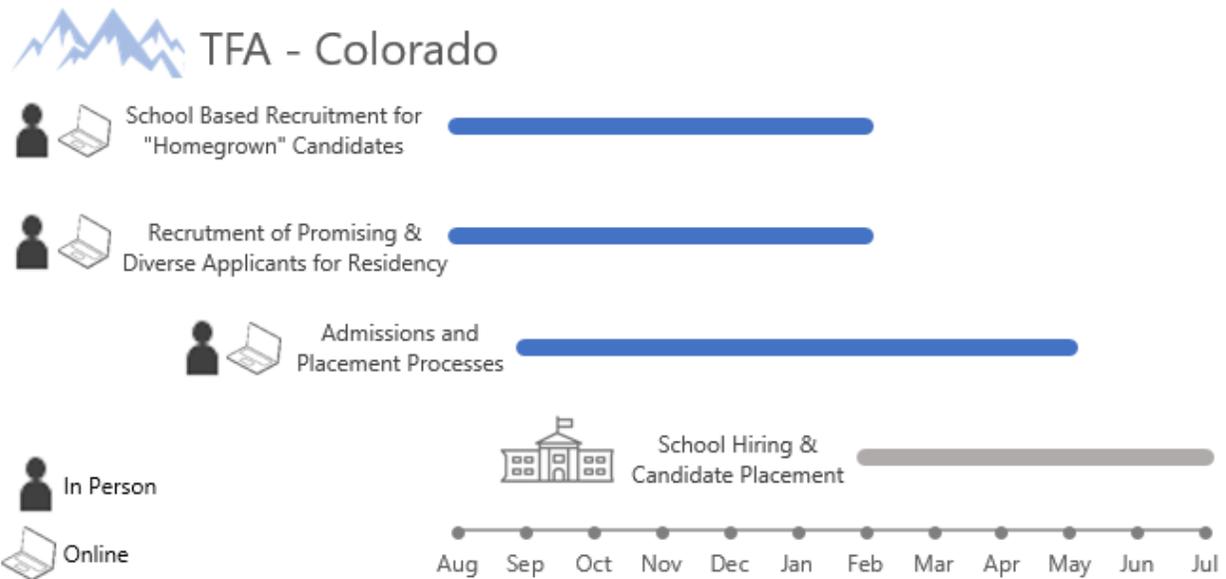
Year 1 Supports

During the first year, Launch Fellows work as resident teachers in the classroom of mentor teachers five days a week and devote one half-day of the week to Relay GSE for in-person training and coaching. Consistent with the processes discussed above for TFA corps members, the Launch Fellowship model provides an individualized support approach, with focus on TFA-Colorado providing complimentary supports and professional development to that of partner schools/districts and Relay GSE.

- **District and Schools:** As resident teachers, Launch Fellows are placed in the classroom of a mentor teacher to observe strong teaching in practice and grow instructional practices.

- **Relay-GSE:** As MAT graduate students, Launch Fellows participate in graduate-level instructional training and licensure and receive the same structured supports described above for corps members.

- **TFA-Colorado:** One main way that TF-Colorado provides support to Launch Fellows is through professional development opportunities. Launch Fellows can participate in the same professional development opportunities as corps members (see above). Additionally, TFA-Colorado adapts professional development opportunities and coaching for Fellows through a Resident Advisor who supports Fellows in areas ranging from discussion about professionalism, to social and emotional support, and exploring cultural issues. TFA-Colorado supports are designed to coach Fellows through an equity and inclusiveness lens to equip them with the skills to advocate for themselves and for their students. Additional supports and opportunities include:

- **Cohort-Based Community**: Fellows lead and organize opportunities for collective learning and development.

- **Leadership Seminars**: Participants meet with influential leaders in Denver who are driving change across various sectors.
- **Access to the TFA Network**: Each Launch Fellow receives access to an expansive network of 1,500+ TFA members working in Colorado.

Figure 3.5. TFA-CO Launch Fellow Year 1 Requirements and Supports
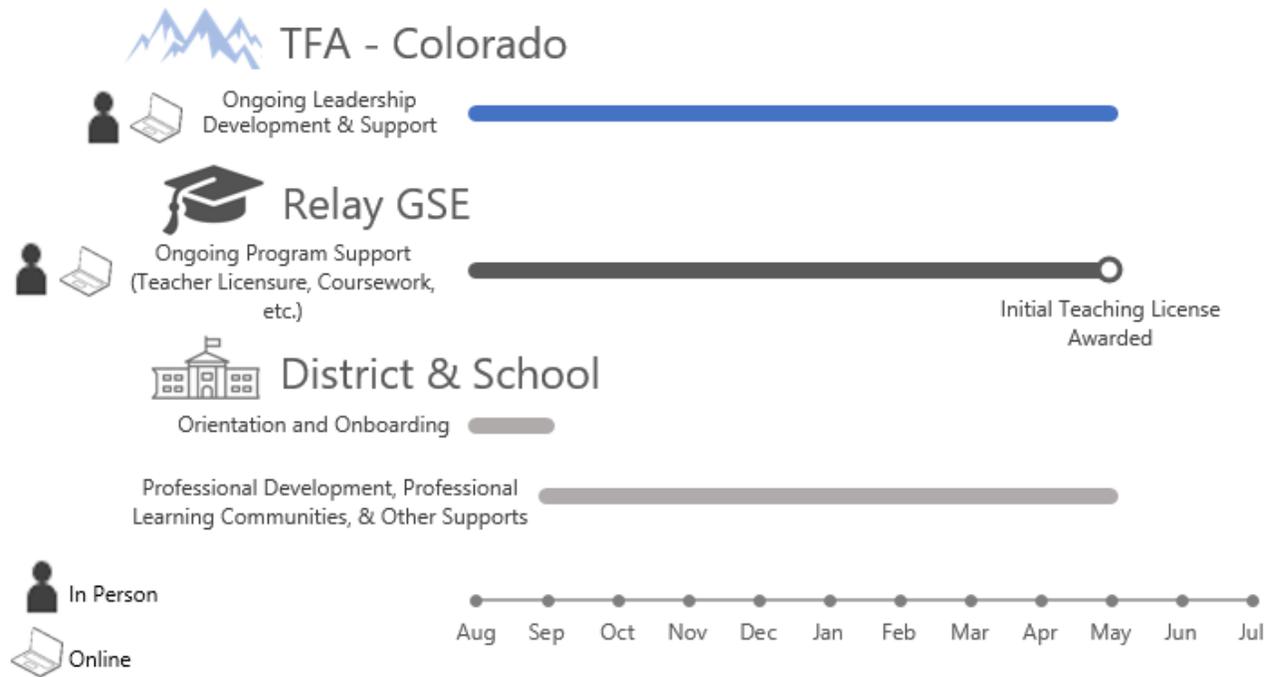
Year 2-3 Supports

Supports for Fellows in years 2 and 3 include:

- **Districts and schools:** Now teachers of record, districts and schools provide support that other teachers of record receive such as professional development opportunities and coaching through the LEAP framework and charter schools' own structured support systems for teachers.

- **Relay GSE**: In the second year, teachers continue to work towards the MAT degree and receive structured supports from Relay GSE.

- **TFA-Colorado**: Upon completion of the residency year, Launch Fellows are invited to apply to TFA. As corps members, teachers receive the same supports and professional development opportunities that corps members receive in Years 1 and 2 (see above for more detail).

Conclusion

CDE awarded grant funds to PEBC and TFA–Colorado to place teachers in historically hard-to-serve school districts in Colorado. Since funding first became available through the Quality Teacher Recruitment (QTR) Grant Program, BTR and TFA-Colorado have recruited and placed four cohorts of teachers in grant-partner districts and were underway in recruitment and placement efforts for a fifth cohort to begin teaching in fall of 2018. OMNI conducted formative and summative evaluation activities to learn more about the number of teachers placed and retained from four cohorts of teachers funded through the QTR Grant Program in 2017-18, and the processes by which programs are currently recruiting, selecting, preparing, and supporting teachers.

The QTR Grant Program was successful in placing high-quality teachers in schools and districts that have had historic difficulty retaining high-quality teachers. In 2017-18, 495 teachers served in high-need classrooms reaching an estimated 25,634 students across 44 Colorado school districts and seven charter school systems. The programs also met or exceeded their Cohort 4 placement goals.

Calculating retention to grant-partner districts for 2017-18 was not straightforward due to movements of teachers from non-grant partner districts to grant-partner districts. Nonetheless, for Cohort 1, 76% of BTR teachers and 36% of TFA-Colorado teachers remained in the classroom teaching in a partner district for the full four years. For Cohort 2, 70% of BTR teachers and 47% of TFA-Colorado teachers completed three years in the classroom. It is worth reiterating that TFA-Colorado teachers make a two-year commitment to the program. Thus, Cohort 1 and 2 teachers completed their commitment to TFA at the end of 2015-16 and 2016-17 respectively. For both programs, about 85% of Cohort 3 teachers completed a second year in the classroom, and about 90% of Cohort 4 teachers completed their first year in the classroom.

Based on preliminary effectiveness data from both programs, the proportion of teachers with effectiveness data and who were rated *Effective* or *Highly Effective* was higher the longer teachers had been in the classroom. This was consistent between programs. However, due to the small sample size for Cohort 3 BTR teachers, data below are only separated out for Cohort 1 BTR teachers.

- Cohort 1 (fourth-year teachers) – 19 (95%) TFA teachers and 29 (97%) BTR teachers were rated as *Effective* or *Highly Effective/Distinguished*.

- Cohort 2 (third-year teachers) – 22 (96%) TFA teachers were rated as *Effective* or *Highly Effective/Distinguished*. Information for Cohort 2 BTR teachers are not presented due to the small sample size for Cohort 3.

- Cohort 3 (second-year teachers) – 51 (84%) TFA teachers were rated as *Effective* or *Highly Effective/Distinguished*. Information on Cohort 3 BTR teachers are not presented due to the small sample size for Cohort 3.

- Cohort 4 (first-year teachers) – 42 (67%) TFA teachers were rated as *Effective* or *Highly Effective/Distinguished*. Information on Cohort 4 teachers of record were being collected at the time of this report.

Programs will continue to collect missing effectiveness ratings through the fall of 2018, and OMNI will provide an updated summary report on effectiveness ratings for teachers placed through the grant to CDE in December of 2018.

2018-19 EVALUATION EFFORTS

In 2018-19, the evaluation will examine data on five cohorts of teachers placed through the QTR Grant Program. Consistent with previous reporting, data will include how many Cohort 5 candidates (first year teachers) are placed in grant-partner districts and schools, as well as how many Cohort 1-4 teachers have been retained in grant-partner districts in the 2018-19 academic year. The 2018-19 evaluation also will include online surveys of teachers and school leaders. 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 school leaders will provide valuable perspective on the degree to which they believe programs are preparing teachers to be effective in the classroom. Through these efforts, the 2018-19 evaluation will provide a comprehensive look at five cohorts of teachers placed through the QTR Grant Program.

Appendix A: Tables

COHORTS 1-4 TEACHER PLACEMENT BY SCHOOL IN 2017-18

Table A.1. Number of Cohort 1-4 BTR Teachers by School by District in 2017-18

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Adams 12 Five Star Schools	Coronado Hills Elementary	1	0	0	0
	Coyote Ridge Elementary	0	1	0	0
	Federal Heights Elementary	0	1	0	0
	Leroy Drive Elementary	0	0	1	0
	McElwain Elementary	1	0	0	0
	North Mor Elementary	1	0	0	0
	Rocky Mountain Elementary	0	1	0	0
	STEM Launch K-8	0	1	0	0
	Thornton Elementary	0	0	0	2
	Thornton Middle School	1	0	1	4
	Total	4	4	2	6
Alamosa Re-11J School District	Alamosa Elementary	3	4	0	0
	Alamosa Elementary School	0	0	1	0
	Alamosa High School	1	1	1	0
	Ortega Middle School	0	1	0	0
	Total	4	6	2	0
Archuleta County 50 Jt School District	Pagosa Springs Elementary School	0	0	1	1
	Pagosa Springs High School	0	1	1	1
	Pagosa Springs Middle School	0	1	1	1
	Total	0	2	3	3
Aurora Public Schools	Altura Elementary	2	0	0	0
	Aurora Central High School	0	1	0	0
	Aurora Hills Middle School	1	0	0	0
	Aurora West College Prep	0	1	0	0
	Aurora West College Preparatory Academy	3	0	0	0
	AXL Academy	0	1	1	0
	Columbia Middle School	0	0	1	0
	Crawford Elementary	1	0	0	0
	East Middle School	0	0	1	0

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	Edna and John W. Mosley P-8	0	0	0	2
	Mrachek Middle School	0	0	1	0
	North Middle School	0	0	2	0
	Park Lane Elementary	0	0	0	2
	Rangeview High School	0	1	2	0
	Sixth Avenue Elementary	0	2	0	0
	South Middle School	1	0	0	1
	Tollgate Elementary	2	0	0	1
	Vista Peak Exploratory	1	0	1	0
	Vista Peak Preparatory	1	0	1	0
	Wheeling Elementary	2	0	0	0
	William Smith High School	0	1	0	4
	Total	14	7	10	10
Bayfield School District	Bayfield Elementary	1	0	0	0
	Total	1	0	0	0
Boulder Valley School District	Nederland Middle/Senior High School	0	0	1	0
	Total	0	0	1	0
Brighton School District 27J	Henderson Elementary	0	1	0	0
	Otho E Stuart Middle School	0	2	1	5
	Overland Trail Middle School	1	0	0	2
	Pennock Elementary	0	1	0	0
	Prairie View High School	1	0	4	2
	Reunion Elementary	0	0	1	0
	Southeast Elementary	0	0	0	1
	Stuart Middle School	0	0	0	0
	Vikan Middle School	0	0	0	2
	Total	2	4	6	12
Buffalo School District RE-4J	Merino Jr/Sr High School	0	0	0	1
	Total	0	0	0	1
Centennial School District	Centennial High School	0	0	0	1
	Total	0	0	0	1
Center School District	Haskin Elementary	1	1	3	0
	Skoglund Middle School	0	1	0	0
	Total	1	2	3	0
Charter School Institute	Colorado Early Colleges - Parker	0	0	1	0

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District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	High Point Academy	0	0	1	0
	Total	0	0	2	0
Cherry Creek School District	Laredo Middle School	0	1	0	0
	Total	0	1	0	0
Denver Public Schools	Cole Arts & Science Academy	0	0	1	0
	Columbine Elementary	0	1	0	0
	Creativity Challenge Community (C3)	0	0	0	3
	Denver Green School	0	0	0	3
	Eagleton Elementary	0	0	0	1
	Ferrell B. Howell School	0	0	1	0
	Goldrick Elementary	0	0	1	0
	Joe Shoemaker Elementary	0	0	0	2
	Noel Community Arts School	0	0	1	0
	Steele Elementary	0	0	0	10
	Swigert International School	0	0	0	5
	Total	0	1	4	24
Denver Public Charter Schools	Downtown Denver Expeditionary School	0	0	1	1
	DSST: Conservatory Green Middle School	1	0	1	0
	STRIVE Prep - Lake	0	0	1	0
	Total	1	0	3	1
Dolores County School District RE-2J	Dove Creek High School/Middle School	0	2	0	0
	N/A	1	0	0	0
	Seventh Street Elementary	0	0	1	0
	Total	1	2	1	0
Dolores RE-4A School District	Dolores High School	0	0	0	1
	Dolores Middle School	0	1	0	0
	Teddy Bear Preschool	0	0	0	1
	Total	0	1	0	2
Douglas County School District	Academy Charter School	0	0	1	0
	STEM School Highlands Ranch	0	0	2	0
	Total	0	0	3	0
Durango School District 9-R	Animas Valley Elementary	0	0	0	1
	Durango High School	0	0	2	2
	Florida Mesa Elementary	0	2	0	1

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	Fort Lewis Mesa Elementary School	0	0	1	0
	Miller Middle School	0	1	1	0
	Park Elementary	0	0	1	0
	Total	0	3	5	4
Eagle County Schools	Eagle Valley High School	1	0	0	0
	Total	1	0	0	0
Englewood 1 School District	Cherrelyn Elementary	0	0	0	2
	Clayton Elementary	0	0	1	0
	Englewood Middle School	0	0	1	0
	Total	0	0	2	2
Frenchman School District RE-3	Fleming Elementary School	0	0	0	1
	Total	0	0	0	1
Holyoke School District	Holyoke Elementary	0	0	0	1
	Holyoke Jr/Sr High School	0	0	0	2
	Total	0	0	0	3
Ignacio School District 11-JT	Ignacio Elementary	3	1	0	0
	Ignacio High School	0	0	2	3
	Ignacio Middle School	0	0	0	1
	Total	3	1	2	4
Independent	Stanley British Primary School	0	0	0	3
	Total	0	0	0	3
JEFFCO Public Schools	Alameda International High School	1	1	0	0
	Columbine High School	1	1	0	0
	Everitt Middle School	0	1	0	0
	Foster Elementary School	1	0	0	0
	Golden High School	0	0	1	0
	Lakewood High School	0	0	1	0
	Little Elementary School	1	0	0	0
	Moore Middle School	0	1	0	0
	Weber Elementary	0	0	1	0
	Total	4	4	3	0
Lone Star 101 School District	Lone Star High School	0	0	0	1
	Lone Star School	0	0	1	0
	Lone Star Undivided High School	0	0	0	2

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	Total	0	0	1	3
Mancos School District Re-6	Mancos High School	0	0	0	1
	Total	0	0	0	1
Manzanola School District	Manzanola Jr/Sr High School	0	0	1	0
	Total	0	0	1	0
Mapleton Public Schools	Achieve Academy	2	0	1	0
	Big Picture College and Career Academy	0	0	1	1
	Global Leadership Academy	0	0	1	0
	Mapleton Early College	0	2	0	1
	Meadow Community School	0	0	1	1
	Monterey Community School	0	0	1	0
	North Valley School for Young Adults	0	1	0	0
	York International	0	1	1	3
	Total	2	4	6	6
Moffat School District	Moffat PK-12 School	1	0	0	0
	Total	1	0	0	0
Monte Vista School District No. C-8	Bill Metz Elementary	1	1	2	0
	Monte Vista High School	1	1	0	1
	Monte Vista Middle School	2	0	2	1
	Total	4	2	4	2
Montezuma-Cortez School District Re-1	Byron Syring Delta Center	0	0	1	0
	Cortez Middle School	0	2	1	2
	Kemper Elementary School	1	0	1	1
	Manaugh Elementary	0	0	1	1
	Mesa Elementary	0	0	3	1
	Montezuma-Cortez High School	0	0	1	2
	Pleasant View Elementary	0	0	1	0
	Total	1	2	9	7
Montrose County School District RE-1J	Olathe Middle and High School	0	1	0	0
	Total	0	1	0	0
Mountain Valley Re 1 School District	Mountain View Elementary	0	0	1	0
	Total	0	0	1	0

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
North Conejos School District	Centauri High School	1	1	1	0
	Centauri Middle School	0	0	1	0
	La Jara Elementary	2	0	0	0
	Total	3	1	2	0
RE-1 Valley School District	Caliche Jr/Sr High School	0	0	1	0
	Sterling Middle School	0	0	1	0
	Total	0	0	2	0
Rocky Ford School District R-2	Jefferson Intermediate School	0	0	4	0
	Rocky Ford Jr/Sr High School	1	0	1	0
	Total	1	0	5	0
Sierra Grande R-30 School District	Sierra Grande K-12 School	0	0	0	1
	Total	0	0	0	1
Silverton School	Silverton High School	0	0	0	1
	Total	0	0	0	1
South Conejos School District No. Re10	Antonito High School	0	1	0	0
	Total	0	1	0	0
Trinidad School District 1	Eckhart Elementary	1	0	0	0
	Total	1	0	0	0
Weld County School District 6	Heath Middle School	1	0	0	0
	Weld Central High School	0	0	1	0
	Total	1	0	1	0
Wray School Disctrict RD-2	Buchanan Middle School	0	0	0	1
	Wray Elementary	0	0	0	2
	Total	0	0	0	3
Yuma School District-1	Yuma High School	0	0	2	0
	Total	0	0	2	0
Total		50	50	86	100

Note: 'N/A' indicates that the school name is missing, but the school district is present. One Cohort 2 teacher record is missing school name.

Table A.2. Number of Cohort 1-4 TFA-CO Teachers by School by District in 2017-18

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Charter School Institute	Ricardo Flores Magon Academy	0	1	0	2
	Total	0	1	0	2
Denver Public Schools	Bear Valley International	0	0	1	1
	Bruce Randolph School	0	0	2	0
	Centennial School	1	0	0	0
	Colfax Elementary	0	2	1	0
	Columbine Elementary	0	0	0	1
	Contemporary Learning Academy	1	0	0	0
	DCIS at Fairmont	0	0	0	1
	DCIS at Ford	0	1	0	5
	DCIS at Montbello	3	1	4	4
	Goldrick Elementary	0	0	1	2
	Green Valley Elementary	0	0	3	1
	Greenlee Elementary	1	0	0	0
	High Tech Early College	1	1	0	0
	John Amesse Elementary	0	1	0	0
	Kunsmiller Creative Arts Academy	1	0	0	1
	Manual High School	1	0	0	0
	Martin Luther King Jr. Early College	0	0	1	3
	McGlone Academy	3	1	4	3
	McMeen Elementary	0	1	0	0
	Morey Middle School	0	1	0	0
	Noel Community Arts School	0	0	1	0
	North High School	2	0	0	1
	Oakland Elementary	0	1	0	0
	Place Bridge Academy	0	1	0	0
	Sabin World Elementary	1	0	0	0
	Samuels Elementary	0	0	1	0
	Smith Elementary	1	0	0	0
	Stedman Elementary	0	0	0	1
	Total	16	11	19	24
Denver Public Schools Charter Schools	Colorado High School Charter	0	0	0	4

OMNI

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	Colorado High School Charter - GES	0	0	2	0
	Compass Academy	0	0	0	1
	DSST: Byers	2	1	0	1
	DSST: Cole High School	0	0	1	1
	DSST: Cole Middle School	1	0	3	2
	DSST: College View High School	1	0	1	0
	DSST: College View Middle School	1	0	1	0
	DSST: Conservatory Green Middle School	1	1	0	1
	DSST: Green Valley Ranch High School	0	1	1	1
	DSST: Green Valley Ranch Middle School	1	1	0	1
	DSST: Henry Middle School	0	1	0	1
	DSST: Stapleton	1	0	0	0
	DSST: Stapleton High School	0	0	0	1
	DSST: Stapleton Middle School	1	0	0	2
	DSST: College View	0	1	0	0
	Girls Athletic Leadership School	0	0	1	0
	Highline Academy Northeast	0	1	0	0
	KIPP Northeast Denver Middle School	1	1	3	0
	KIPP Northeast Denver Leadership Academy	0	1	2	5
	KIPP Northeast Elementary	0	0	0	2
	KIPP Sunshine Peak Elementary	0	2	0	0
	KIPP Sunshine Peak Academy	0	1	0	1
	KIPP Denver Collegiate High School	1	1	0	0
	Rocky Mountain Prep*	0	0	0	2
	Rocky Mountain Prep Creekside	0	0	3	0
	Rocky Mountain Prep Southwest	0	0	0	2
	Rocky Mountain Prep Fletcher	0	0	0	1
	STRIVE Prep	0	0	0	1
	STRIVE Prep - Ruby Hill	3	1	3	0
	STRIVE Prep - Federal	1	1	0	0

District	School	Cohort 1	Cohort 2	Cohort 3	Cohort 4
	STRIVE Prep - Excel	0	0	0	1
	STRIVE Prep - Kepner	0	0	0	1
	STRIVE Prep - Montbello	0	0	0	2
	STRIVE Prep - Smart	0	2	0	0
	STRIVE Prep - Rise	0	0	0	1
	STRIVE Prep - Westwood	0	1	2	0
	STRIVE Prep - Sunnyside	0	1	0	0
	University Prep - Arapahoe	1	0	0	3
	University Prep at Steele Street	0	0	1	0
	Venture Prep High School	0	1	0	0
	Total	16	20	24	38
Harrison School District 2	Bricker Elementary	0	0	2	0
	Harrison High School	3	5	5	4
	High School Prep Aacademy	2	0	0	0
	Mountain Vista Community School	0	1	4	3
	Panorama Middle School	1	0	3	2
	Sierra High School	0	0	3	1
	Total	6	6	17	10
Harrison School District 2 Charter Schools	Atlas Preparatory School	1	2	1	0
	Pikes Peak Prep	0	0	1	0
	Total	1	2	2	0
Pueblo City Schools	Bessemer STEM Academy	0	0	1	0
	East High School	1	0	0	0
	Franklin Elementary	0	0	1	1
	Heroes K-8 Academy	0	0	1	2
	Pueblo Academy of Arts	0	0	2	2
	Risley International Academy of Innovation	0	1	1	2
	Roncalli STEM Academy	0	1	0	0
	Total	1	2	6	7
Pueblo City Schools Charter Schools	Pueblo School for Arts & Sciences - Fulton Heights Campus	0	1	0	0
	Total	0	1	0	0
Total		40	43	68	81

Note: Two Cohort 1 teachers and one Cohort 2 teacher had missing district and school placement information. *Two teachers were indicated as teaching at Rocky Mountain Prep but the location was not included.