



**COLORADO**  
Department of Education

# Quality Teacher Recruitment Grant Program: Year 1 Report, 2020-2022 Funding Cycle

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**Colorado State Board of Education  
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Colorado Governor Jared Polis  
Colorado House Education Committee  
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By:

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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. CDE has awarded grant funds to the Public Education & Business Coalition (PEBC) and Teach For America (TFA)-Colorado since 2014-15, and to Ft. Lewis College (FLC) since 2019-20, to place teachers in historically hard-to-serve school districts in Colorado.

As a result of funding changes during the COVID-19 pandemic, the 2020-22 grant cycle is funded through the Governor’s Emergency Education Relief Fund (GEER Fund) and grant evaluation activities are conducted by CDE staff. The three prior grant cycles (2013-15, 2015-17 and 2017-20) were funded by legislative appropriation and required a third-party evaluation. Beginning in 2022, the funding source and evaluation activities will revert to legislatively appropriated funds and the requirement for an external evaluator will be reinstated. To provide continuity and longitudinally comparative data, CDE evaluators have attempted to maintain, to the extent possible, the evaluation and reporting design of the external evaluator from the prior grant cycles<sup>1</sup>. The structure of this report and much of the historical and background information was developed and compiled by the former external evaluator, The OMNI Institute.

This document summarizes findings from the 2020-21 academic year for six cohorts of teachers placed through the QTR Grant Program. Evaluation data come from: (a) program-provided teacher recruitment, placement, and retention data; (b) department-provided educator effectiveness ratings; (c) program-provided qualitative descriptions of the teacher preparation process; and (d) feedback from school leaders and teachers via surveys.

## Program Approach

PEBC's Teacher Residency (PTR) program (formally known as Boettcher Teacher Residency), TFA Colorado, and FLC's alternative licensure program, each seek to place highly qualified teachers in high-needs districts to promote effective teaching and increase student achievement. **Each program implements a unique model** to achieve these goals.

PTR	TFA CO	FLC
<p>Overview: 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.</p>	<p>Overview: 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 at least two years teaching in high-needs classrooms.</p>	<p>Overview: FLC's SEED (Southwest Excellent Educator Development) Program is designed as a pipeline to increase the number of highly qualified teachers in high needs districts in Southwestern Colorado through a targeted, relationships-based, 'homegrown' recruitment strategy.</p>

<sup>1</sup> See, for example, the most recent external evaluator report by the OMNI Institute available at <https://www.cde.state.co.us/educatortalent/qtrp>. The OMNI Institute (2020). Colorado Department of Education Quality Teacher Recruitment Grant: Year 3 Report, 2017-20 Funding Cycle. Prior evaluation reports from The OMNI Institute for this grant also are available on the CDE website.



Service area: Colorado Only	Service area: Colorado is one of 51 TFA regions	Service area: Southwestern Colorado region
<b>Commitment: Candidates agree to a 3-year commitment in the field of education (PEBC supports candidates for up to 5 years, including the residency year).</b>	<b>Commitment: Corps members agree to a 2-year commitment, and program alumni are supported throughout their careers.</b>	<b>Commitment: Candidates do not make a formal commitment.</b>
<b>Admission process: 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).</b>	<b>Admission process: Corps members are admitted to the program, assigned to Colorado, and then apply for open teaching positions in partner districts.</b>	<b>Admission process: Candidates who may benefit from the SEED program are identified and assessed for program eligibility and fit.</b>

### Participation and Retention

In 2020-21, **627 teachers** served the entire year in high-needs classrooms reaching an estimated **43,218 students** across **45 Colorado school districts and 5 charter school systems**. Calculating retention rates of Cohort 1-7 teachers for the 2020-21 academic year shows that programs vary in the percentage of teachers that remain in a grant partner district over time. Table A contains the retention rates for teachers remaining in grant partner district classrooms for the full school year for each program.

**Table A Retention Rates in Grant Partner Districts in 2020-21**

Cohort	PTR	TFA Colorado	FLC*
<b>7 (first year teachers)</b>	<b>86%</b>	<b>99%</b>	<b>94%</b>
<b>6 (second year teachers)</b>	<b>69%</b>	<b>79%</b>	<b>75%</b>
<b>5 (third year teachers)</b>	<b>54%</b>	<b>56%</b>	
<b>4 (fourth year teachers)</b>	<b>47%</b>	<b>31%</b>	
<b>3 (fifth year teachers)</b>	<b>46%</b>	<b>27%</b>	
<b>2 (sixth year teachers)</b>	<b>45%</b>	<b>20%</b>	
<b>1 (seventh year teachers)</b>	<b>48%</b>	<b>19%</b>	

\*FLC has participated in QTR since 2019-20 and therefore has two cohorts.

It is worth noting that many teachers who left grant-partner districts remain in the profession and continue to serve in the education field, whether it be as a teacher in a non-grant-partner district or in a different role within schools and districts. For this evaluation, we calculate retention as serving as a teacher in grant-partner districts to better understand the proportion of teachers supported by the QTR Grant program who continue to serve in high-needs Colorado districts over time.



## School Leader and Teacher Perspectives

In the spring of 2021, the School Leader Survey was disseminated to school and district leaders to assess their perceptions of teacher training and supports for teachers placed in their schools/districts through the QTR Grant Program.<sup>2</sup> Below, we present summary findings from the survey for PTR, TFA, and FLC.

Across all three programs, common themes from school and district leaders included:

- **Successfully filling hard-to-fill positions.** Although districts still experience challenges in hiring for hard-to-fill positions (e.g., math, science, special education), PTR, TFA CO and FLC play a key role in preparing candidates to fill those positions. District partners are appreciative of the programs' responsiveness and flexibility to meet their specific hiring needs.
- **Strong teacher supports:** All three programs provide support for new teachers, including observations, coaching, and professional development opportunities. PTR and TFA CO were highlighted for their ongoing informal support to teachers, such as through monthly dinners or coffee meetings; and FLC was highlighted for program field staff observations and feedback.
- **The majority of participating school leaders (74-100%) would continue to hire QTR grant program teachers.**

In the spring of 2021, the Teacher Survey was disseminated to participating teachers to assess their perceptions of the training and supports they received through the QTR Grant Program. Below, we present findings from the survey for PTR, TFA and FLC.

Across all three programs, common themes from teachers included:

- **Preparation:**
  - **Teachers overall felt prepared to be a successful teacher.** Teachers with PTR and FLC felt very well prepared to be a successful teacher prior to starting in their school. TFA CO teachers felt slightly well to moderately well prepared to be a successful teacher prior to starting in their school.
  - **Teachers were satisfied with program supports.** PTR was highlighted for the field staff observations and feedback; TFA CO was highlighted for its microgrants to teachers; and FLC was highlighted for mentors and having other teachers from FLC placed in the same school.
  - **Teachers were overall satisfied with the preparation program they chose to attend.** PTR and FLC teachers were very satisfied and TFA CO were moderately satisfied.
  - **Teachers rated their efficacy in the classroom in terms of their ability to impact various classroom behaviors and situations. Their ratings fell on the top half of the scale with most ratings falling in the "Quite a bit" range.**
- **Retention:** The majority of PTR and FLC teachers plan to continue teaching for the next 5 years and TFA CO teachers indicated they might continue teaching for the next 5 years.

## School/District Partners

*"We are very grateful for the robust partnership and ability to jointly create a teacher pipeline for our districts."*

*"One of the greatest benefits is that our partnership helps our teacher mentors better articulate their thinking/teaching, which in turns makes them better instructors."*

<sup>2</sup> For simplicity, we refer to the survey as the School Leader Survey and use the term Leaders to describe both school and district respondents.



## Introduction

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 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 Teacher Residency (PTR) (formerly known as Boettcher Teacher Residency) and Teach For America Colorado (TFA CO). These programs demonstrated a history of recruiting, training, and retaining high-quality teachers in Colorado. For the grant, they partnered with high-needs districts to select and train a first cohort of teachers that began serving in classrooms in the fall of 2014. Both programs have continued to select and train teachers in partner districts as part of the QTR Grant Program. In 2019, Ft. Lewis College (FLC) was awarded a QTR grant to begin placing teachers in the 2019-20 academic year.

### Quality Teacher Recruitment Program 2013-14 – 2020-21

- PEBC Teacher Residency and Teach for America Colorado have participated for eight years
- Fort Lewis College has participated for two years

As a result of funding changes during the COVID-19 pandemic, the 2020-22 grant cycle is funded through the Governor's Emergency Education Relief Fund (GEER Fund) and grant evaluation activities are conducted by CDE staff. The three prior grant cycles (2013-15, 2015-17 and 2017-20) were funded by legislative appropriation and required a third-party evaluation. Beginning in 2022, the funding source and evaluation activities will revert to legislatively appropriated funds and the requirement for an external evaluator will be reinstated, although CDE evaluators will continue to support evaluation activities through the 2021-22 school year. To provide continuity and longitudinally comparative data, CDE evaluators have attempted to maintain, to the extent possible, the evaluation and reporting design of the external evaluator from the prior grant cycles<sup>3</sup>. The structure of this report and much of the historical and background information was developed and compiled by the former external evaluator, The OMNI Institute.

Between 2013-14 and 2021-22, a total of \$20,927,600 has been awarded. PTR has been awarded \$8,502,600 over the course of the grant, with an award of \$1,500,000 for the 2020-22 grant cycle. TFA CO has been awarded \$11,997,400 over the course of the grant, with an award of \$1,500,000 for the 2020-22 grant cycle. As a first-time grantee in 2019-20, FLC has received a total of \$236,900, with an award of \$56,900 for the 2020-22 grant cycle. A funding overview for the QTR Program can be found on CDE's website.<sup>4</sup>

This report presents findings from the first year of the fourth evaluation period (2020-21) and examines seven cohorts of teachers who served in classrooms during the 2020-21 academic year. Table 1 describes the years in which teachers were in the classroom by cohort. In 2020-21, Cohort 1 teachers had been in the classroom for seven years, Cohort 2 teachers had been in the classroom for six years, Cohort 3 teachers had been in the classroom for five years, Cohort 4 teachers had been in the classroom for four years, Cohort 5 teachers had been in the classroom for three years, Cohort 6 teachers had been in the classroom for two years and Cohort 7

<sup>3</sup> See, for example, the most recent external evaluator report by the OMNI Institute available at <https://www.cde.state.co.us/educatortalent/qtrp>. The OMNI Institute (2020). Colorado Department of Education Quality Teacher Recruitment Grant: Year 3 Report, 2017-20 Funding Cycle. Prior evaluation reports from The OMNI Institute for this grant also are available on the CDE website.

<sup>4</sup> <http://www.cde.state.co.us/educatortalent/qtrpfunding2021>



teachers had been in the classroom for one year as either teachers of record or residents in the classroom of a mentor teacher, depending on the program model. Teachers who serve as residents during the first year in the classroom move on to serve as teachers of record in the second year.

**Table 1.0 Teacher Cohort by Academic Year in the Classroom**

Cohort	2014-15**	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1	1 <sup>st</sup> year in classroom*	2 <sup>nd</sup> year in classroom	3 <sup>rd</sup> year in classroom	4 <sup>th</sup> year in classroom	5 <sup>th</sup> year in classroom	6 <sup>th</sup> year in classroom	7 <sup>th</sup> year in classroom
2		1 <sup>st</sup> year in classroom*	2 <sup>nd</sup> year in classroom	3 <sup>rd</sup> year in classroom	4 <sup>th</sup> year in classroom	5 <sup>th</sup> year in classroom	5 <sup>th</sup> year in classroom
3			1 <sup>st</sup> year in classroom*	2 <sup>nd</sup> year in classroom	3 <sup>rd</sup> year in classroom	4 <sup>th</sup> year in classroom	4 <sup>th</sup> year in classroom
4				1 <sup>st</sup> year in classroom*	2 <sup>nd</sup> year in classroom	3 <sup>rd</sup> year in classroom	3 <sup>rd</sup> year in classroom
5					1 <sup>st</sup> year in classroom*	2 <sup>nd</sup> year in classroom	2 <sup>nd</sup> year in classroom
6						1 <sup>st</sup> year in classroom*	1 <sup>st</sup> year in classroom*
7							1 <sup>st</sup> year in classroom*

Notes: \*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. \*\*Cohort 1 started in school year 2014-15 due to funds being awarded in November 2013.

## Report Structure

The information presented in this report is organized into the following sections:

- **Background:** Information on alternative teacher preparation programs in general and each funded program specifically.
- **Section 1:** Teacher recruitment, placement, retention and effectiveness findings for each cohort of teachers placed since 2014.
- **Section 2:** Program flow charts delineating each program's processes around recruitment, placement, and supports to their teachers.
- **Section 3:** Teacher, school and district leader perspectives with each funded program, including overall satisfaction with programs and perceptions of quality of supports provided.
- **Appendices:** Appendix A includes the school year 2020-21 placements by school and district and the primary subject areas taught for each cohort of each program. Appendix B contains teacher survey respondent demographics, respondent background, characteristics of the placement school and respondent plans for the following school year for each cohort of each program. Appendix C includes a description of the methods used in this evaluation.





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## Background on Alternative Licensure Programs

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### 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 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, upon completion of program requirements, are eligible to apply for an initial teaching license. 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 and content competency in one of the approved endorsement areas for alternative licensure; and
- Have obtained employment in an elementary or secondary school.<sup>5</sup>

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. Colorado Teacher Quality Standards focus on ensuring teachers have strong content knowledge and pedagogy, can facilitate learning, will provide a respectful learning environment for a diverse student population, are reflective, demonstrate leadership, and take responsibility for student growth.<sup>6</sup> 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 Teacher Residency

The PEBC Teacher Residency (PTR), formerly known as the Boettcher Teacher Residency, is an alternative-licensure program that partners with school districts to achieve the following: increase teacher recruitment, quality and retention district-wide; support the ongoing professional development and growth of teachers; and increase student achievement. Core philosophies of the program are the integration of theory and practice, job-embedded coaching, ongoing training and support, and a quality improvement model that advances the effectiveness of entire school systems. PEBC is the designated agency for participants' teaching preparation 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. From 2013 to 2017, Adams State University was PEBC's higher education partner and collaborated with PEBC in providing initial licensure and master's degree program coursework to all candidates. In 2017, PEBC shifted to a licensure-only model with multiple institutions of higher education partnering to offer credits or scholarships for the residency experience as part of the optional master's degree. This new model allows for greater scalability and flexibility for resident teachers. Currently, PEBC partners with Metropolitan State University of Denver, University of Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, University of Denver, University of Northern Colorado, and Western Colorado University.

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<sup>5</sup> 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/checklist-alt\\_teacher](https://www.cde.state.co.us/cdeprof/checklist-alt_teacher) and review the alternative endorsement area worksheets.

<sup>6</sup> For more information on the Colorado Teacher Quality Standards, please visit: <https://www.cde.state.co.us/educatoreffectiveness/smes-teacher>



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, PEBC commits to providing support for up to five years. PEBC primarily employs a residency model. Participants spend a year in a mentor teacher's classroom before becoming teachers of record in their own classrooms. Residents may be placed in either urban or rural school districts. After the residency year, candidates apply for open teaching positions and can be hired in PEBC partner districts.

PEBC developed a model to be responsive to schools in rural districts with immediate needs for teachers of record. In this model, which parallels a typical alternative licensure program, candidates become teachers of record and lead teachers in the classroom in their first year. These teachers complete the same pre-service preparation as residents and are paired with mentor teachers from other classrooms who provide support during the academic year. Teachers are also provided increased support from field coaches since these teachers do not first teach in a classroom with a mentor teacher. Otherwise, the PEBC teacher-of-record model and residency model provide the same supports from PEBC. PEBC uses the teacher-of-record model only in rural school districts with immediate needs for teachers of record.

### **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 teachers in high-needs/hard-to-serve schools; and
- 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 CO 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 CO coordinates teacher preparation for initial licensure in two phases: first, through pre-service training administered by 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 agencies for TFA CO, 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 two-year commitment, and while a number do continue to teach, many also go on to work in other areas in education or other fields, where TFA has demonstrated they continue to advocate for educational equity.

In 2017-18, TFA CO introduced the Launch Fellowship, a teacher-in-training program developed by TFA CO 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 two-year fellowship, serving as resident teachers in the first year under the mentorship of a veteran teacher, while working toward a lead teacher role by the second year. Relay GSE is the higher education partner for the Launch Fellowship, and candidates are required to enroll in a two-year master's degree program, through which they obtain initial licensure in the first year.



## Fort Lewis College

Fort Lewis College (FLC) is a four-year college located in Durango, Colorado that provides both undergraduate and graduate degrees in various majors. Through the College of Education, FLC provides a traditional teacher preparation program at the undergraduate, post-baccalaureate and graduate levels. In addition, FLC currently offers an Alternative Licensure Program for English/Language Arts 7-12, Mathematics 7-12, Science 7-12, Social Studies 7-12, and several K-12 licensure areas including Art, Drama, Spanish, Physical Education, Music and Special Education.

FLC's SEED (*Southwest Excellent Educator Development*) Program is designed as a pipeline to increase the number of highly qualified teachers in high needs districts in Southwestern Colorado through a targeted, relationships-based, "homegrown" recruitment strategy. Teacher candidates who are part of this program have at least a bachelor's degree and are working towards an initial license. In some cases, candidates may be teachers already who are seeking out an endorsement in Special Education, while other candidates may have been enrolled in a traditional teacher preparation program but may be missing a few remaining requirements for licensure. As the program grows, in future years, FLC would also like to recruit career changers into its SEED Program.

Once teachers in the SEED Program attain an alternative license, they complete the necessary coursework and/or classroom hours needed for an initial license and then apply for initial licensure in their area of endorsement.



## Section 1: Teacher Recruitment, Placement, Retention, & Effectiveness

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 public schools or school districts in Colorado that have had historic difficulty in recruiting and retaining teachers. As such, the evaluation examines data on teacher placement, retention and effectiveness 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. Note that many PTR candidates served as resident teachers in the classroom of a mentor teacher during their first year in the program. We provide additional detail regarding teachers not retained between 2019-20 and 2020-21, which coincides with the onset of the COVID-19 pandemic.

### Number of Teachers Recruited, Placed, and Retained

Table 1.1 provides information on Cohort 1 teachers who were in their **seventh year in a classroom** in 2020-21.

**PTR.** Cohort 1 PTR teachers (placed in 2014-15) completed their three-year commitment with PTR in 2016-17. As Table 1.1 shows, of the 66 teachers initially placed in 2014-15, 32 (48%) completed teaching a seventh year in a grant-partner district in 2020-21.

**TFA Colorado.** Cohort 1 TFA teachers were fifth-year TFA alumni, having completed their two-year commitment in 2015-16. As Table 1.1 shows, of the 111 teachers initially placed in 2014-15, 21 (19%) completed a seventh year of teaching in a grant-partner district in 2020-21.

**Table 1.1. Retained Cohort 1 Teachers (Initially Placed in 2014-15) in Grant-Partner Districts in 2020-21**

	PTR	TFA CO
Initially placed in a grant-partner district in 2014-15	66	111
Completed 1st year in grant-partner district (2014-15)	62 (94%)	106 (96%)
Completed 2nd year in a grant-partner district (2015-16)	58 (88%)	95 (86%)
Completed 3rd year in a grant-partner district (2016-17)	53 (80%)	59 (53%)
Completed 4th year in a grant-partner district (2017-18)	50 (76%)	40 (36%)
Completed 5th year in a grant-partner district (2018-19)	48 (73%)	31 (28%)
Completed 6th year in a grant-partner district (2019-20)	45 (68%)	24 (22%)
Left teaching over the summer of 2020	0	-2
Transferred to a non-grant partner district	-2	-1
Unknown status*	-11	0
Completed 7th year in a grant-partner district (2020-21)	32 (48%)	21 (19%)

Note: \*We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district.

Table 1.2 provides information on Cohort 2 teachers who were in their **sixth year in a classroom** in 2020-2021.

**PTR.** Cohort 2 PTR teachers (placed in 2015-16) completed their three-year commitment with PTR in 2017-18. As Table 1.2 shows, of the 71 teachers initially placed in 2015-16, 32 (45%) completed a sixth year of teaching in a grant-partner district in 2020-21.



**TFA Colorado.** Cohort 2 TFA teachers (placed in 2015-16) were fourth-year TFA alumni, having completed their two-year commitment with TFA in 2016-17. As Table 1.2 shows, of the 92 teachers who were initially placed in 2015-16, 18 (20%) completed a sixth year of teaching in a grant-partner district in 2020-21.

**Table 1.2. Retained Cohort 2 Teachers (Initially Placed in 2015-16) in Grant-Partner Districts in 2020-21**

	PTR	TFA CO
Initially placed in a grant-partner district in 2015-16	71	92
Completed 1 <sup>st</sup> year in a grant-partner district (2015-16)	65 (92%)	84 (91%)
Completed 2 <sup>nd</sup> year in a grant-partner district (2016-17)	55 (78%)	75 (82%)
Completed 3 <sup>rd</sup> year in a grant-partner district (2017-18)	50 (70%)	43 (47%)
Completed 4 <sup>th</sup> year in a grant-partner district (2018-19)	48 (68%)	38 (41%)
Completed 5 <sup>th</sup> year in a grant-partner district (2019-20)	42 (59%)	26 (28%)
Left program/teaching over the summer of 2020	-3	-4
Transferred to a non-grant partner district	-1	-4
Unknown status*	-6	0
<b>Completed 6th year in a grant-partner district (2020-21)</b>	<b>32 (45%)</b>	<b>18 (20%)</b>

Note: \*We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district.

Table 1.3 provides information on Cohort 3 teachers who were in their **fifth year in a classroom** in 2020-21.

**PTR.** Cohort 3 PTR teachers (placed in 2016-17) completed their three-year commitment with PTR in 2018-19. As Table 1.3 shows, of the 98 teachers who were initially placed in 2016-17, 45 (46%) completed a fifth year of teaching in a grant-partner district in 2020-21.

**TFA Colorado.** Cohort 3 TFA teachers (placed in 2016-17) were third-year TFA alumni, having completed their two-year commitment in 2017-18. As Table 1.3 shows, of the 78 teachers initially placed in 2016-17, 21 (27%) completed a fifth year of teaching in a grant-partner district in 2020-21.

**Table 1.3. Retained Cohort 3 Teachers (Initially Placed in 2016-17) in Grant-Partner Districts in 2020-21**

	PTR	TFA CO
Initially placed in a grant-partner district in 2016-17	98	78
Completed 1 <sup>st</sup> year in a grant-partner district (2016-17)	93 (95%)	75 (96%)
Completed 2 <sup>nd</sup> year in a grant-partner district (2017-18)	85 (87%)	64 (82%)
Completed 3 <sup>rd</sup> year in a grant-partner district (2018-19)	76 (78%)	42 (54%)
Completed 4 <sup>th</sup> year in a grant-partner district (2019-20)	56 (57%)	33 (42%)
Left profession/teaching over the summer of 2020	-4	-8
Transferred to a non-grant partner district	0	-4
Unknown status*	-7	0
<b>Completed 5th year in a grant-partner district (2020-21)</b>	<b>45 (46%)</b>	<b>21 (27%)</b>

Note: \*We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district.



Table 1.4 provides information on Cohort 4 teachers who were in their **fourth year in a classroom** in 2020-21.

**PTR.** Cohort 4 PTR teachers (placed in 2017-18) completed their three-year commitment with PTR in 2019-20. As Table 1.4 shows, of the 100 teachers who were initially placed in 2017-18, 47 (47%) completed a fourth year of teaching in a grant-partner district in 2020-21.

**TFA Colorado.** Cohort 4 TFA teachers (placed in 2017-18) were second-year TFA alumni, having completed their two-year commitment in 2018-19. As Table 1.4 shows, of the 81 teachers initially placed in 2017-18, 23 (28%) completed a fourth year of teaching in a grant-partner district in 2020-21.

**Table 1.4. Retained Cohort 4 Teachers (Initially Placed in 2017-18) in Grant-Partner Districts in 2020-21**

	PTR	TFA CO
Initially placed in a grant-partner district in 2017-18	100	81
Completed 1 <sup>st</sup> in a grant-partner district (2017-18)	89 (89%)	74 (91%)
Completed 2 <sup>nd</sup> year in a grant-partner district (2018-19)	63 (63%)	62 (77%)
Completed 3 <sup>rd</sup> year in a grant-partner district (2019-20)	58 (58%)	41 (51%)
Left program over the summer of 2020	-2	-9
Transferred to a non-grant partner district	0	-7
Unknown Status*	-9	0
Completed 4th year in a grant-partner district (2020-21)	47 (47%)	25 (31%)

Note: \*We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district.

Table 1.5 below provides information on Cohort 5 teachers who were in their **third year in a classroom** in 2020-21.

**PTR.** Cohort 5 PTR teachers (placed in 2018-19) were in the third year of their three-year commitment with PTR. As Table 1.5 shows, of the 89 teachers who were initially placed in 2018-19, 48 (54%) completed a third year of teaching in a grant-partner district in 2020-21.

**TFA Colorado.** In 2020-21, Cohort 5 TFA corps members (placed in 2018-19) were first-year TFA alumni, having completed their two-year commitment in 2019-20. As Table 1.5 shows, of the 82 teachers who were initially placed in 2018-19, 47 (57%) completed a third year of teaching in a grant-partner district in 2020-21.

**Table 1.5. Retained Cohort 5 Teachers (Initially Placed in 2018-19) in Grant-Partner Districts in 2020-21**

	PTR	TFA CO
Initially placed in a grant-partner district in 2018-19	89	80**
Completed 1 <sup>st</sup> year in a grant-partner district (2018-19)	82 (92%)	74** (93%)
Completed 2 <sup>nd</sup> year in a grant-partner district (2019-20)	61 (69%)	67** (84%)
Left program over the summer of 2020	-1	-16
Transferred to a non-grant partner district	-1	-6
Unknown Status*	-11	0
Completed 3rd year in a grant-partner district (2020-21)	48 (54%)	45 (56%)

Note: \*We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district. \*\*The number of teachers initially placed and retained in the table does not match what was reported in



the 2018-19 Annual Report or the 2019-20 Annual Report. For the 2019-20 report, six teachers were removed from the count because they were placed in early childhood education centers, which were deemed to not count as part of CDE QTR Grant Program. For this year's report, two teachers were removed from the count because TFA CO originally reported two individuals as initially recruited in both 2017-18 and 2018-19.

Table 1.6. below provides information on Cohort 6 teachers who were in their **second year in a classroom** in 2020-21. This was FLC's first cohort of teachers placed through the QTR Grant Program.

**PTR.** Cohort 6 PTR teachers (placed in 2019-20) were in the second year of their three-year commitment with PTR. As Table 1.6 shows, of the 74 teachers who were initially placed in 2019-20, 51 (69%) completed a second year of teaching in a grant-partner district in 2020-21.

**TFA Colorado.** In 2020-21, Cohort 6 TFA corps members (placed in 2019-20) were in their second year of their two-year commitment. As Table 1.6 shows, of the 86 teachers who were initially placed in 2018-19, 68 (79%) completed a second year of teaching in a grant-partner district in 2020-21.

**FLC.** Cohort 6 FLC teachers (placed in 2019-20) were in their second year of teaching in 2020-21. As Table 1.6 shows, of the 5 teachers who were initially placed in 2019-20, 9 (75%) completed a second year of teaching in a grant-partner district in 2020-21.

**Table 1.6. Retained Cohort 6 Teachers (Initially Placed in 2019-20) in Grant-Partner Districts in 2020-21**

	PTR	TFA CO	FLC
Initially placed in a grant-partner district in 2019-20	74	86**	12**
Completed 1 <sup>st</sup> year in a grant-partner district (2019-20)	72 (97%)	85** (99%)	12** (100%)
Left program over the summer of 2020	-6	-12	0
Transferred to a non-grant partner district	-8	-3	-2
Unknown Status*	-7	0	-1
Began 2 <sup>nd</sup> year of teaching in 2020-21	51 (69%)	70 (81%)	9 (75%)
Left profession/teaching	--	-2	--
Completed 2 <sup>nd</sup> year in a grant-partner district (2020-21)	51 (69%)	68 (79%)	9 (75%)

Note: \*We use a conservative approach to teacher retention. When teachers had an unknown status, we treated them as not retained in a grant-partner district. \*\*The number of teachers initially placed and retained in the table does not match the 2019-20 Annual Report. For TFA CO, four individuals were removed from the counts for Cohort 6 because they were being reported in Cohort 5 and Cohort 6, and three candidates were added to the count because they were not included in the 2019-20 Annual Report in error. For FLC, three individuals were added to the count because FLC originally underreported candidates due to misunderstanding who counts as a part of the QTR Grant Program.

Table 1.7. below provides information on Cohort 7 teachers who were in their **first year in a classroom** in 2020-21.



**Table 1.7. Retained Cohort 7 Teachers (Initially Placed in 2020-21) in Grant-Partner Districts in 2020-21**

	PTR	TFA CO	FLC
Recruited	70	96	16
Placed in a non-grant-partner district	-5	-5***	0
Placed in a grant-partner district	65	91	16
Placed as teachers of record	25	71	9
Placed as resident teachers**	40	20	7
Did not complete first year in program	-5	-1	-1
<b>Completed 1<sup>st</sup> year in a grant-partner district (2020-21)</b>	<b>60 (86%)</b>	<b>90 (99%)</b>	<b>15 (94%)</b>

Note: \*Target numbers were ascertained through program applications as available. Retention rates are calculated using placement numbers. \*\*FLC’s candidates in this category are student teachers placed in partner districts through their QTR programming. \*\*\*Five teachers who were placed in early childhood education centers were deemed to not count as part of CDE QTR Grant Program.

### Reasons for Leaving

Across programs and cohorts, a total of 67 teachers left programs/the profession over the summer of 2020 (16 from PTR, and 51 from TFA Colorado). An additional nine teachers left the program/profession during the 2020-21 academic year (five from PTR, three from TFA Colorado, and 1 from FLC). Due to small sample sizes between cohorts and programs, information on reasons for leaving is presented in aggregate. Teachers who transferred to non-grant partner districts (n=39) are not included in this summary.

#### Left Between 2019-2020 and 2020-2021 School Years: Reasons for not returning included<sup>7</sup>:

- Left the profession/field of education, though further information was not provided
- Candidate decided program was not a good fit
- Status unknown but assumed to have left the profession
- Obtained education-related employment but not with a district or school
- Obtained employment in a district or school but not as a teacher
- Pursuing further education

#### Left Prior to the End of the 2020-2021 School Year : Reasons for leaving included<sup>8</sup>:

- Resigned but no further information was provided
- Candidate decided program was not a good fit
- Personal extenuating circumstances
- Status unknown but assumed to have left the profession

### Summary

Summing across programs and cohorts, **627 individuals** (315 from PTR, 288 from TFA, and 24 from FLC) served in Colorado classrooms throughout the 2020-21 academic year as part of the QTR Grant Program.

<sup>7</sup> 67 candidates left teaching; reasons for leaving are listed in order of prevalence with most indicated items at the top of the bulleted list.

<sup>8</sup> 9 candidates left teaching; reasons for leaving are listed in order of prevalence with most indicated items at the top of the bulleted list.



Figure 1.1. Teacher Retention by Cohort and by Program

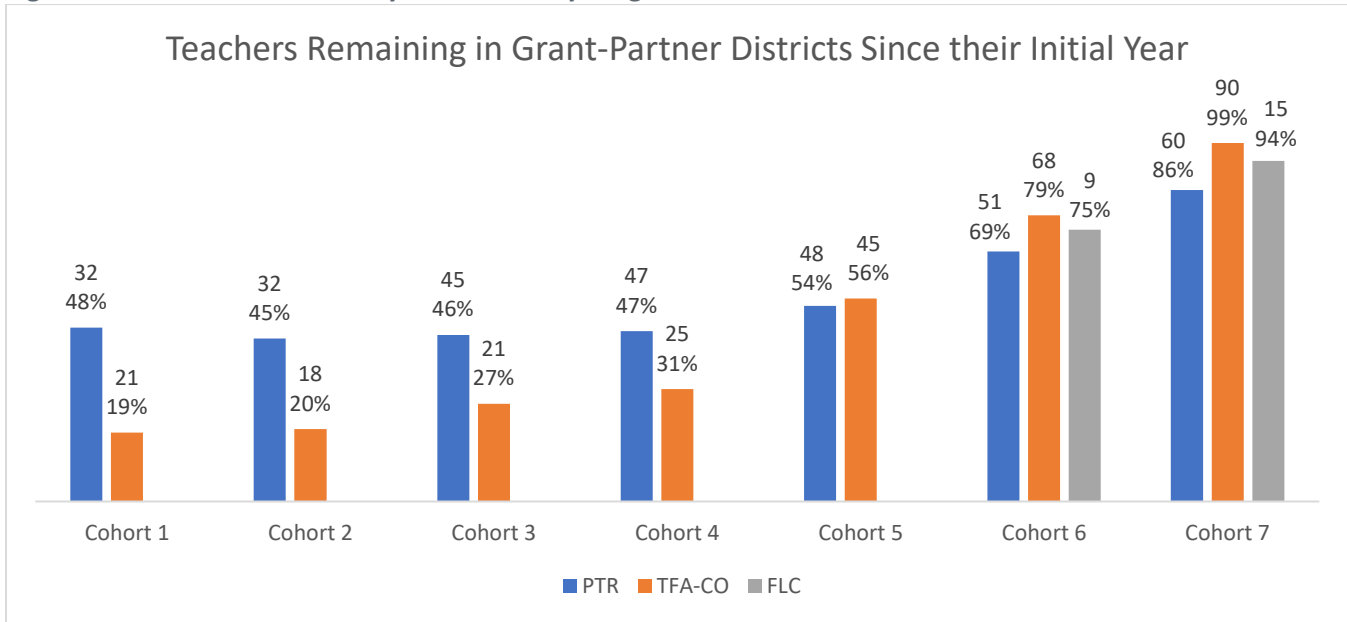


Table 1.8 presents the average retention rate across cohorts by number of years in the classroom for PTR, TFA CO, and FLC. For example, across seven cohorts, on average, 92%, 95%, and 97% of PTR, TFA CO, and FLC-trained teachers, respectively, completed their first year of teaching in a grant-partner district. Programs generally have a high proportion of teachers who serve in grant-partner districts in years 1 and 2, with rates more varied by program in year 3 and beyond.

Table 1.8. Average Retention Rate by Number of Years in Classroom and Program

Average Retention* Rate	PTR	TFA CO	FLC	# of cohorts in calculations
First year in classroom	92%	95%	97%**	7
Second year in classroom	76%	82%	75%**	6
Third year in classroom	68%	52%	--	5
Fourth year in classroom	62%	38%	--	4
Fifth year in classroom	59%	28%	--	3
Sixth year in classroom	57%	21%	--	2
Seventh year in classroom	48%	19%	--	1

Note: \*Defined as serving in a grant-partner district. \*\*FLC only has two cohorts in their first year calculation and one cohort in their second year calculation.

### Grant-Partner District Positions

Tables 1.9 - 1.11 provide information on the number of individuals who were in teaching positions in 2020-21, by grant-partner district and cohort, for PTR, TFA CO, and FLC respectively. Note the numbers in the tables below are derived from teachers' fall placement and are slightly higher than the number of teachers who were retained through the spring<sup>9</sup>.

<sup>9</sup> Information is available by school, district and cohort in Appendix A.



- In 2020-21, 320 PTR Cohort 1-7 teachers were initially placed in 42 grant-partner districts.
- In 2020-21, 291 TFA CO Cohort 1-7 teachers were initially placed in three grant-partner districts and five grant-partner charter school systems outside of the grant-partner districts.
- In 2020-21, 25 FLC Cohort 6-7 teachers were initially placed in six grant-partner districts.

**Table 1.9. Number of Teachers in PTR Grant-Partner Districts in 2020-21**

District	Cohort							Total by district
	1	2	3	4	5	6	7	
Adams 12 Five Star Schools	5	4	2	2	3	1	1	18
Alamosa Re-11J School District	4	3	2	--	--	4	--	13
Archuleta County 50 JT School District	--	1	3	3	1	1	2	11
Aspen School District	--	--	--	--	--	1	2	3
Aurora Public Schools	5	3	2	5	4	3	10	32
Bayfield School District	--	--	--	--	2	1	2	5
Boulder Valley School District	--	1	1	--	--	--	--	2
Buffalo School District RE-4J	--	--	--	1	--	--	--	1
Centennial School District	--	--	--	--	1	4	3	8
Center Consolidated School District 26-JT	--	1	--	--	--	--	1	2
Cherry Creek School District	--	--	--	1	2	--	1	4
Denver Public Schools	2	--	4	12	8	8	19	53
Dolores RE-4A School District	--	1	--	--	1	--	2	4
Dolores County School District RE-2J	1	2	--	--	3	2	--	8
Douglas County School District	--	--	--	--	1	--	--	1
Durango School District 9-R	1	3	4	2	3	7	1	21
Eagle County Schools	--	--	--	--	--	3	3	6
East Otero School District	--	--	1	--	--	--	--	1
Englewood 1 School District	--	--	2	--	--	--	--	2
Frenchman School District RE-3	--	--	--	1	--	--	--	1
Holyoke School District	--	--	--	3	--	--	--	3
Ignacio School District 11-JT	2	--	2	2	3	2	4	15
Jefferson County Public Schools	4	3	2	5	1	5	--	20
Littleton Public Schools	--	--	--	--	--	--	1	1
Lone Star 101 School District	--	--	1	2	--	--	--	3
Mancos School District Re-6	--	--	--	1	2	--	1	4
Mapleton Public Schools	1	4	2	--	--	1	--	8
Moffat School District 2	1	--	--	--	--	--	--	1
Monte Vista School District No. C-8	2	--	3	--	3	1	--	9
Montezuma-Cortez School District Re-1	1	1	3	1	6	4	6	22
Montrose County School District RE-1J	--	1	--	--	--	--	--	1
Mountain Valley Re 1 School District	--	--	1	--	--	--	--	1
North Conejos School District	--	--	1	--	1	--	--	2
Rocky Ford School District R-2	1	--	1	--	--	--	--	2
School District 27J	2	2	6	3	2	3	6	24
Sheridan School District No. 2	--	--	--	--	1	--	--	1
Sierra Grande R-30 School District	--	--	--	1	--	--	--	1
South Conejos School District No. Re10	--	1	--	--	--	--	--	1



Upper Rio Grande School District	--	1	--	--	--	--	--	1
Valley School District RE-1	--	--	1	--	--	--	--	1
Wray School District RD-2	--	--	--	2	--	--	--	2
Yuma School District-1	--	--	1	--	--	--	--	1
<b>Total</b>	<b>32</b>	<b>32</b>	<b>45</b>	<b>47</b>	<b>48</b>	<b>51</b>	<b>65</b>	<b>320</b>

Table 1.10. Number of Teachers in TFA CO Grant-Partner Districts in 2020-21

District	Cohort							Total by district
	1	2	3	4	5	6	7	
Aurora Public Schools*	--	--	--	--	--	2	6	8
Charter School Institute*	--	--	--	--	--	1	3	4
Denver Public Schools	17	14	15	21	33	45	50	195
Harrison School District 2	3	2	4	3	7	12	16	47
Pueblo City 60 School District	1	2	2	1	5	10	16	37
<b>Total</b>	<b>21</b>	<b>18</b>	<b>21</b>	<b>25</b>	<b>45</b>	<b>70</b>	<b>91</b>	<b>291</b>

Note: \*TFA CO has specific grant partner agreements with charter schools within Aurora Public Schools and the Charter School Institute; the districts as a whole are not grant-partner districts.

Table 1.11. Number of Teachers in FLC Grant-Partner Districts in 2020-21

District	Cohort		Total By District
	6	7	
Archuleta County School District 50Jt	--	1	1
Durango School District 9-R	--	4	4
Ignacio School District 11JT	2	5	7
Mancos School District Re-6	2	1	3
Montezuma-Cortez School District Re-1	4	5	9
Silverton School District 1	1	--	1
<b>Total</b>	<b>9</b>	<b>16</b>	<b>25</b>

### First-Year Teacher (Cohort 7) Demographics

Tables 1.12 presents information on the age of first-year teachers, and Figure 1.2 shows the gender, education level, and race/ethnicity of first-year teachers who served in classrooms in 2020-21. Please see prior QTR Grant Program reports for demographic information on Cohorts 1 through 6.

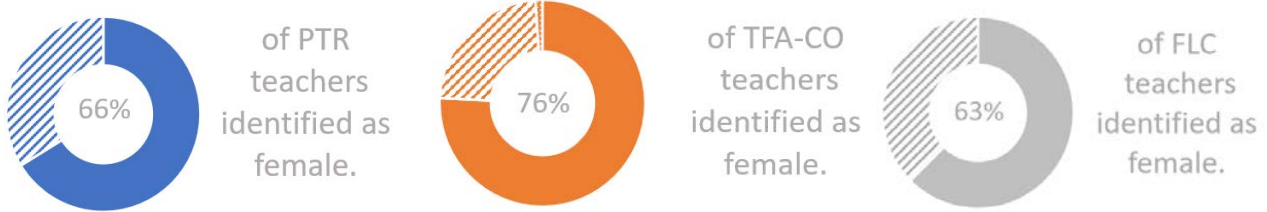
Table 1.12. Age of Cohort 7 Teachers Placed in 2020-21

	PTR (n=65)	TFA CO (n=91)	FLC (n=16)
Range	22 - 64	22 - 48	22 - 64
Mean (SD)	30 (7.3)	25 (4.1)	36 (11.6)
Median	28	24	33

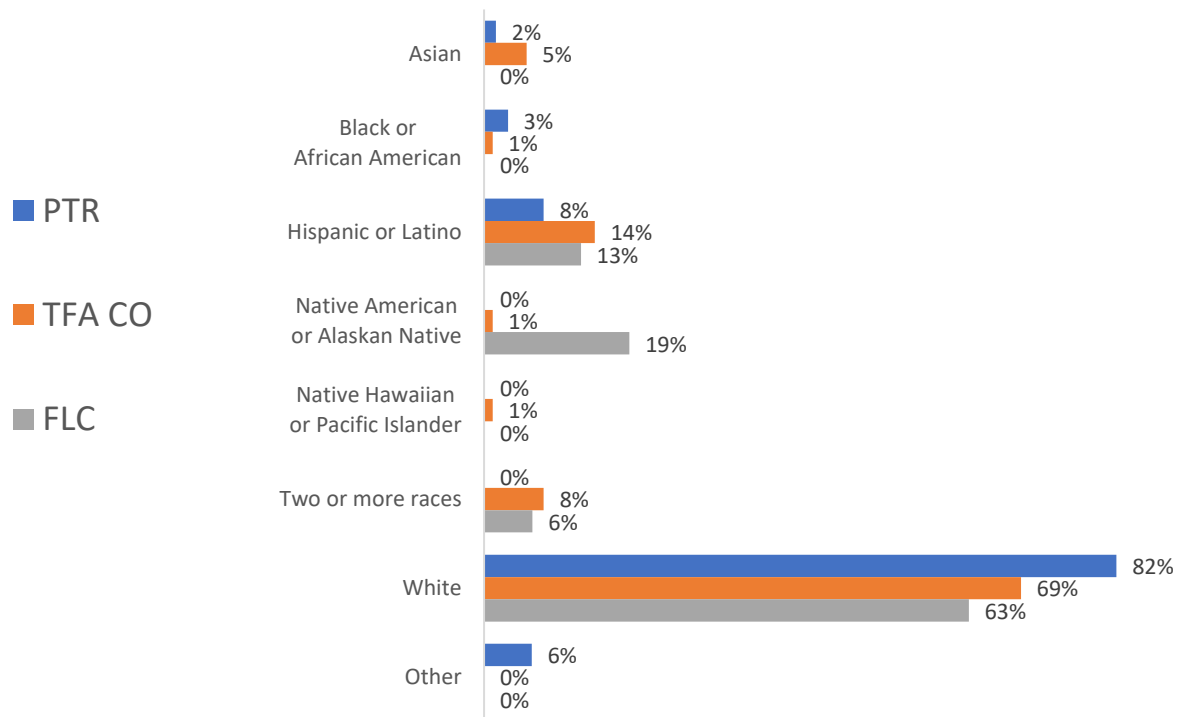
Note: Age for Cohort 1 through 6 teachers initially placed through the grant can be found in previous reports.

Figure 1.2. Gender and Race/Ethnicity of Cohort 7 Teachers Placed in 2020-21

Gender



Race and Ethnicity





### 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 hold 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. For this grant, teachers must still demonstrate subject matter competency in their assigned teaching subject area. 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 during the 2020-21 school year. Table 1.13 below presents the HQ status for all teachers in Cohorts 1 through 7 who were trained by PTR or TFA Colorado and who completed the 2020-21 academic year and for all teachers in Cohorts 6 and 7 who were trained by FLC and who completed the 2020-21 academic year.

**Table 1.13. Number of Teachers with HQ Status, by Cohort in 2020-21**

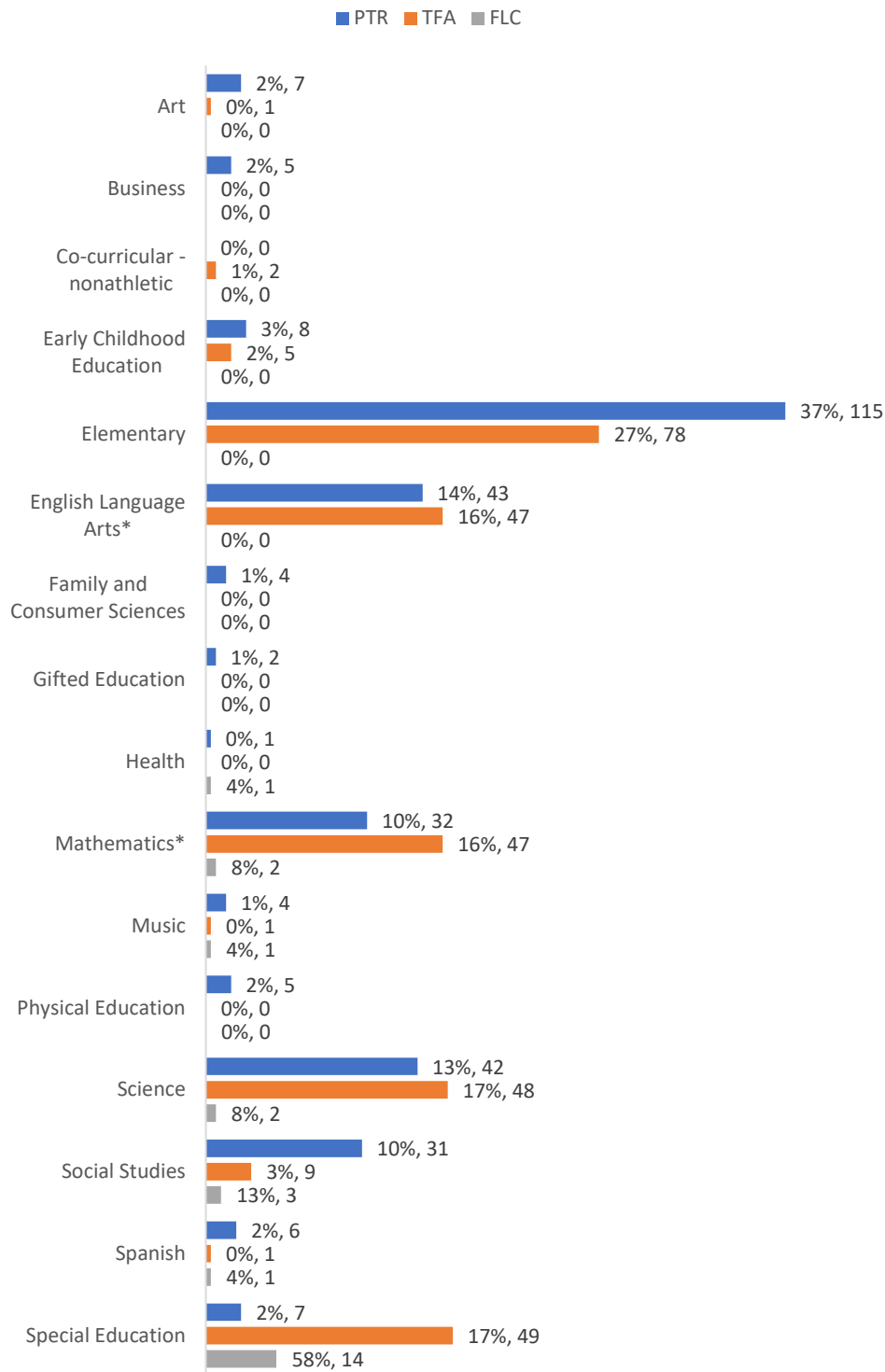
Cohort	PTR		TFA CO		FLC	
	# Required to Meet HQ	# (%) with HQ Status	# Required to Meet HQ	# (%) with HQ Status	# Required to Meet HQ	# (%) with HQ Status
1	32	32 (100%)	21	17 (81%)	--	--
2	31*	28 (90%)	18	14 (78%)	--	--
3	44*	39 (89%)	21	18 (86%)	--	--
4	47	47 (100%)	25	23 (92%)	--	--
5	48	48 (100%)	45	39 (87%)	--	--
6	51	48 (94%)	66*	59 (89%)	9	5 (56%)
7	60	56 (93%)	90	62 (69%)	9*	4 (44%)

Note: \* For PTR, HQ requirements did not apply to one Cohort 2 teacher who was teaching vocational agriculture and to one Cohort 3 teacher who was teaching welding. For TFA, HQ requirements did not apply to two Cohort 6 teachers who were teaching co-curricular, non-athletic only. For FLC, HQ requirements did not apply to six Cohort 7 teachers who were student teaching during the 2020-2021 academic year.

### Subject and Grade Levels Taught

Figure 1.3 and Tables 1.14, 1.15, and 1.16 provide information on the subjects and grade levels taught by teachers in 2020-21. Figure 1.3 on the number of teachers by primary subject area taught aggregates information across Cohorts 1 through 7 in order to visually display the subject areas taught (see Tables A.4, A.5 and A.6 in Appendix A for subject area taught by cohort). When interpreting Tables 1.14, 1.15, and 1.16, 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.

Figure 1.3. Percent and Number of Teachers by Primary Subject Area in 2020-21



Note: For clearer visualization, subject matter was omitted where only one teacher was teaching the subject: Vocational Agriculture, Technology, Welding, and STEM Instructional Coach. See Appendix A for further information on subject area taught by cohort. Percentages shown may not total to 100% due to rounding. \*One TFA teacher was reported as teaching both English Language Arts and Mathematics, so that individual is counted in both subject area categories.



**Table 1.14. Number of PTR Teachers by Grade Level and Cohort in 2020-21**

Grade Level	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
	n	n	n	n	n	n	n
ECE	1	0	0	2	0	1	2
Kindergarten	4	3	3	5	2	7	8
1 <sup>st</sup>	6	5	5	7	2	10	7
2 <sup>nd</sup>	5	5	4	8	5	6	4
3 <sup>rd</sup>	10	5	4	7	6	8	11
4 <sup>th</sup>	8	4	3	6	3	7	5
5 <sup>th</sup>	7	7	6	6	2	8	10
6 <sup>th</sup>	3	10	11	15	10	13	15
7 <sup>th</sup>	3	9	10	14	12	14	13
8 <sup>th</sup>	4	9	10	13	11	15	13
9 <sup>th</sup>	10	14	18	15	16	16	21
10 <sup>th</sup>	10	14	18	15	16	15	21
11 <sup>th</sup>	10	14	18	15	16	14	21
12 <sup>th</sup>	10	14	18	15	16	14	21

**Table 1.15. Number of TFA CO Teachers by Grade Level and Cohort in 2020-21**

Grade Level	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
	n	n	n	n	n	n	n
ECE	1	1	0	1	2	2	1
Kindergarten	4	1	0	5	2	7	11
1 <sup>st</sup>	6	1	1	3	5	11	12
2 <sup>nd</sup>	4	3	2	1	4	7	9
3 <sup>rd</sup>	6	0	3	1	9	8	10
4 <sup>th</sup>	6	1	3	2	5	10	5
5 <sup>th</sup>	7	1	3	3	6	9	9
6 <sup>th</sup>	2	3	6	4	9	13	15
7 <sup>th</sup>	2	4	8	5	9	12	22
8 <sup>th</sup>	2	5	4	3	10	14	24
9 <sup>th</sup>	8	5	1	9	11	12	12
10 <sup>th</sup>	9	4	1	9	11	11	12
11 <sup>th</sup>	8	6	2	8	12	9	17
12 <sup>th</sup>	8	5	2	7	10	9	11



**Table 1.16. Number of FLC Teachers by Grade Level and Cohort in 2020-21**

Grade Level	Cohort 6	Cohort 7
	n	n
ECE	0	0
Kindergarten	3	5
1 <sup>st</sup>	3	5
2 <sup>nd</sup>	3	5
3 <sup>rd</sup>	3	4
4 <sup>th</sup>	4	4
5 <sup>th</sup>	4	3
6 <sup>th</sup>	3	3
7 <sup>th</sup>	3	4
8 <sup>th</sup>	4	3
9 <sup>th</sup>	2	2
10 <sup>th</sup>	2	2
11 <sup>th</sup>	2	2
12 <sup>th</sup>	2	3

### Students Served

The QTR Grant Program served an estimated **43,218** students enrolled in historically hard-to-serve schools in 2020-21. PTR teachers served an estimated 26,740 students, TFA CO served an estimated 15,552 students, and FLC teachers served an estimated 926 students. PTR and TFA CO provided estimates of the number of students taught by QTR Grant Program teachers. Each program has their own organizational formulas for calculating an average number of students taught by teachers.<sup>10</sup> FLC provided actual counts of students served. Tables 1.17, 1.18, and 1.19 present information on the estimated total number of students served by teachers’ primary subject area.

**Table 1.17. Total Number of Students Served by PTR by Subject Area by Cohort in 2020-21**

Primary Subject Area	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	Total # by Subject
	Estimated # of Students Served							
Art	125	125	0	250	0	60	125	685
Business	0	0	125	125	250	125	0	625
Early Childhood Education	30	0	0	60	0	30	120	240
Elementary	420	300	515	570	600	480	660	3,545
English Language Arts	500	125	1,125	250	1,000	875	1,500	5,375
Family and Consumer Sciences	0	0	0	125	0	375	0	500
Gifted Education	30	125	0	0	0	0	0	155

<sup>10</sup> In past years, TFA Colorado provided estimated counts on the number of students taught using their own algorithm. PTR used teacher-provided data on actual counts of students taught. In the last couple of years of the grant, the PTR program also started providing estimated counts using their own formula.





Health	0	0	125	0	0	0	0	125
Mathematics	250	375	500	500	1,125	625	625	4,000
Music	0	0	125	125	0	30	30	310
Physical Education	250	125	0	125	125	0	0	625
Science	375	1,000	875	875	500	625	1,000	5,250
Social Studies	500	375	375	500	500	750	875	3,875
Spanish	0	125	125	250	0	250	0	750
Special Education	0	30	90	30	0	155	0	305
Technology	0	125	0	0	0	0	0	125
Vocational Agriculture	0	125	0	0	0	0	0	125
Welding	0	0	125	0	0	0	0	125
<b>Total</b>	<b>2,480</b>	<b>2,955</b>	<b>4,105</b>	<b>3,785</b>	<b>4,100</b>	<b>4,380</b>	<b>4,935</b>	<b>26,740</b>

Table 1.18. Total Number of Students Served by TFA CO by Subject Area by Cohort in 2020-21

Primary Subject Area	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Total # by subject
	1	2	3	4	5	6	7	
	Estimated # of students served							
Art	54	0	0	0	0	0	0	54
Co-curricular - nonathletic	0	0	0	0	0	108	0	108
Early Childhood Education	0	0	0	0	0	0	270	270
Elementary	324	270	324	432	864	1,188	810	4,212
English Language Arts	324	162	270	378	324	432	594	2,484
English Language Arts & Mathematics	0	0	0	0	54	0	0	54
Mathematics	54	216	216	108	216	702	972	2,484
Music	0	0	0	0	0	0	54	54
Science	216	162	108	108	324	594	1,080	2,592
Social Studies	54	54	54	54	54	54	162	486
Spanish	0	0	0	0	54	0	0	54
Special Education	108	54	162	270	540	594	918	2,646
STEM Instructional Coach	0	54	0	0	0	0	0	54
<b>Total</b>	<b>1,134</b>	<b>972</b>	<b>1,134</b>	<b>1,350</b>	<b>2,430</b>	<b>3,672</b>	<b>4,860</b>	<b>15,552</b>



**Table 1.19. Total Number of Students Served by FLC by Subject Area by Cohort in 2020-21**

Primary Subject Area	Cohort 6	Cohort 7	Total # by subject
	# of students served		
Health	0	25	25
Mathematics	194	0	194
Music	0	73	73
Science	0	72	72
Social Studies	0	199	199
Spanish	73	0	73
Special Education	162	128	290
<b>Total</b>	<b>429</b>	<b>497</b>	<b>926</b>

### 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 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 must be determined equally from: (1) measures of professional practice, using the four quality standards; and (2) multiple measures of student learning. Final ratings of Highly Effective, Effective, Partially Effective, or Ineffective are assigned to each teacher.

In prior years, the QTR Grant Program required that programs report the effectiveness ratings of teachers placed each year through the grant. Each program requested effectiveness ratings from partner districts and charter schools for teachers placed through the grant who were in the classroom during the given academic year and then provided those effectiveness ratings to an external evaluator. By CDE staff conducting the evaluation for the 2020-21 school year, the department was able to provide effectiveness ratings for grant-supported teachers using the annual collection of human resources information. This was done both to decrease the reporting burden on grantees and their partner schools and districts and improve completeness of the data.

However, due to the COVID-19 pandemic that began in mid-March of 2020, Governor Polis suspended the requirements of the state law on performance evaluations for the 2019-20 academic year. This allowed schools and districts to focus on providing alternative learning opportunities for students and provided for local decisions to finalize none, some, or all of educators' evaluations for the 2019-20 academic year.<sup>11</sup> As a result, the department did not collect educator performance evaluation ratings for the 2019-20 school year. Evaluation ratings for the 2020-21 school year were not available at the time of this report, as evaluation ratings are collected a year in arrears.

Ratings from the 2014-15 school year to the 2018-19 school year for the individuals in PTR and TFA CO Cohorts 1 through 5 who remained teaching in a grant-partner district through the 2020-21 school year were obtained

<sup>11</sup> <https://www.cde.state.co.us/educatortalent/educatortalentcovid19faq#EE>



from the department and are presented below. As FLC did not place its first grantee cohort until the 2019-20 school year, they are not included in the data.

It is important to note that the State Teacher Quality Standards underwent significant revisions, which were piloted by 50 districts and BOCES in Colorado during the 2017-18 school year and subsequently adopted statewide starting with the 2018-19 school year.<sup>12</sup> Evaluation ratings on the revised evaluation systems must be reported separately from evaluation ratings on the former systems. As such, the Table 1.20 displays the evaluation ratings from the original system and from the revised system separately.

**Table 1.20. Teachers Rated Effective or Higher by Program and Years in the Classroom**

	PTR				TFA CO				# of cohorts in calculations
	Original		Revised		Original		Revised		
	n	%	n	%	n	%	n	%	
First year in classroom	32	76%	13	72%	26	65%	13	57%	5
Second year in classroom	69	81%	41	85%	20	83%	13	93%	4
Third year in classroom	45	98%	40	95%	16	89%	10	100%	3
Fourth year in classroom	14	93%	32	89%	12	92%	5	83%	2
Fifth year in classroom	--	--	26	96%	--	--	12	86%	1

Note: The percentage of teachers rated effective or higher is calculated based on the total number of teachers with evaluation ratings, meaning that those not found or reported as not rated in the state’s data collection are not included in the total.

## Section 2: Process Flows

For the 2020-21 report, the department revisited the process flows that were first documented for PEBC and TFA in 2015 and for FLC in 2017. Below, process flows for each grantee are presented.

### Public Education and Business Coalition Teacher Residency



PEBC’s Teacher Residency (PEBC) is a Colorado-based teacher residency program that serves grades pre-K through 12<sup>th</sup> grade students in both urban and rural school districts, with expansion into rural areas occurring over the past several years. As the teacher shortage has led to greater needs for teachers in rural areas, PEBC adapted its 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)

<sup>12</sup> For more information regarding the Teacher Quality Standards and the pilot of the corresponding state model evaluation system, see <http://www.cde.state.co.us/educatoreffectiveness/smes-pilot>.

a teacher of record model in urban and rural areas in which candidates serve as alternatively-licensed teachers of record in their own classrooms during the first year in the program.

PEBC operates and manages the Teacher Residency program and is an authorized designated agency for initial licensure with CDE. In 2015, PEBC merged the Boettcher Teacher Residency with Stanley Teacher Prep, and all resident teachers of Stanley and Boettcher are now PEBC Teacher Residents. The merger extended the PEBC network into private schools and represented a significant increase in the number of PEBC residents. The PEBC Teacher Residency provides alternative licensure coursework, coaching and professional development for program candidates and mentors, and supports for PEBC Teachers for up to five years after the residency. Residents and first-year teachers of record complete requirements for the initial license and they may continue to pursue an optional master's degree during or after their residency year.

### Master's Degree and Higher Education Partners



Since 2015 when processes were last documented for the QTR grant program, PEBC has made changes around the master's degree and its higher education partner. From 2013 to 2017, Adams State University was PEBC's higher education partner and collaborated with PEBC in providing initial licensure and master's degree program coursework to all candidates. In 2017, PEBC 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, PEBC partners with Metropolitan State University of Denver, University of Colorado at Denver, Colorado State University Global Campus, Fort Lewis College, University of Denver, University of Northern Colorado, and Western Colorado University.

This shift has allowed PEBC 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.

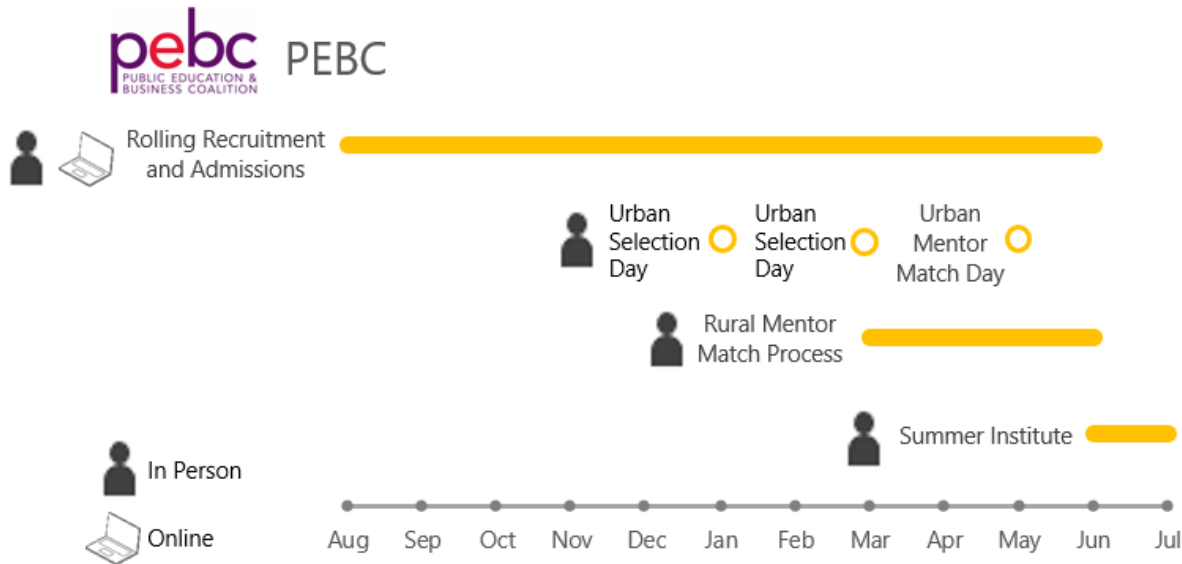
### PEBC Recruitment, Admissions, and Pre-Classroom Preparation

This section focuses on recruitment, preparation, placement, and supports for candidates placed in PEBC'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 PEBC'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, PEBC'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 PEBC's regional staff and supports that are available in rural communities, in addition to support available through the Denver office.

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



*Recruitment and Admissions*

**Recruitment:** PEBC 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). PEBC 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 paraprofessionals, 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.

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



- An online application;
- Phone screening; and
- 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 PEBC seeks, such as coachability, reflectiveness and professionalism.

The admissions team consists of a Director of Recruitment who oversees the recruitment of a talented and diverse group of pre-service teachers in both rural and urban areas. The Director of Recruitment also manages a distributed candidate selection process that draws upon the expertise of internal and external stakeholders. Across regions, other contributors to the admissions process include local staff, stakeholders, and alumni. For our three rural cohorts, PEBC engages in a rolling admissions process that occurs throughout the year. For the Denver Metro Cohort, PEBC has three distinct admissions windows (Priority, Regular and Extended).

Candidates admitted to serve as teachers of record in the first year may be recruited through PEBC directly or are identified through PEBC 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, PEBC staff and principals use knowledge of existing residents and resident experience to identify a potential candidate for a teacher of record position. After PEBC 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 PEBC's program, and as such, PEBC 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, PEBC has refined its process to include a 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 PEBC conducts observations of applicants to determine the appropriate mentor fit and PEBC 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:

- **Virtual School Fair:** A week prior to matching, PEBC will host a virtual school fair for its accepted candidates and partner schools. At this event, residents will have the opportunity to meet staff from different schools and explore the array of available school options and educational models available for placement sites.
- **Matching Activity:** Residents will engage in short conversations with four-six potential mentors PEBC has 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. PEBC provides a list of potential questions and graphic organizers for capturing feedback to each mentor and resident to use during the matching conversations.

- **Resident Selection:** After the matching conversations, each resident and potential mentor provides PEBC with feedback and his or her preferred choices for matching. Resident selection information is then used by the Director of Clinical Experiences to make a match. Once matches are made, residents and mentors are notified of the match via an official program email. Residents are encouraged to shadow their new mentor's classroom before the end of the school year (if possible), and mentors and residents are encouraged to connect over the summer to begin forming a positive relationship with one another.

**Rural mentor-match process:** In rural areas, residents and teachers of record are paired with mentors using an individualized approach. PEBC 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, PEBC 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 PEBC confirms the candidate is comfortable with this match (see Year 1 Supports for more detail).

**Mentor Recruitment and Retention:** Mentors are drawn to the PEBC 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, PEBC provides a stipend to mentor teachers.

### *Summer Institute*



For residents and teachers of record, the Summer Institute occurs over a three-week period in each region where PEBC is implemented. The classes are taught by PEBC, staff who lead instruction, resident field support, coaches, and PEBC 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, PEBC 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, PEBC 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).

Additionally, PEBC 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. PEBC staff monitors progress and tailors support provided during the Institute to ensure sufficient training. For example, PEBC 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, PEBC 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, the San Luis Valley and Mountain West (Eagle/Vail and Aspen). 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.

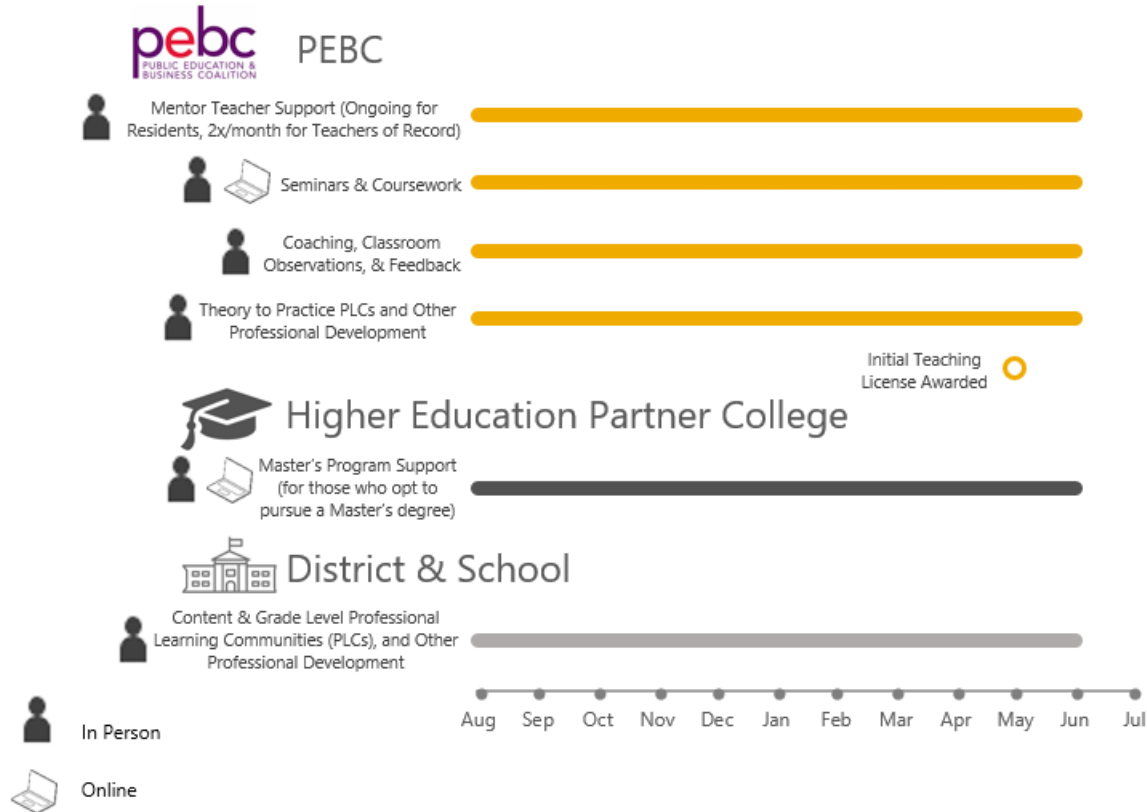
The residency is based on the belief that theory and practice must be integrated throughout the preparation experience. As a field-based program, it is grounded in a year-long classroom teaching residency, with daily guidance and coaching from a skilled mentor teacher who shares the classroom. The quality 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, PEBC 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 PEBC 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. PEBC Year 1 Residency Supports and Requirements



**PEBC Seminar and Coursework:** Seminars are taught once a week in the first year by PEBC staff, coaches, and directors. Seminars provide teachers the opportunity to engage in theoretical coursework while also serving in the classroom. Seminar days integrate 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 debrief 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 (for an 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.

**PEBC Supports:** In addition to instructional support and coursework, PEBC provides several key supports for residents and teachers of record, including the following: 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 and are outlined below.

- **Mentor teacher support:**
  - Residents: 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.
  - Teachers of record: 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 PEBC 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, PEBC 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, PEBC coaches engage teachers in topical discussion regarding pragmatic approaches to theoretical concepts and explore best practices.
- **Other professional development opportunities:** PEBC also provides individualized professional development opportunities and supports during the first year in the program.

**PEBC 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 PEBC 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, PEBC:

- 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; and
- 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. PEBC 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 PEBC program commitment, teachers continue to receive PEBC support and professional development opportunities during this time. PEBC bases the supports and professional development opportunities it provides on teacher feedback collected through an online survey. Through this process, PEBC 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, PEBC provides teachers with hiring support in the second year and beyond.

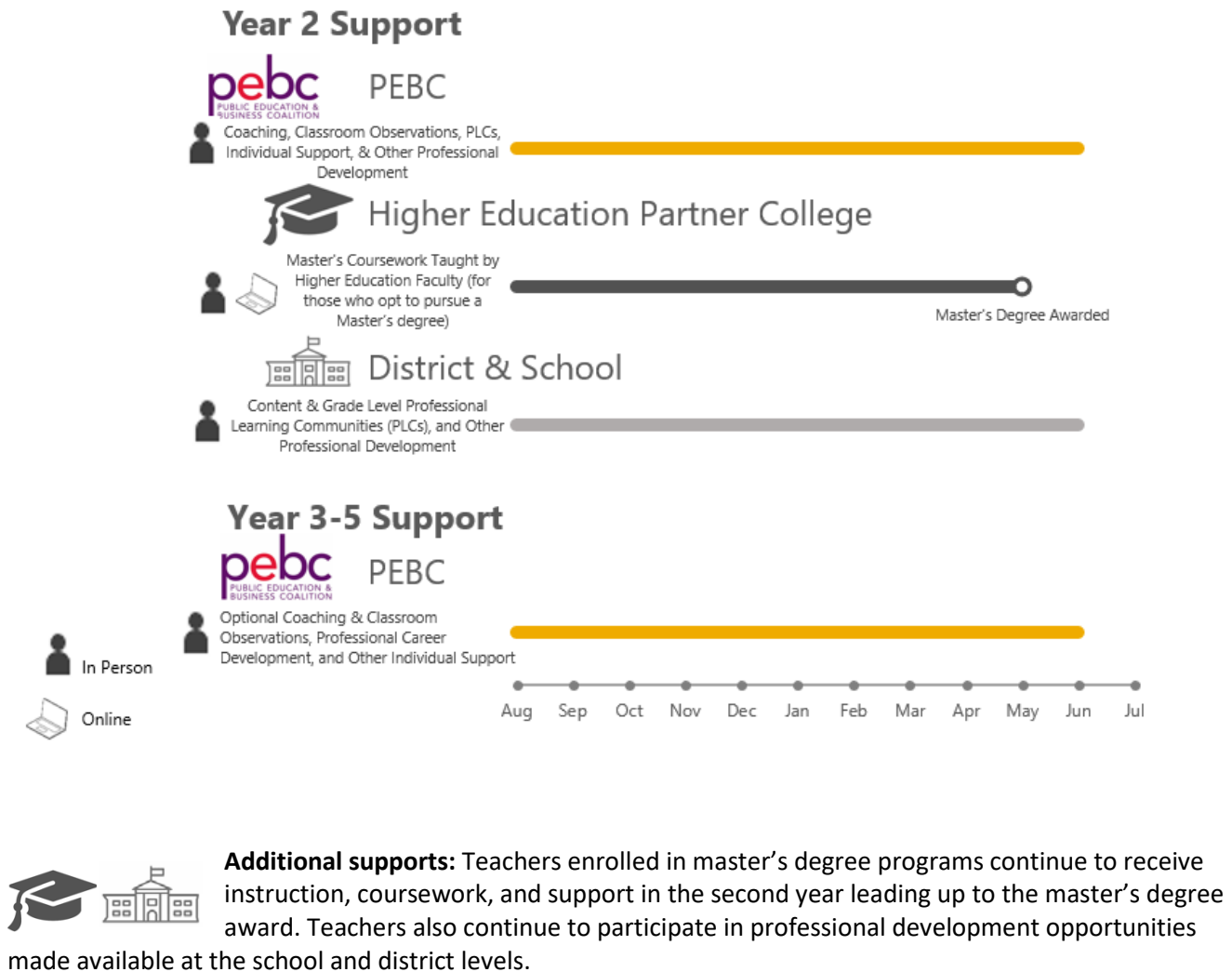
#### Year 2 PEBC supports for all teachers:

- Additional PLC opportunities; and
- Additional professional development opportunities.

#### Year 3 – 5 PEBC 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. PEBC continues to explore additional supports they can provide to these teachers.

Figure 2.3. PEBC Post-residency Requirements and Support



## Teach For America - Colorado

### TFA Recruitment, Selection, and Pre-Classroom Preparation

Teach For America (TFA) recruits teachers from across the country and assigns them to a specific district within one of TFA's 50 regions to serve as full-time teachers in public school classrooms through alternative licensure pathways. Uniquely in Colorado, there are two teacher preparation pathways that TFA recruits can complete: (1) the teaching corps; and (2) the Launch Fellowship.

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 teacher recruitment, placement, preparation and support for both of these pathways. In the sections below, we've outlined these responsibilities for each of the two pathways 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.

### Pathway 1: Teaching Corps

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 Pre-service 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 Pre-service training.

#### *Recruitment and Admissions*



TFA-National's Recruitment Team is responsible for identifying and recruiting a strong candidate pool to meet district needs across all 50 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; and
- An in-person or virtual 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 50 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 pre-service training. TFA-National asks corps members to commit approximately 40 hours to onboarding activities between the time they accept the offer and prior to pre-service training. 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).

### *Pre-Service Training*



The five-week pre-service training occurs in June-July, shortly after the regional induction weekend (described below). TFA-Colorado contracts with TFA-National staff to administer the pre-service training, which focuses on the technical aspects of teaching, such as classroom management, building a classroom culture, and lesson planning. Beginning in 2020 in response to the COVID pandemic, pre-service training was converted to a hybrid virtual and in-person format. 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; and
- Skills that provide students access to opportunity.

In addition to feedback from faculty advisors, TFA corps member advisors conduct two observations per corps member per week and provide direct feedback. Corps member advisors also assess program fit, teaching preparedness, progress toward meeting pre-service 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 pre-service training, 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 fourth 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 has seen tremendous 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).

### *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).



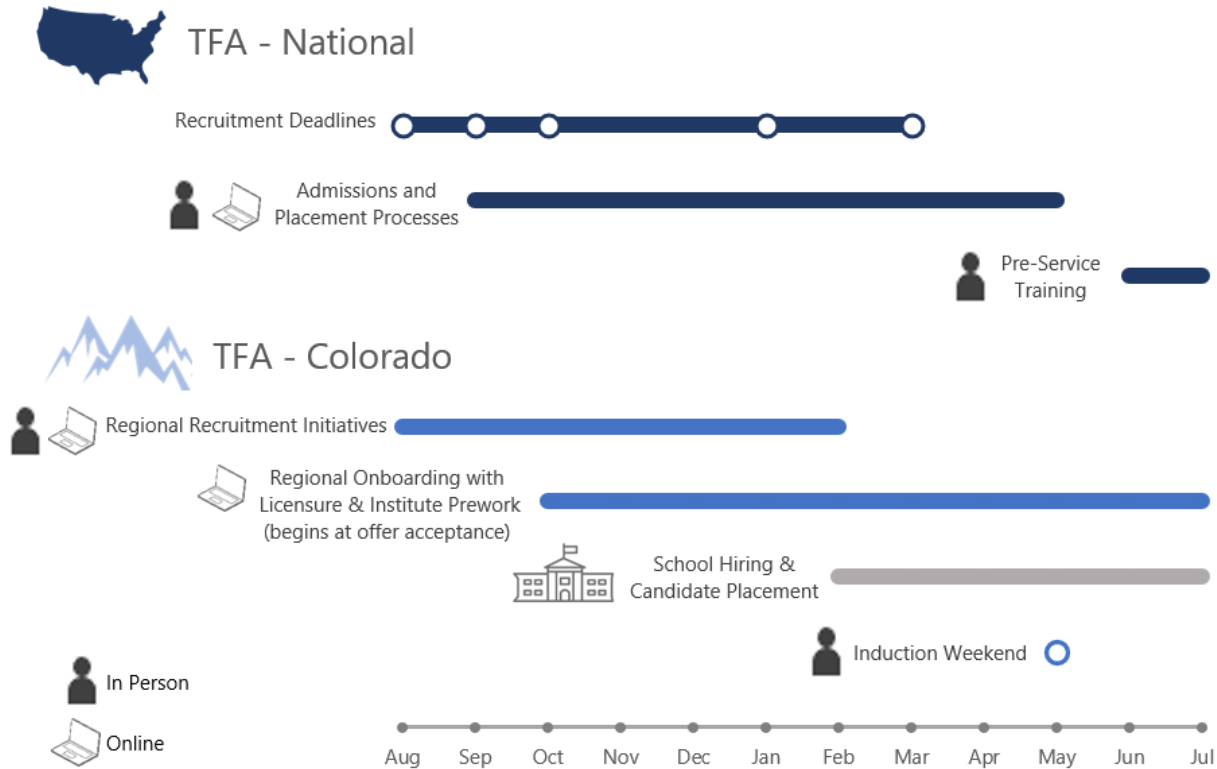
**Induction weekend:** Corps members' first opportunity to visit their placement regions and to meet the TFA-Colorado, ASPIRE, and Relay support staff occurs at induction weekend. TFA-Colorado conducts induction weekend prior to the pre-service training (held on the same weekend in all three of Colorado's 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 pre-service training and before the academic year starts.



Figure 2.4. TFA Recruitment, Admissions and Pre-Classroom Preparation



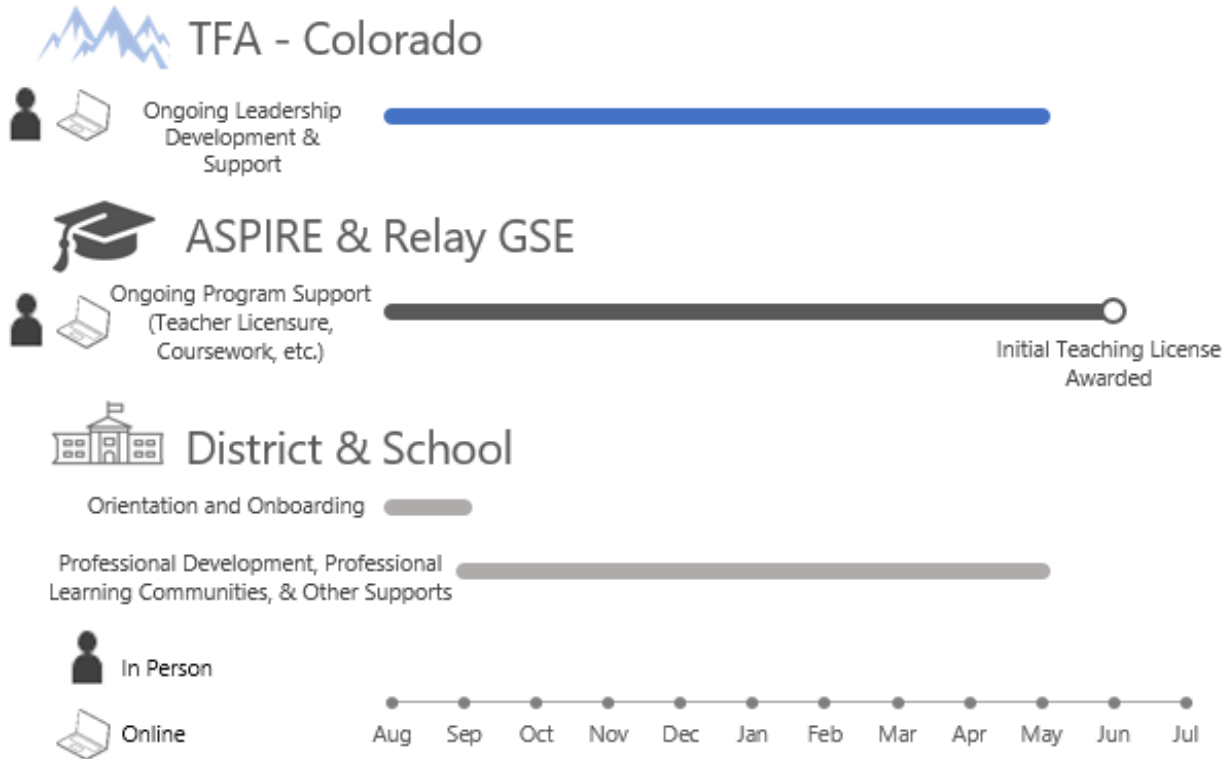
**Year 1 Supports**

*TFA-Colorado*

Figure 2.5 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; and
- **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 2.5. TFA Year 1 Corps Member Requirements and Supports



This model allows for flexibility to meet both participant schools and corps members’ needs and reduces duplication in supports between TFA-Colorado and schools. 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 identifying and addressing challenges and needs through innovative projects and pilots.



**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. 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-CO 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 that of 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 (with the exception of the 2020-21 school year, when 100% of all licensure coursework was delivered online in compliance with COVID health and safety guidance).



**In-Person and Online Coursework.** In a typical year, 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

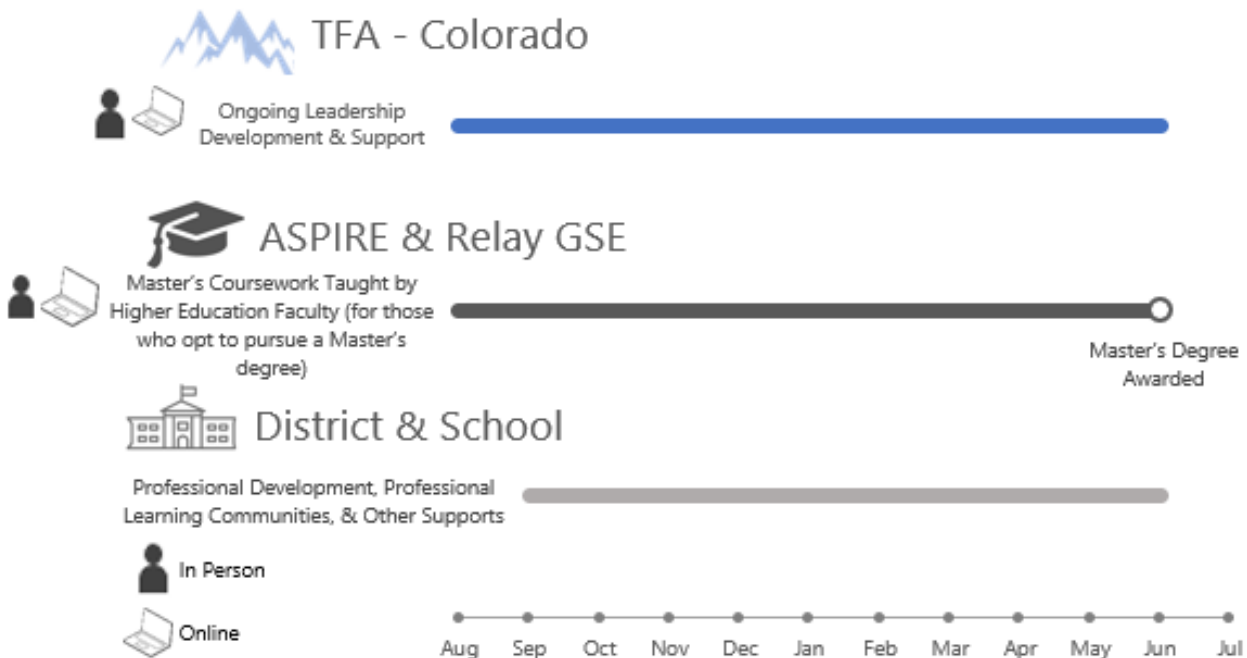
how to set ambitious goals, track student progress, and verify outcomes at the end of the academic year.

**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.

### Year 2 Supports

Figure 2.6. 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).

### *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.

### **Pathway 2: Launch Fellowship**

The Launch Fellowship is a teacher-in-training program developed specifically for 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 two-year fellowship, serving as resident teachers in the first year under the mentorship of a veteran teacher, while working toward a lead teacher role by the second 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 first fellowship year, Launch Fellows become teachers of record and are eligible to be hired as lead teachers in grant partner districts. Fellows are also invited to apply to join TFA as corps members at this time. Table 2.1 below shows the timeline sequencing of the Launch Fellowship.

**Table 2.1. Launch Fellowship Timeline**

	<i>1<sup>st</sup> year</i>	<i>2<sup>nd</sup> year</i>
<i>District and school</i>	Resident teacher in classroom of a mentor teacher	Teacher of record at partnering school/district
<i>Relay GSE</i>	Initial licensure and coursework	Master’s coursework and degree
<i>TFA</i>	TFA-CO Launch Fellow	TFA-CO Launch Fellow

Since piloting the Launch Fellowship four years ago, TFA Colorado has grown the Fellowship from an initial cohort of 7 teachers to 20-25 annually, comprising approximately 20% of our total annual teacher pipeline. Initially conceived as a one-year commitment, in 2021-22 the Launch Fellowship was extended into a two-year commitment to fully support the learning and leadership development that Fellows need to become strong teachers of record.

One characteristic of note regarding the first year of 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 pre-service training 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 first residency year. Should Fellows join TFA at the completion of the first year, pre-service training is available as part of TFA corps member pre-classroom preparation should Fellows be interested in taking part (see above for detail on pre-service training). 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.

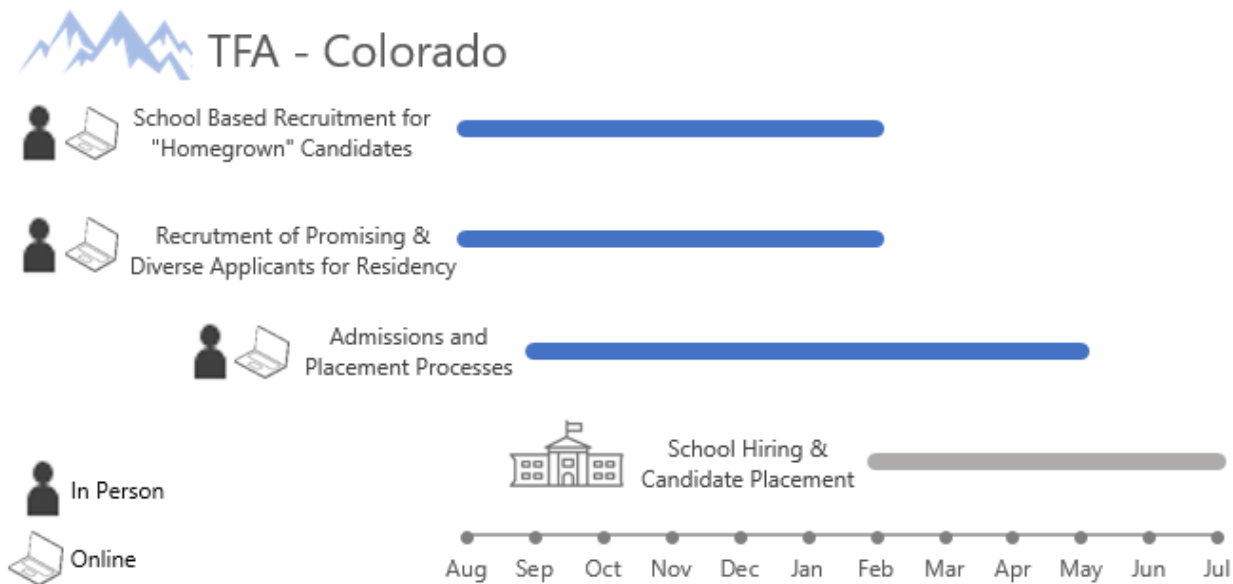


**Mentor selection:** School partners select Launch Fellow mentor teachers in collaboration with TFA. In selecting a mentor, partners consider the qualifications and experience of the Launch Fellow; school staffing needs; and available supports that align with the professional development needs of the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

Figure 2.7. TFA-CO Launch Fellow Recruitment, Admissions and Pre-Classroom Preparation



**Year 1 Supports**

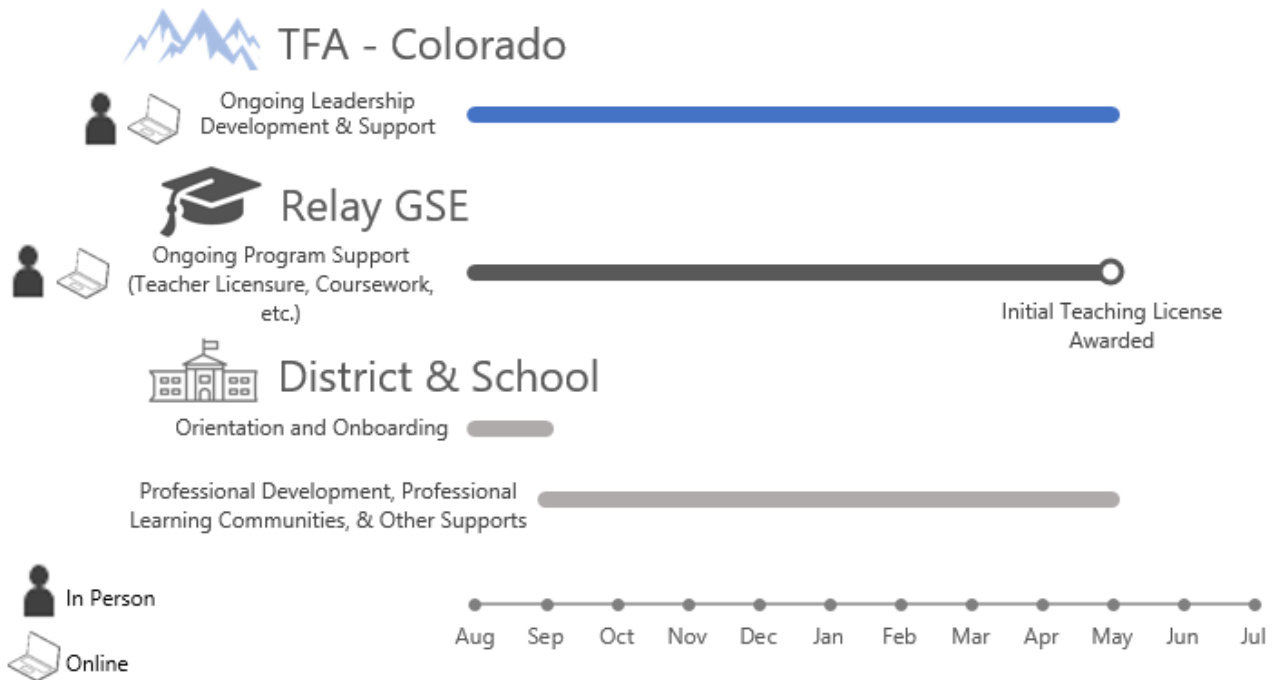
During the first year, Launch Fellows work as resident teachers in the classroom of mentor teachers five days a week and devote one half-day of the week to Relay GSE for in-person (or virtual, as health conditions require) training and coaching. Consistent with the processes discussed above for TFA corps 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 TFA-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 2.8. TFA-CO Launch Fellow Year 1 Requirements and Supports



### Year 2+ Supports

Supports for Fellows in years 2 and beyond 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:** Launch Fellows continue to receive individualized coaching and support from TFA staff once they become teachers of record in their second year. They also participate in many the same leadership development opportunities offered to corps members and first-year Launch Fellows, building and solidifying their systems-level knowledge and positioning them for leadership roles later in their careers.



## Fort Lewis College

This section focuses on the recruitment, placement, and programming provided by FLC for their Alternate Licensure Teacher Preparation Program. As an institute of higher education, FLC provides a traditional teacher preparation program at both the graduate, post-baccalaureate, and undergraduate levels. In addition, FLC provides an Alternative Licensure Program for Special Education and in the 2019-20 academic year as part of the QTR Grant Program, the college also began an Alternative Licensure Program for English/Language Arts 7-12, Mathematics 7-12, Science 7-12, Social Studies 7-12, and several K-12 licensure areas including Art, Drama, Spanish, Physical Education and Music.

FLC's SEED (*Southwest Excellent Educator Development*) Program is designed as a pipeline to increase the number of highly qualified teachers in high needs districts in Southwestern Colorado. Teacher candidates who are part of this program have a bachelor's degree and are working towards an initial license. In some cases, candidates may be teachers already who are seeking out an endorsement in Special Education, while other candidates may have been enrolled in a traditional teacher preparation program but may be missing a few remaining requirements for licensure. As the program grows, in future years, FLC would also like to recruit career changers into its SEED Program. Below, the recruitment, placement, and program supports for the SEED Program are described in further detail.

### FLC Recruitment and Placement

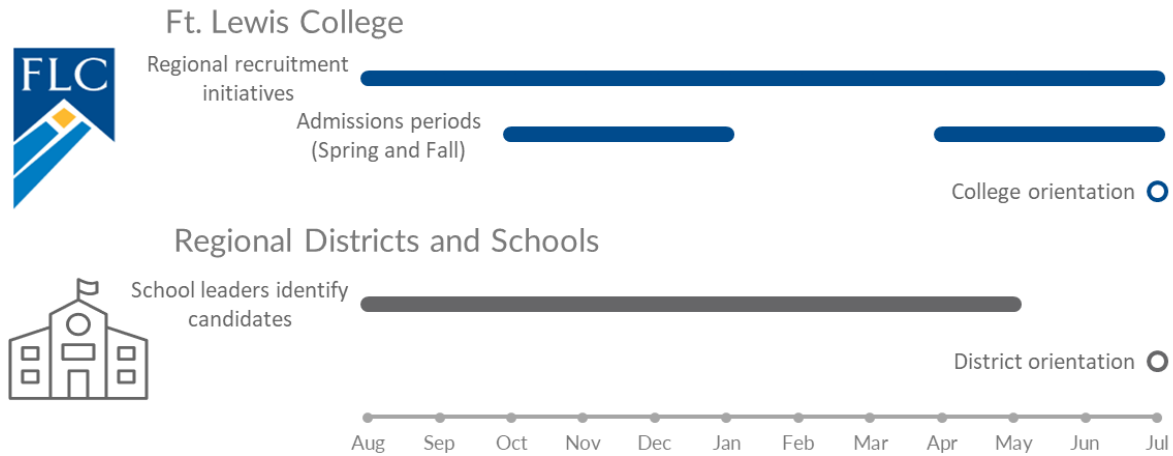
#### *Recruitment*

As an institute of higher education, FLC recruits candidates into the College of Education from the Southwest Colorado region, statewide, and nationally through a variety of methods, including word-of-mouth, social media, events, conversations with districts, and job fair recruitment venues.

The SEED Program employs a targeted, relationships-based, "homegrown" recruitment strategy. One recruitment pathway for the program is through strong relationships with school districts in the region, in part due to FLC's reputation for placing a large percentage of teachers in these districts. For example, school districts are encouraged to identify and refer paraprofessionals or long-term substitutes in their districts who may be potential candidates for the SEED Program. In addition, FLC staff attend many school district regional meetings and present about both their traditional teacher preparation program and their SEED program.

Further, teacher candidates from FLC or from nearby schools also reach out to FLC about completing an alternate pathway to attain licensure. In these cases, candidates have at least a bachelor's degree and have completed most of the requirements for a teacher preparation program, but may be missing a course or may have completed all coursework but are missing student teaching. If candidates are working towards a Special Education Alternative License, candidates may already have a teaching license and are working towards their endorsement in Special Education. Figure 2.9 reflects the recruitment, admissions, and placement timeline for the SEED Program.

Figure 2.9. Fort Lewis College Recruitment, Admissions, and Placement



Finally, as a way to further support a “homegrown” approach to teacher recruitment and placement in high needs districts in Southwestern Colorado, a select number of undergraduate and graduate program candidates are part of the SEED Program through comprehensive training and learning experiences in high needs districts. These students participate in rural “Model Classrooms”, visit small rural districts, attend a Rural Teacher Networking Symposium, and obtain field experience either by observing teachers in small rural districts or by accompanying a mentor teacher throughout the course of a semester. These students are also encouraged to interview in these high-needs schools/districts following graduation. Should these students require alternative licensure, they can work with FLC for certification and be part of the QTR Grant Program.

*Candidates and Placement*

Candidates that have enrolled in FLC's SEED Program as part of the QTR Grant Program have a bachelor's degree and are working under an alternative license. All candidates are placed as teachers of record in grant-partner districts. In this first year of the grant, all teachers are working under a Special Education alternative license as part of a year-long program. The program has broadened areas of endorsement for future academic years. Because candidates for the SEED Program have been part of a traditional teacher preparation program, pre-classroom training is attained via previous coursework and classroom hours. Thus, there is no additional pre-classroom preparation that takes place.

In the future FLC plans to recruit and enroll candidates that do not already have some experience in the teaching field. FLC is still building out this branch of their work.

**Program Supports**

For the SEED Program, Fort Lewis College provides individualized program supports on a case-by-case basis depending on the needs of teachers. For the Special Education alternative license, teachers are part of a year-long program where they complete eight credit hours over the course of the year. Teachers can join the year-long program either in the fall or spring semester depending on teacher and school needs.

For teachers who are part of the SEED Program in other subject areas that are not Special Education, the program may run from one semester up to two years depending on the needs of the teacher. Programming is



highly tailored to the individual based on their completed coursework and what requirements are missing and need to be met before initial licensure can be pursued. However, as Fort Lewis College looks to recruit career changers in the future, training and supports for up to two years will be something the college considers.

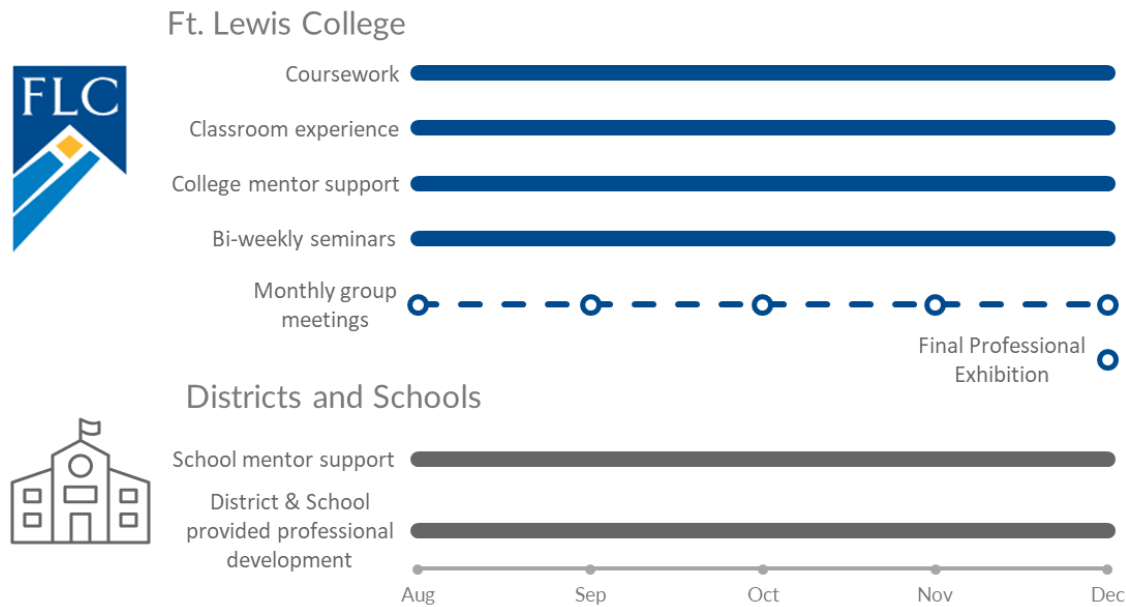
### *FLC Supports*

- **Coursework:** For the Special Education alternative licensure, teachers complete one online class each semester in the year-long program. The courses focus on the requirements provided by the State Board of Education for endorsement eligibility such as individualized education plan (IEP) development; teacher collaboration; family partnerships; high leverage teaching practices in reading, writing, and math; classroom management; assessment and identification of disabilities; behavior modification; special education law; and ensuring appropriate educational opportunities for students with disabilities. For teachers seeking an alternative license in a subject area other than Special Education, coursework is individually determined based on content preparation requirements.
- **Classroom experience:** As teachers of record working under an alternative license, teachers in the SEED Program are able to gain the necessary hours and classroom experience required for being recommended for an initial license in Colorado.
- **College mentor:** FLC provides a mentor to all teachers. Mentors in the year-long Special Education Alternative Licensure program conduct 3-4 observations of teachers per semester while in the classroom and provide targeted support and coaching to teachers over the course of the year. Mentors in the semester long non-SPED programs are observed 5-6 times, knowing they have also been observed in their previous undergraduate course placements as well.
- **School mentor:** In addition to their college mentor, teachers also have a mentor teacher within their school to provide additional hands-on mentorship and support. School mentors also conduct 4-5 observations over the course of the teacher's year in the classroom.
- **Bi-weekly seminars:** FLC hosts seminars every other week for students in the alternative licensure pathway as well as in the traditional teacher preparation program. These seminars focus on a variety of topics including hiring workshops, parent panels, principal panels, and more.
- **Monthly group meetings:** All teachers in the SEED Program come together remotely once a month with FLC staff to talk through any additional supports they may need or to troubleshoot any situations that students are experiencing.
- **Final Professional Exhibition:** Teachers complete a final portfolio-type presentation of their work at the end of their programming.
- **Stipend/Scholarship:** Prior to the 2020-21 school year, stipends were available for candidates completing practicum hours in partner districts and for candidates traveling to explore rural districts. Starting with the 2020-21 school year, scholarship awards are available to students in this program.

### *District and School Supports*

Schools and districts provide their own support and professional learning throughout the academic year. These activities are also supported through the classwork being completed at FLC.

Figure 2.10. Fort Lewis College Program Supports Per Semester



**Retention**

At the time of this report, Ft. Lewis College did not have formal commitments from teachers to remain in grant-partner districts for a determined amount of time to better ensure retention to grant-partner districts (e.g., a two- to three-year commitment). This is largely due to the “homegrown” approach for recruitment into the SEED Program that focuses on recruiting and placing teachers who already wish to teach in rural districts in the region.

**Certification**

Once teachers in the SEED Program attain an alternative license (having a bachelor’s degree and having passed the content exam or coursework), they will complete the necessary coursework and/or classroom hours needed for an initial license and can apply for initial licensure in their area of endorsement.

**Section 3: School Leader and Teacher Survey Results**

In the spring of 2021, the School Leader Survey was disseminated to school and district leaders to assess their perceptions of teacher training and supports for teachers placed in their schools/districts through the QTR Grant Program.<sup>13</sup> Below, we present findings from the survey for PTR, TFA, and FLC.

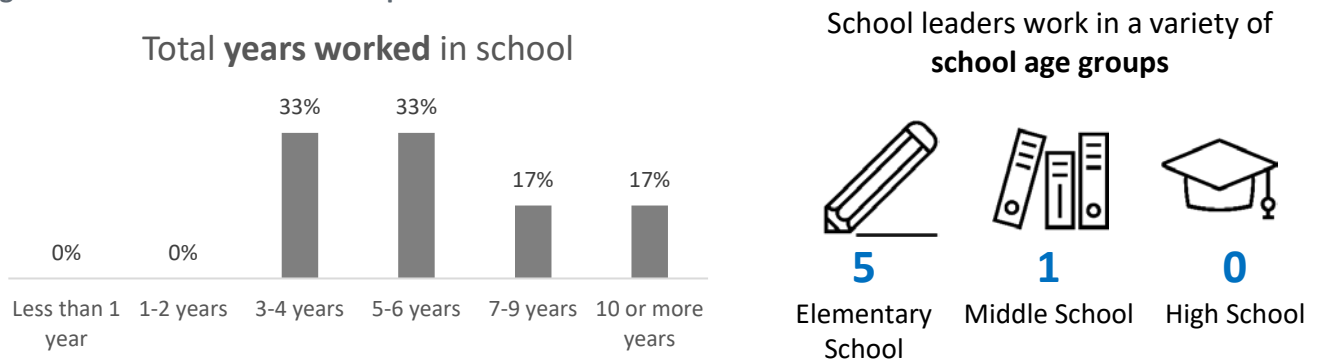
<sup>13</sup> For simplicity, we refer to the survey as the School Leader Survey and use the term Leaders to describe both school and district respondents.

## School Leader Survey Results

### PTR School Leader Survey Findings

The School Leader Survey was distributed by PTR to their grant-partner districts and schools. Six individuals completed the survey, and all six respondents were school-level leaders. Half of respondents were in rural districts, and they had been in their schools for varying amounts of time. School leaders were in traditional elementary and middle schools.<sup>14</sup>

**Figure 3.1. PTR School Leader Respondent Context**



Leaders reported a range of 1 to 7 years of experience with having PTR-trained teachers/residents in their schools. On average, leaders had 4 years of experience with PTR. There was also variation in the number of individuals placed in their schools/districts for the 2020-21 academic year as shown in Table 3.1 below.

**Table 3.1. PTR Trained Teachers and Residents Placed in Leader Survey Respondents’ Schools/Districts in 2020-21**

	Mean	Range
First-year teachers of record in school/district	0.6	0 - 2
Teachers of record in school/district	2.3	1 - 5
Residents in school/district	2	1 - 6

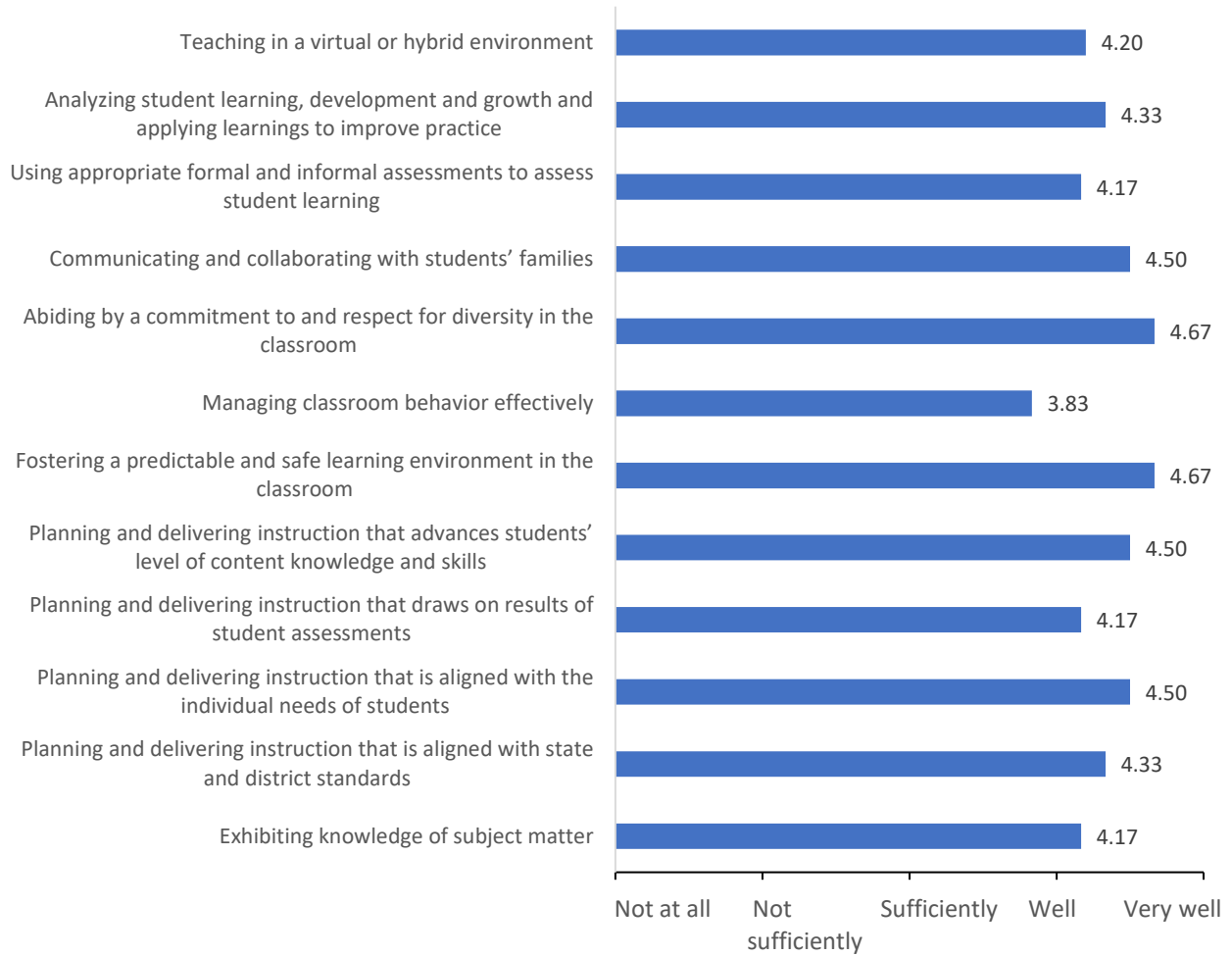
### *PTR Teacher Preparation*

Leaders were asked to rate how well-prepared PTR teachers were in core competencies such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. Ratings were given on a 5-point scale from 1-*Not at all prepared* to 5-*Very well prepared*.

<sup>14</sup> Four of six respondents indicated the type of school in which they serve (traditional or charter). Of those who responded, all indicated working in a traditional school setting.

**Figure 3.2. PTR Teacher Preparation Ratings**

How well prepared are PTR teachers/residents in the following areas?



Leaders were also asked to rate how well-prepared PTR teachers were to be successful overall. The average rating was **4** out of 5, which equates to a rating of well prepared.

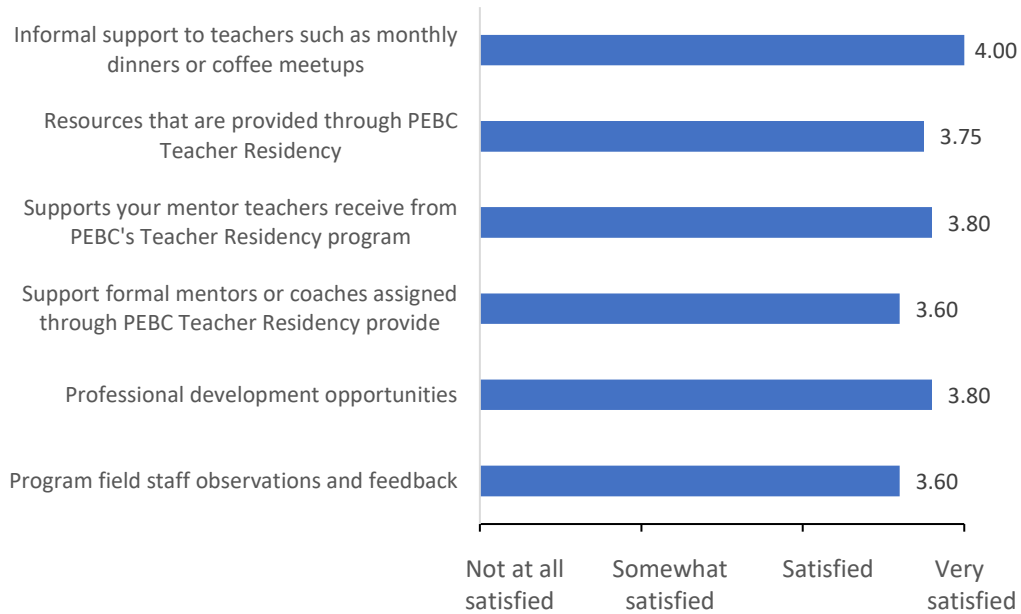
*Satisfaction with PTR Supports*

Leaders were asked to rate their level of satisfaction with specific supports that PTR provides, such as professional development, field observations, and supports to mentor teachers. Ratings were given on a 4-point scale from 1-*Not at all satisfied* to 4-*Very satisfied*.



**Figure 3.3. Satisfaction with PTR Supports Ratings**

How satisfied are you with the support PTR provides to teachers in each of the following areas?



Leaders also rated their satisfaction with the supports that PTR provides to its teachers overall and their satisfaction with PTR's flexibility and responsiveness in meeting the needs of their schools. The average rating for overall satisfaction was **3.50** out of 4. The average rating for satisfaction with PTR's flexibility and responsiveness was **3.67** out of 4.

Overall, **100%** of responding school leaders would continue to hire PEBC's PTR-trained teachers.

*Qualitative Feedback*

Leaders were asked open-ended questions about their experiences with the PTR program. Below, we summarize their responses<sup>15</sup>.

Q: What are the benefits of having PEBC Teacher Residents? In what ways would you say having a PEBC Teacher Resident present in the classroom benefits students?

Three of six school leaders answered these questions. Among these:

- Two mentioned the strength of the program as well as the benefit of having more than one adult in the room for students.
- One indicated that PTR teachers can support one another as many of the school's current staff went through the program.

<sup>15</sup> An additional question, "Is there anything more that the program should be doing to support teachers?", was also asked in the survey. However, none of the six School Leader Survey respondents provided an answer to this question, so it is excluded from the report.



Q: What is the most positive aspect of your work with PTR's program?

Of the four school leaders that responded to this question, three noted that **quality of the program** itself and the selection of **high-quality candidates** are the best aspects of the residency program. One respondent noted:

*"We have a strong pipeline of candidates whom we know very well and also know that are being supported by a strong program."*

The fourth respondent indicated that PTR's **focus on the whole child** is the best aspect of the residency program.

Q: In what ways would you say having a PEBC Teacher Resident present in the classroom benefits mentor teachers?

Three of six school leaders answered this question. All three respondents indicated that having a PTR teacher candidate **benefits mentors by helping them reflect on and improve their own practice** in order to support their mentees. One respondent stated:

*"One of the greatest benefits is that our partnership helps our teacher mentors better articulate their thinking/teaching, which in turns makes them better instructors."*

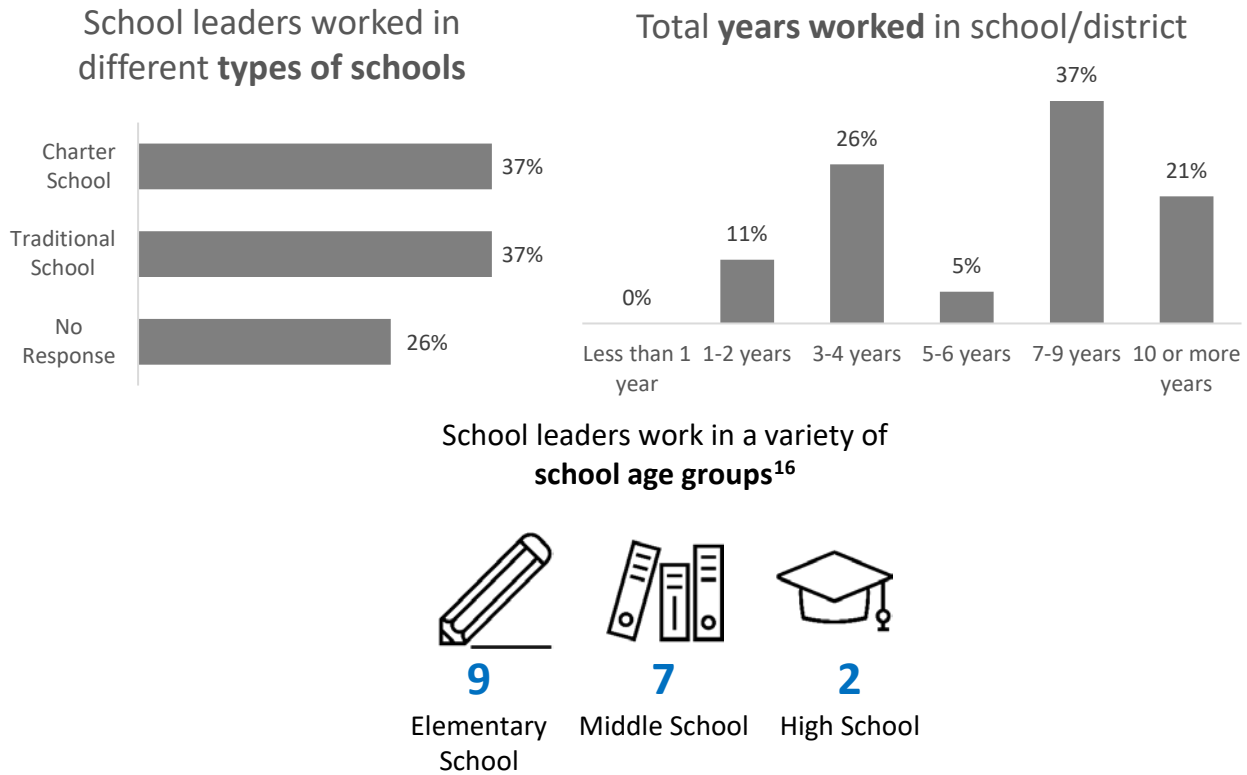
Q: If you could change one aspect of your work with PTR's program, what would it be? What else would you like to see PEBC Teacher Residents prepared to accomplish in the classroom upon program completion?

Three school leaders responded to this question, with one respondent noting that there is nothing they would change about their work with the PEBC Teacher Residency. One respondent indicated that residents would benefit from more support in **literacy instruction**, noting that phonemic awareness is a particular area of need. Another respondent noted that it would be helpful to "[k]now our residents earlier in the year so they can **join our beginning of year onboarding** and prep."

### **TFA CO School Leader Survey Findings**

The survey was distributed by TFA to its grant-partner school and district leaders, and 19 completed it. Most respondents were school-level leaders, with only one district-level leader responding. All but one of the school leader respondents were from an urban school district. Leaders had varying years of experience, worked in both charter and traditional school settings, and worked in both elementary and secondary schools.

**Figure 3.4. TFA School Leader Respondent Context**



Leaders reported a range 1 to 10 years of experience with having TFA-trained teachers in their schools/districts. On average, leaders reported 6.2 years of experience with TFA. There was also variation in the number of teachers placed in their schools/districts for the 2020-21 academic year as shown in Table 3.2 below.

**Table 3.2. TFA Trained Teachers Placed in Leader Survey Respondents’ Schools/Districts in 2020-21**

	Mean	Range
First-year teachers of record in school/district	1.9	0 - 8
Teachers of record in school/district	5.8	0 - 17

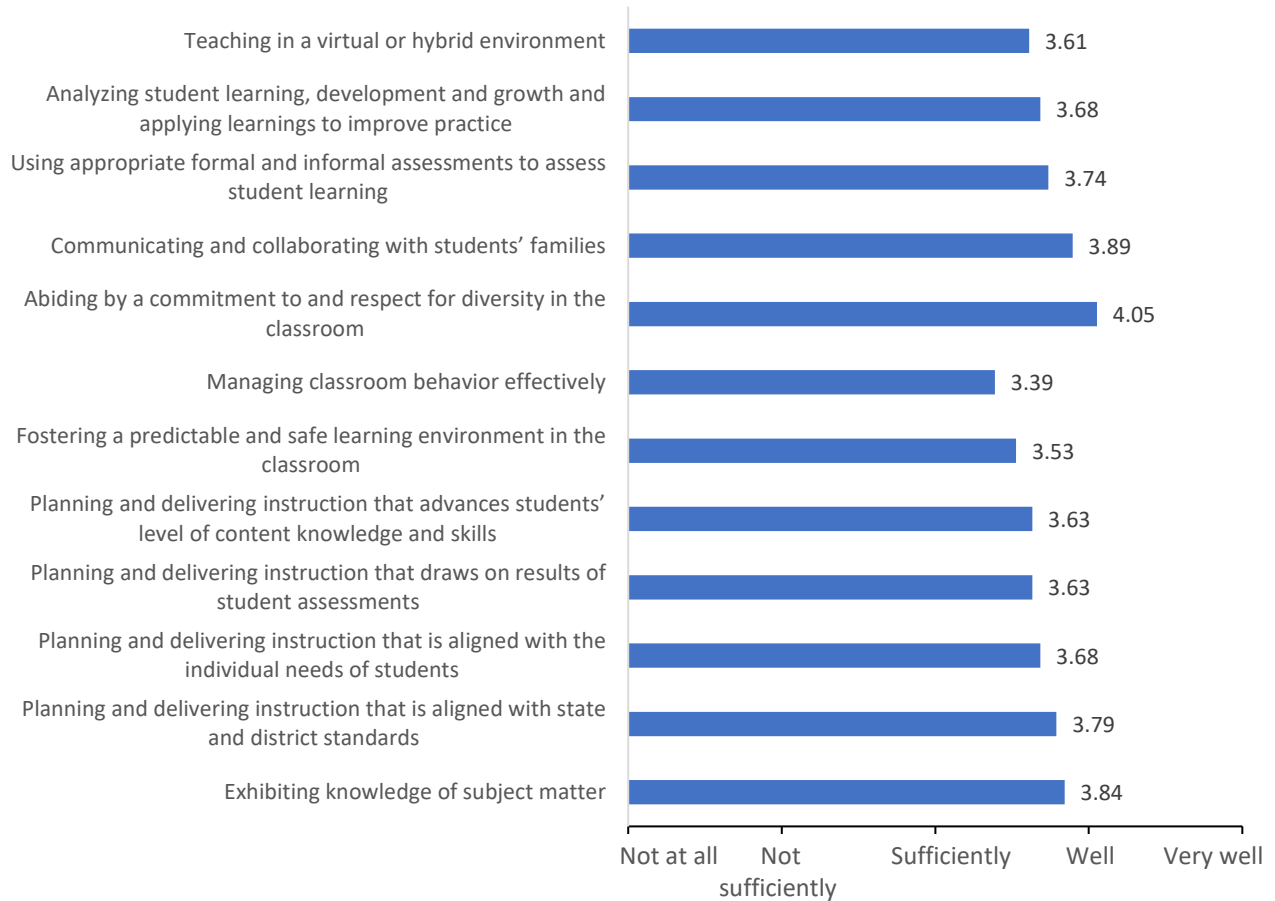
*TFA Teacher Preparation*

Leaders were asked to rate how well prepared TFA teachers were in areas of core competencies, such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. Ratings were given on a 5-point scale from 1-Not at all prepared to 5-Very well prepared.

<sup>16</sup> School leaders are counted once per grade level served, meaning this is not a unique count of respondents.

**Figure 3.5. TFA Teacher Preparation Ratings**

How well prepared are TFA Colorado teachers (Corps Members and alumni) in the following areas?



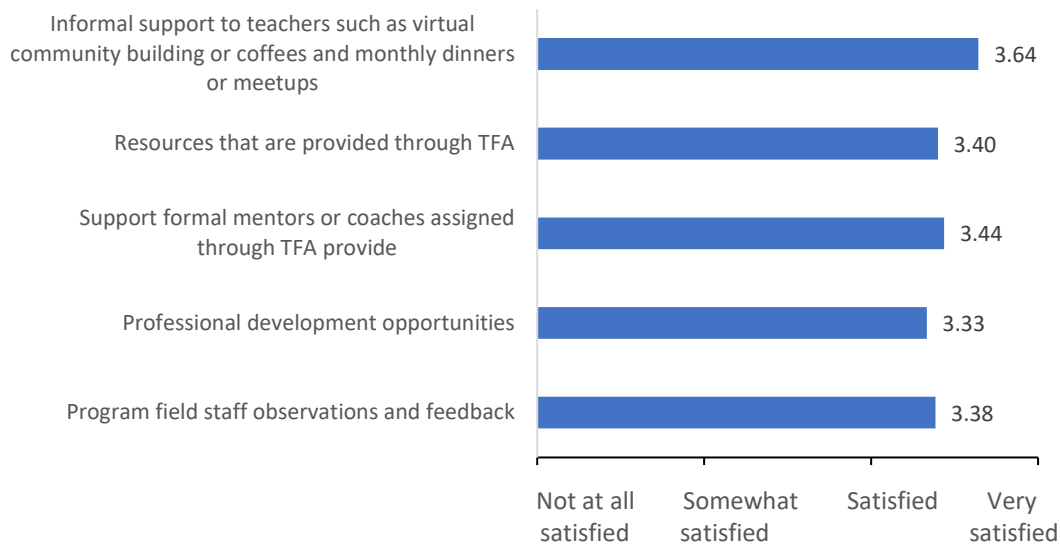
Leaders were also asked to rate how well prepared TFA teachers were to be successful overall. The average rating was **3.47** out of 5.

*Satisfaction with TFA Supports*

Leaders were asked to rate their level of satisfaction with specific supports that TFA provides, such as professional development, field observations, and supports to mentor teachers. Ratings were given on a 4-point scale from 1-*Not at all satisfied* to 4-*Very satisfied*.

Figure 3.6. Satisfaction with TFA Supports Ratings

How satisfied are you with the support TFA Colorado provides to Corp Members in each of the following areas?



Leaders also rated their satisfaction with the supports that TFA provides to its teachers overall. The average rating for overall satisfaction was **2.69** out of 4.

Overall, **74%**<sup>17</sup> of responding school leaders would continue to hire TFA Colorado-trained teachers.

TFA's Launch Fellowship

In 2018-19, TFA began its new year-long Launch Fellowship that places prospective corps members in classrooms with an experienced teacher for a year before leading a classroom. As this is a new program area, school leaders were asked to rate how well-prepared Launch Fellows were, as well as how satisfied they were with the supports TFA provides to their Launch Fellows. Three school leaders with experience observing Launch Fellows responded to the survey.

Fellow Preparation

The three school leaders ranked Launch Fellows as Sufficiently prepared to Well prepared on all domains of teacher preparation, with an average rating of **3.52 out of 5**.

Satisfaction with Supports

School leaders were satisfied with the supports that TFA provided to their Launch Fellows. All domains of support had an average rating of **3.50** (between Satisfied and Very Satisfied), with an overall satisfaction rating of **3.00 out of 4**.

<sup>17</sup> Fourteen of nineteen respondents indicated that they are likely or very likely to continue to hire TFA Colorado Corps Members.



### *Qualitative Feedback*

Leaders were asked three open-ended questions about their experiences with the TFA Colorado program. Below, we summarize their responses.

#### Q: Is there anything more that the program should be doing to support Corps Members?

Seven school leaders answered this question. Three respondents mentioned appreciation for the program, and three respondents indicated that corps members would benefit from additional **instructional sessions**, training around **classroom and school expectations**, and **continuous support** as lead teachers.

In addition to this concern, school leaders also noted **communication around what and how supports are being offered** is needed and **longer-term commitments from TFA teachers** would better value the time, energy, and money spent on preparing them.

#### Q: What is the most positive aspect of your work with TFA Colorado?

The majority of school leaders (15 out of 19) responded to this question. The most commonly noted asset of TFA Colorado was the **quality and strengths of the candidates** involved. School leaders noted that candidates are "*dedicated and want to make a difference*," "*knowledgeable of standards and how to teach them and are eager learners*," and "*highly qualified candidates for hard to fill areas*".

Many school leaders also noted that TFA Colorado provides crucial **support** when needed. One school leader noted:

*"I appreciate the leaders who support our corps members. My checkins with them to discuss our corps members and any challenges that may arise are helpful, and I feel like they are committed to our school through their transparent sharing of information."*

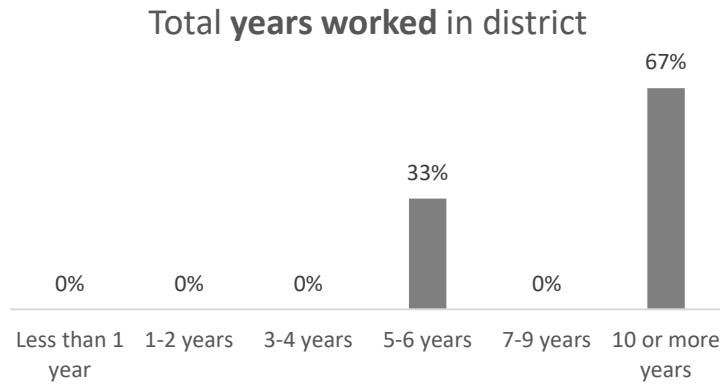
#### Q: If you could change one aspect of your work with TFA Colorado, what would it be?

Thirteen school leaders responded to this item. The main feedback was around **communication** from TFA Colorado. School leaders most commonly noted that TFA Colorado could work to increase the effectiveness of its communications, particularly around the supports that are provided to TFA corps members. School leaders also indicated a desire for more **instructional supports** for teachers as well as **increased retention of TFA teachers long-term**.

### **FLC School Leader Survey Findings**

The survey was distributed by FLC to its grant-partner school and district leaders, and three completed it. All respondents were district-level leaders from rural school districts.

Figure 3.7. FLC District Leader Respondent Context



Leaders reported a range 1 to 9 years of experience with having FLC-trained teachers in their schools. On average, leaders reported 4 years of experience with FLC. There was also variation in the number of teachers placed in their districts for the 2020-21 academic year as shown in Table 3.3 below.

Table 3.3. FLC Trained Teachers Placed in Leader Survey Respondents’ Districts in 2020-21

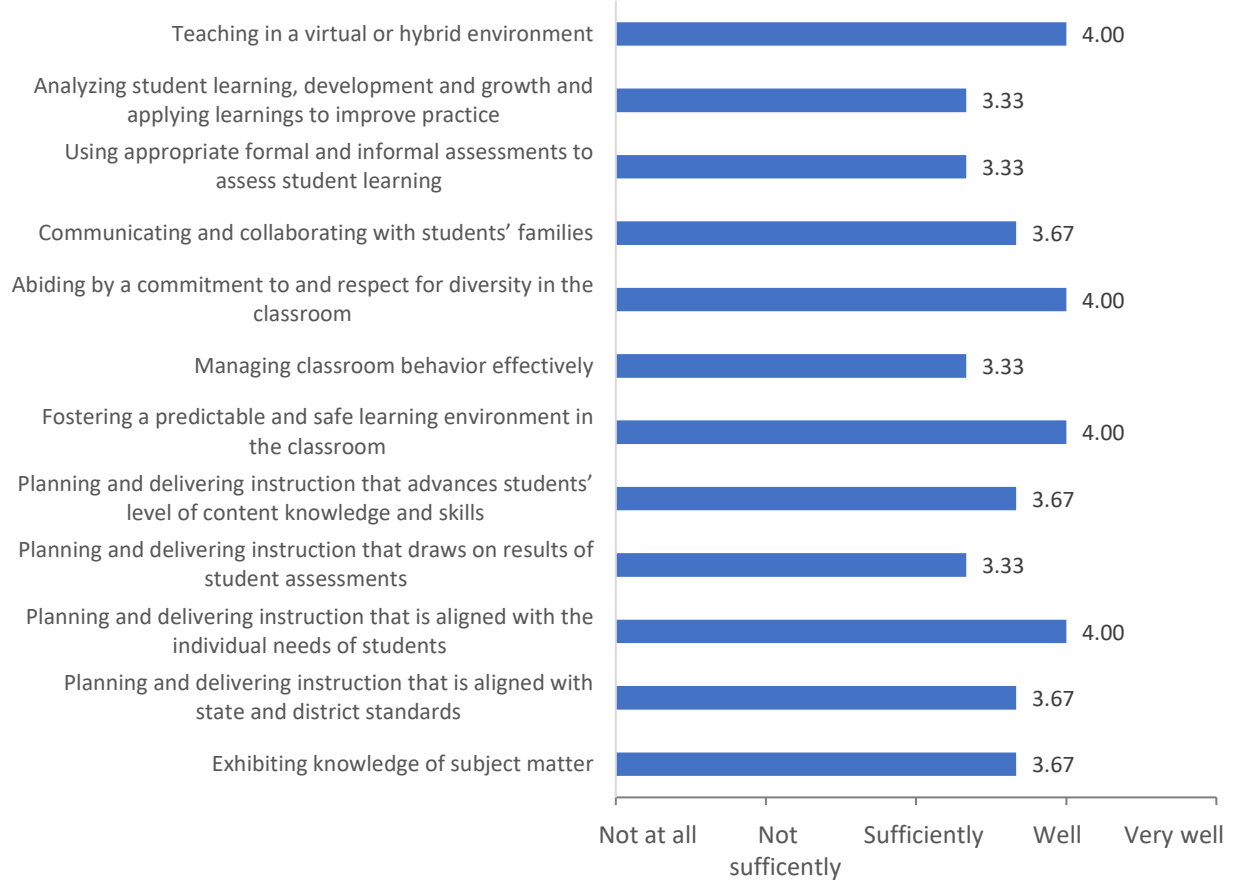
	Mean	Range
First-year teachers of record in district	3.3	2 - 6
Teachers of record in district	5.7	2 - 9

*FLC Teacher Preparation*

Leaders were asked to rate how well prepared FLC teachers were in areas of core competencies, such as knowledge of subject matter, managing classroom behavior, and reflecting on their work to improve student learning. Ratings were given on a 5-point scale from 1-*Not at all prepared* to 5-*Very well prepared*.

**Figure 3.8. FLC Teacher Preparation Ratings**

How well prepared are Fort Lewis College's alternatively licensed teachers in the following areas?



Leaders were also asked to rate how well prepared FLC's alternatively licensed teachers were to be successful overall. The average rating was **3.67** out of 5.

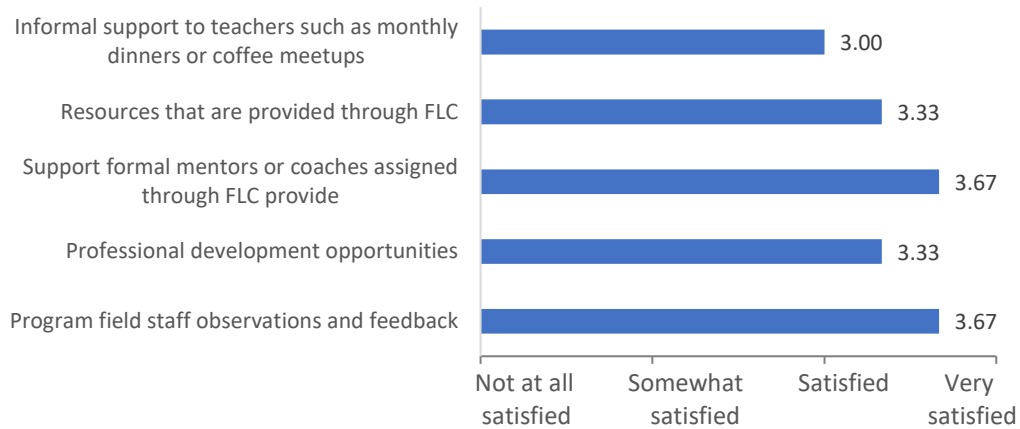
*Satisfaction with FLC Supports*

Leaders were asked to rate their level of satisfaction with specific supports that FLC provides, such as professional development, field observations, and supports to mentor teachers. Ratings were given on a 4-point scale from 1-*Not at all satisfied* to 4-*Very satisfied*.



**Figure 3.9. Satisfaction with FLC Supports Ratings**

How satisfied are you with the support Fort Lewis College provides to its alternatively licensed teachers in each of the following areas?



Leaders also rated their satisfaction with the supports that FLC provides to its teachers overall. The average rating for overall satisfaction was **3.33** out of 4.

Overall, **100%** of responding district leaders would continue to hire alternatively licensed teachers from FLC.

**FLC’s Student Teachers**

As a part of Fort Lewis College’s SEED program, student teachers are placed in grant-partner districts to expose future educators to rural and in-need districts. All three district leader respondents indicated that they have student teachers from FLC’s traditional educator preparation program in their districts.

**Fellow Preparation**

On average, the three district leaders ranked FLC’s student teachers as Sufficiently prepared to Well prepared on all domains of teacher preparation, with an average rating of **3.61 out of 5**.

**Satisfaction with Supports**

District leaders were satisfied with the supports that FLC provided to their student teachers. All domains of support had an average rating of **3.40** (between Satisfied and Very Satisfied), with an overall satisfaction rating of **3.00 out of 4**.

*Qualitative Feedback*

Leaders were asked three open-ended questions about their experiences with the FLC alternative licensure program. Below, we summarize their responses.



Q: Is there anything more that the program should be doing to support teachers?

Two district leaders answered this question. One respondent mentioned appreciation for the program, and the other respondent noted additional **communication with central office administration** is needed.

Q: What is the most positive aspect of your work with FLC?

All three district leaders responded to this question. The most commonly noted asset of Fort Lewis College was the **collaborative partnership** the program established with districts. One district leader commented:

*“We are very grateful for the robust partnership and ability to jointly create a teacher pipeline for our district.”*

Q: If you could change one aspect of your work with FLC, what would it be?

One district leader responded to this item. The feedback was around FLC keeping open **communication and collaboration** with districts.

## Teacher Survey Results

### PTR Teacher Survey Findings

The Teacher Survey was sent to PTR participants by PTR program staff. In all, 46 individuals (14%) completed the survey – 19 resident teachers and 27 teachers of record. Across the 46 respondents, as shown below, the majority of teachers who responded (83%) were in their first three years of teaching (i.e., from Cohorts 5, 6, and 7).<sup>18</sup>

Distribution of Responses by Cohort

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
<b>2%</b>	<b>0%</b>	<b>2%</b>	<b>13%</b>	<b>20%</b>	<b>20%</b>	<b>43%</b>
n=1	n=0	n=1	n=6	n=9	n=9	n=20

The percentage of teachers completing the survey by placement cohort ranged from 0% to 31% as shown in Table 3.4 below.

<sup>18</sup> Respondents from Cohorts 1 through 4 are grouped together when examining differences in survey responses by cohort due to small sample sizes for each of these cohorts.



Table 3.4. PTR Percentage of Survey Completers by Cohort

Cohort	Number of Teachers Placed	Percentage Completing the Survey
1	32	3%
2	32	0%
3	45	2%
4	47	13%
5	48	19%
6	51	18%
7	65	31%
Total	320	14%

### *Participant Information*

Teachers who responded to the survey had the following characteristics:

- 63% (n=29) identified as female; 37% (n=17) identified as male.
- 87% (n=40) identified as White; 7% (n=3) identified as Hispanic/Latinx; 4% (n=2) identified as two or more races; 2% (n=1) identified as Asian.
- 83% (n=38) did not relocate geographically to participate in PTR.
- 65% (n=30) taught in an urban/suburban district in 2020-21.
- 39% (n=18) taught in an elementary school; 15% (n=7) taught in a middle school; 26% (n=12) taught in a high school; 7% (n=3) taught in a school that combines K-8 grade levels; 4% (n=2) taught in a school that combines K-12 grade levels; 9% (n=4) taught in a school that combines 6-12 grade levels.
- 98% (n=45) were teaching in their area of endorsement.
- 63% (n=29) were in a school that had at least one other PTR teacher.

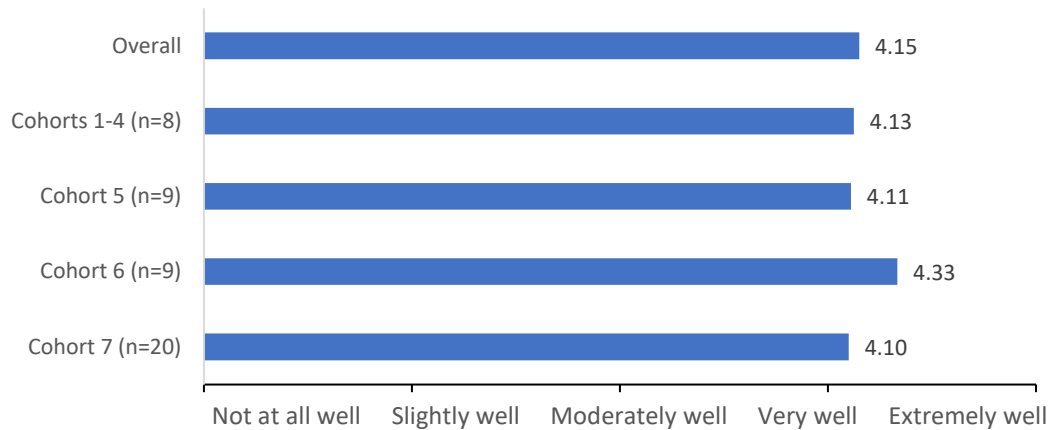
See Tables B.1, B.2, and B.3 in Appendix B for more information on the sample, including demographic and background information at the cohort level.

### *Satisfaction with Recruitment, Preparation, and Placement*

Participants were asked how well they thought the program prepared them to be successful teachers. Overall, 83% of PTR survey participants reported that the program prepared them *Very well* or *Extremely well* to be a successful teacher. Figure 3.10 presents the means scores by Cohort. On average, teachers indicated that the PEBC Teacher Residency program prepared them *Very well*.

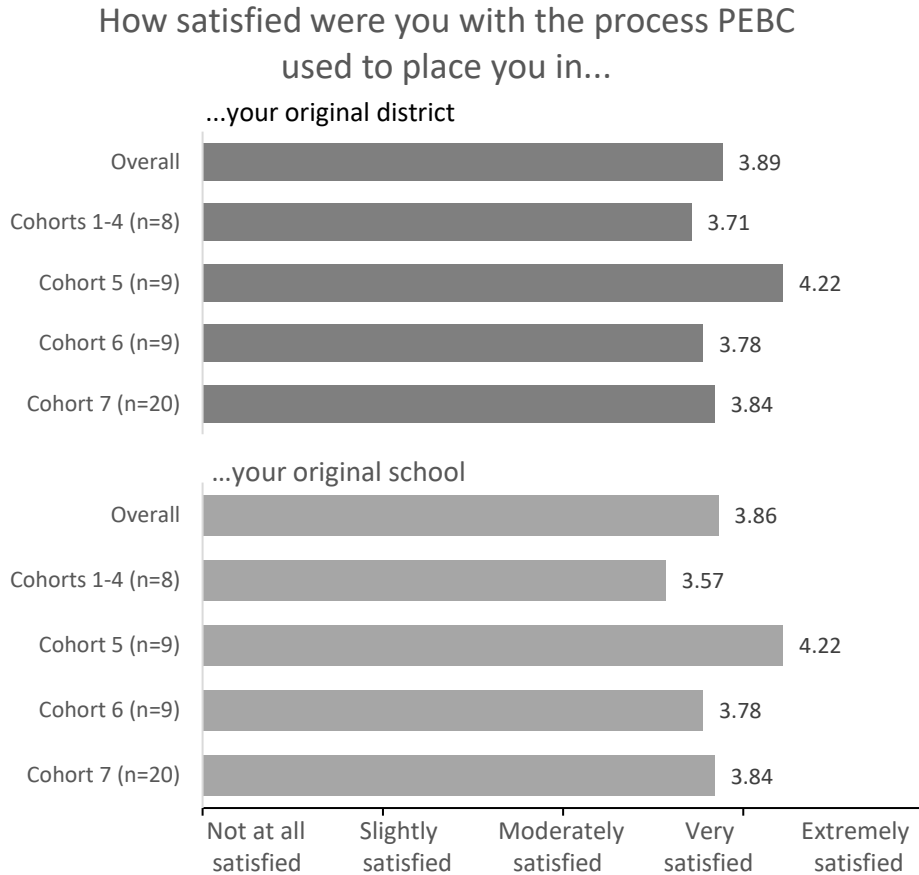
**Figure 3.10. PTR Participant Perceptions of Teaching Preparadeness**

How well do you think the PEBC Teacher Residency program prepared you to be a successful teacher prior to starting in your school?



Additionally, participants were asked how satisfied they were with the process PTR used to place them in their original schools and districts on a scale of 1 (*Not all satisfied*) to 5 (*Extremely satisfied*). As shown in Figure 3.11, on average, survey participants across cohorts reported a high level of satisfaction with the PTR placement process. Participants from Cohort 5, in particular, rated their satisfaction with the placement process in their school and district as *Very satisfied*. However, mean differences by cohort within each question were not statistically different from one another.

**Figure 3.11. PTR Participant Satisfaction with Placement Process**



*Participant Perceptions of PTR, District, and School Supports*

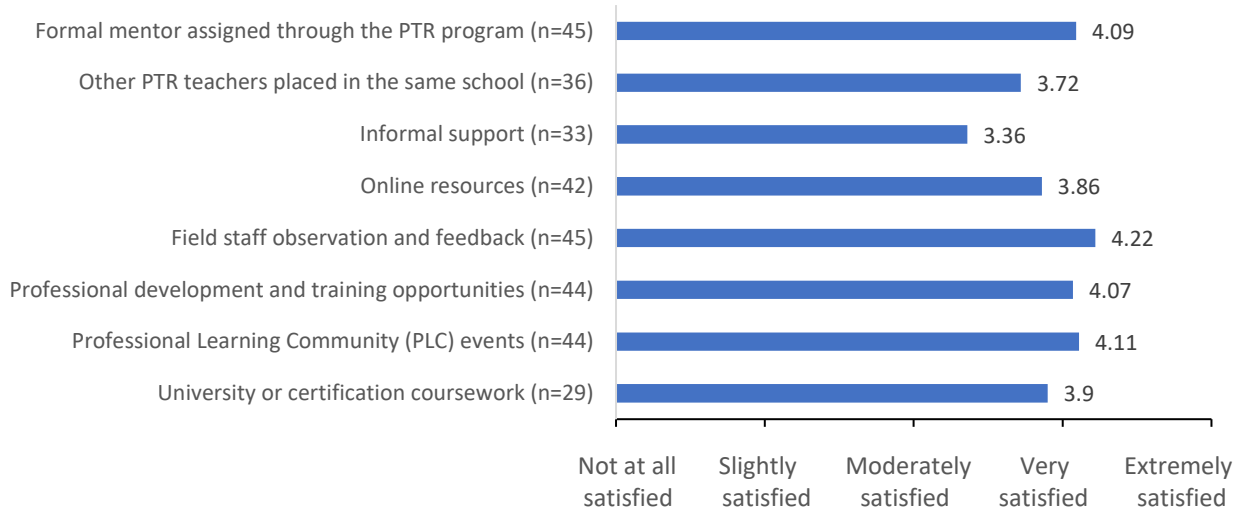
Participants were asked to rate the degree to which they were satisfied with PTR, district, and school supports. Mean ratings for different areas of support by source are provided in Figure 3.12. Please note that mean scores are provided in aggregate across cohorts for ease of presentation. One-way ANOVAs with post-hoc Tukey tests<sup>19</sup> were conducted to determine whether there were any statistically significant differences in the mean rating of satisfaction with supports between Cohort 5, Cohort 6, Cohort 7, and Cohorts 1-4 combined. Of the 20 supports tested, none were statistically different by cohort.

Across all PTR supports, participants reported the highest satisfaction with field staff observations and feedback. For district and school supports, participants reported the highest satisfaction with support from mentors. For PTR, the lowest satisfaction score was for informal supports (with a mean of 3.36 out of 5). The lowest satisfaction score for district supports was for their online resources (with a mean of 2.86 out of 5), and for schools, the lowest rated support was for their financial support for living expenses (with a mean of 2.26 out of 5).

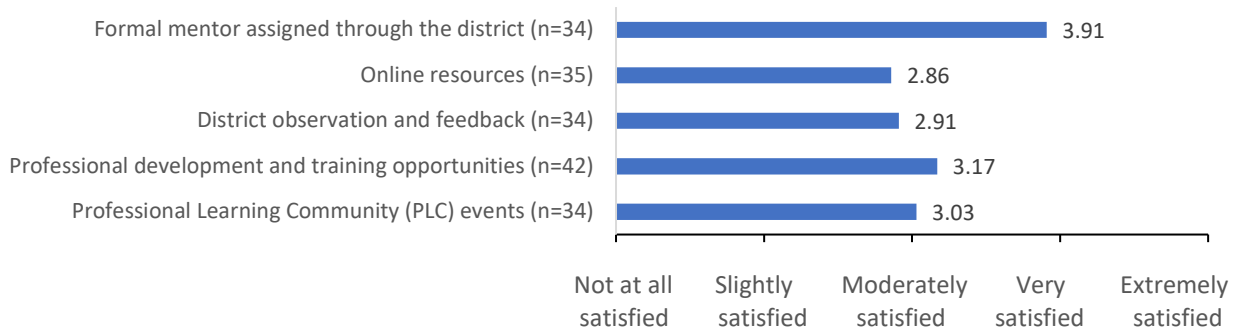
<sup>19</sup> ANOVA is a statistical analysis of variance test to determine whether there are differences among groups in mean scores. Tukey is a statistical multiple comparison test used when the ANOVA is significant to determine which pair(s) of means differ.

**Figure 3.12. PTR Participant Satisfaction with PTR, District, and School Supports**

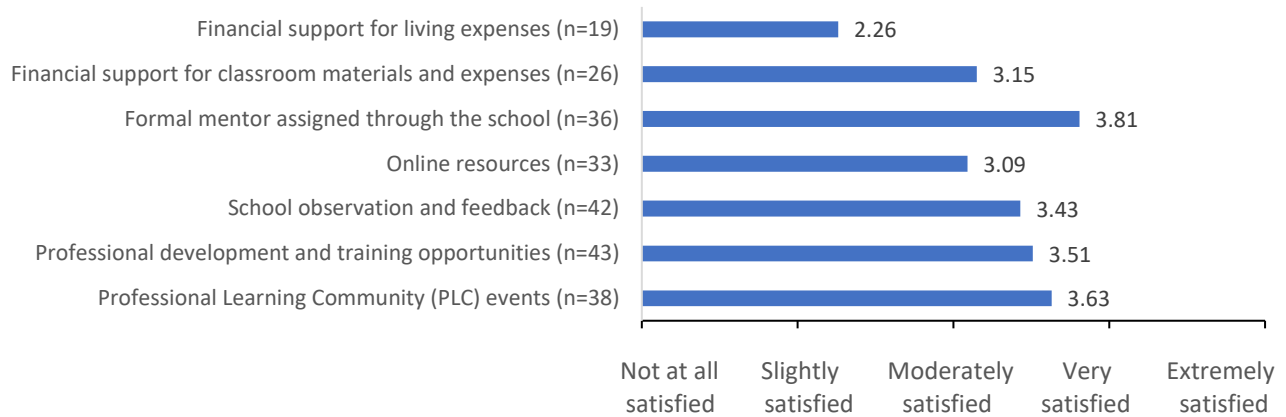
### PTR Participant Satisfaction with PTR Supports



### PTR Participant Satisfaction with District Supports



### PTR Participant Satisfaction with School Supports





*Participant Perceptions of Educator Evaluations*

Participants were asked about their understanding of the educator evaluation systems used by their district and school. As Table 3.5 shows, 46% of PTR teachers rated how well they understood their district and school evaluation systems as *Very well* or *Extremely well*, 26% as *Moderately well*, 24% as *Slightly well* or *Not at all well*, and 4% did not know the evaluation system.

**Table 3.5. PTR Participant Perception of District and School Evaluations**

How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?										
	Overall		Cohorts 1-4		Cohort 5		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%	n	%
Extremely well	5	11%	1	13%	1	11%	2	22%	1	5%
Very well	16	35%	4	50%	3	33%	2	22%	7	35%
Moderately well	12	26%	2	25%	3	33%	1	11%	6	30%
Slightly well	4	9%	0	0%	2	22%	2	22%	0	0%
Not at all well	7	15%	1	13%	0	0%	2	22%	4	20%
Do not know the evaluation system	2	4%	0	0%	0	0%	0	0%	2	10%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

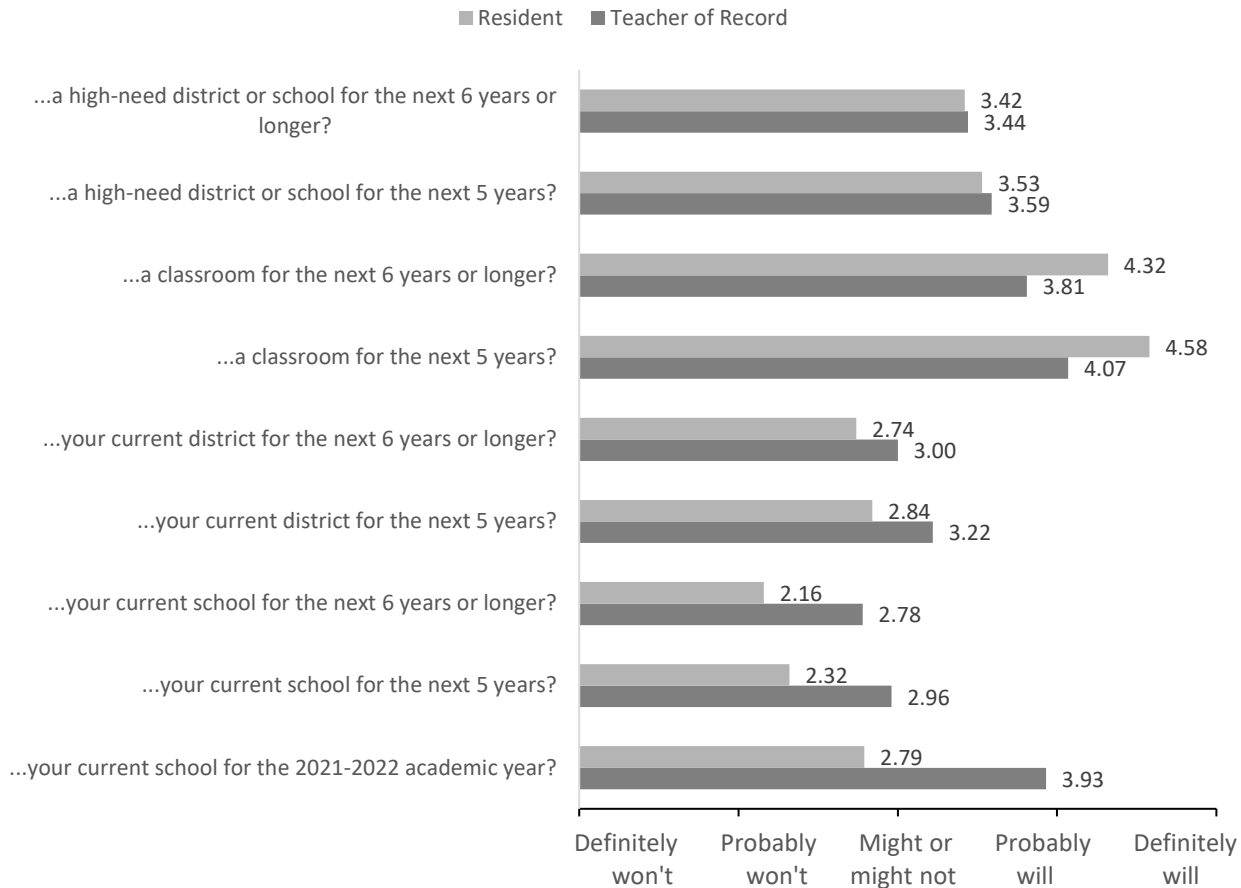
*Participant Retention*

Teachers were asked about their plans to continue teaching in their current school for the 2021-22 academic year. Because residents may not have the opportunity to stay in their current schools if positions are not available, data on plans to continue teaching in the current school for the 2021-22 academic year were examined separately for residents and teachers of records. Overall, **74% of teachers of record** indicated that they ***Definitely will* or *Probably will remain in their school next year***. By contrast, 21% of residents indicated they *Definitely will* or *Probably will* remain in their school next year. (See Table B.4 in Appendix B for the full results.)

Participants also were asked how likely they are to continue teaching in a classroom in general, in a high-need school/district, and in their current schools and districts for the next five years or for six years or longer. Data were examined separately for residents and teachers of record. (See Figure 3.13.) Residents and teachers of record rated their likelihood of teaching in a classroom for the next 5 years most highly, with mean scores of 4.58 and 4.07 out of 5.0, respectively, between *Probably will* and *Definitely will*. The item with the lowest mean score for residents was the likelihood of “teaching in your current school 6 years or longer,” while the likelihood of “teaching in your current district 6 years or longer” had the lowest mean score for teachers of record, with mean scores of 2.16 and 2.74 out of 5.0, respectively, between *Probably won’t* and *Might or might not*.

**Figure 3.13. PTR Residents and Teachers of Record Plans to Continue Teaching**

How likely are you to continue teaching in...



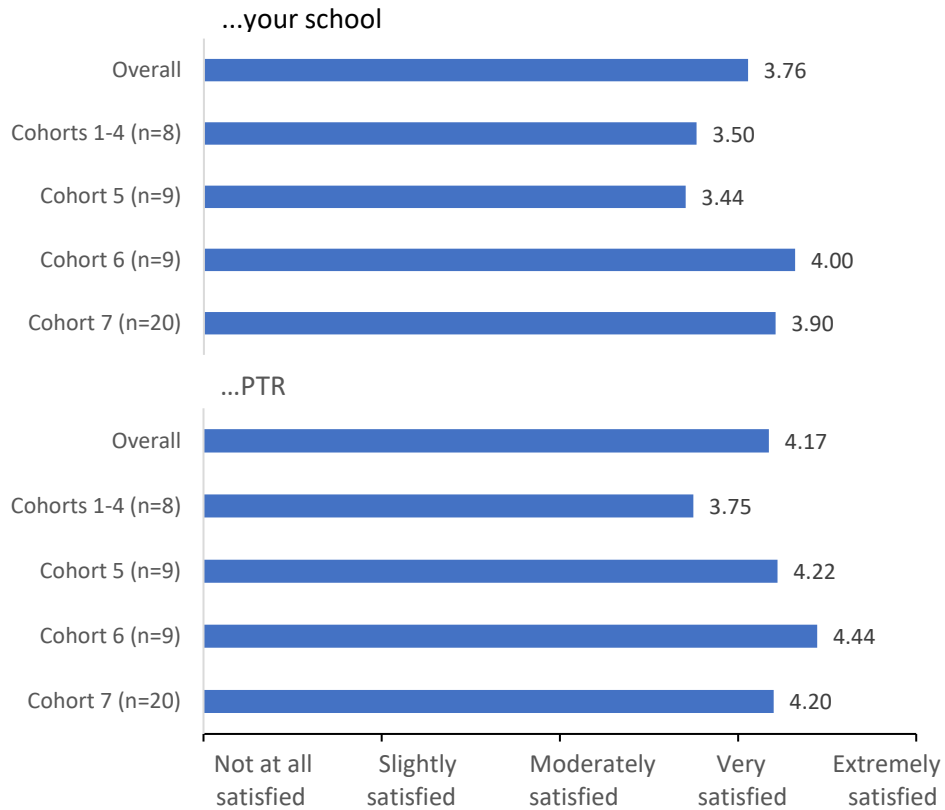
**Overall Satisfaction**

Participants were asked to rate their overall satisfaction with their schools and with PTR. On average, teachers rated satisfaction with their school between *Moderately satisfied* and *Very satisfied* (mean = 3.76) and rated satisfaction with PTR between *Very satisfied* and *Extremely satisfied* (mean = 4.17). Although there was some variation across cohorts, cohort mean differences were not statistically significant.



**Figure 3.14. PTR Participant Satisfaction with the Program and School**

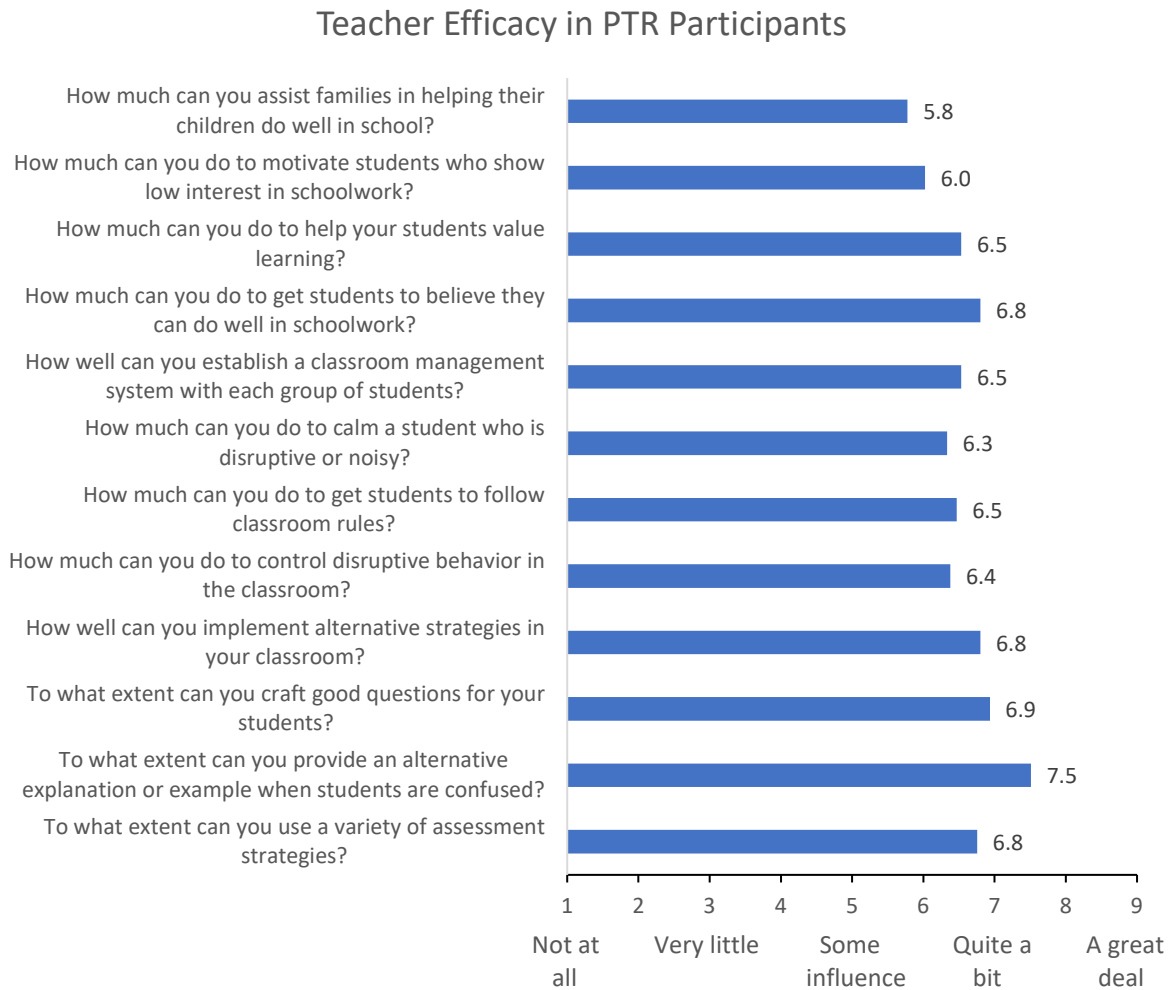
Overall, how satisfied are you in your experience with...



**Teacher Efficacy**

The Teacher Sense of Efficacy Scale, included in the Teacher Survey, assesses teachers’ and residents’ feelings of efficacy in the classroom (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers rated their ability to impact various classroom behaviors and situations on a scale of 1 to 9, where 1 indicates *Not at all* and 9 indicates *A great deal*. All PTR participants (n=45) rated their efficacy on the top half of the scale, and the average PTR participant score for all but one of the efficacy scale items was between 6 and 7 on the nine-point scale. There was not a statistically significant difference between cohorts.

Figure 3.15. PTR Participants Average Teacher Efficacy Ratings



#### Qualitative Feedback

Participants were asked a closing question of "Is there anything else you would like us to know about PEBC's Teacher Residency program that we have not asked you about?" Nine participants provided meaningful responses. Six identified areas for improvement and four shared information on their satisfaction with different aspects of PTR programming.<sup>20</sup> The main themes that emerged from the responses are described below.

Areas that participants identified for growth include **pacing of programming** (n=2), changes in program processes due to the pandemic (n=1), mentor selection (n=1), providing detailed information regarding state licensure (n=1), and receiving follow-up from PTR (n=1). Respondents who noted how satisfied they were with PTR mentioned **satisfaction with coaching and feedback** received (n=2) and general satisfaction with PTR's program (n=2).

*"Excellent program, great teaching framework, great support and instructors all during a pandemic no less!"*

<sup>20</sup> Fourteen participants entered responses to this question; four individuals indicated that they did not have anything else to add, and one participant commented on the question phrasing within the survey itself. Of the nine remaining responses, one indicated both areas for improvement and aspects of their satisfaction with PTR; that individual is counted in both categories of responses.



### TFA CO Teacher Survey Findings

The Teacher Survey was sent to TFA participants by TFA program staff. In all, 126 individuals (43%) completed the survey – 37% (n=47) were TFA CO alumni (i.e., Cohorts 1 through 5) and 63% (n=79) were current TFA CO corps members<sup>21</sup> (i.e., Cohorts 6 and 7).<sup>22</sup>

#### Distribution of Responses by Cohort

Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
<b>4%</b>	<b>6%</b>	<b>13%</b>	<b>2%</b>	<b>14%</b>	<b>39%</b>	<b>24%</b>
n=5	n=7	n=16	n=2	n=19	n=49	n=30

The percentage of teachers completing the survey by placement cohort ranged from 0% to 81% as shown in Table 3.6 below.

**Table 3.6. TFA CO Percentage of Survey Completers by Cohort**

Cohort	Number of Teachers Placed	Percentage Completing the Survey
1	21	24%
2	18	39%
3	21	76%
4	25	8%
5	45	38%
6	70	70%
7	91	33%
<b>Total</b>	<b>262</b>	<b>43%</b>

#### Participant Information

Teachers who responded to the survey had the following characteristics:

- 83% (n=104) identified as female; 17% (n=21) identified as male; 1% (n=1) identified as nonbinary.
- 72% (n=91) identified as White; 14% (n=17) identified as Hispanic or Latinx; 7% (n=9) identified as Asian; 4% (n=5) identified as two or more races; 2% (n=3) identified as Black or African American; 1% (n=1) identified as American Indian or Alaskan Native.
- 41% (n=52) did not relocate geographically to participate in TFA.
- 29% (n=34) taught in an elementary school; 32% (n=37) taught in a middle school; 22% (n=25) taught in a high school; 7% (n=8) taught in a school that combines K-8 grade levels; 2% (n=2) taught in a school that combines K-12 grade levels; 4% (n=5) taught in a school that combines 6-12 grade levels; 4% (n=5) taught in an early childhood education center.

<sup>21</sup> Four respondents were TFA CO Launch Fellows. For privacy purposes, these individuals’ responses have been combined with the rest of the corps members’ responses.

<sup>22</sup> Cohort 1 and 2 respondents are grouped together and Cohort 3 and 4 respondents are grouped together when examining differences in survey responses by cohort due to small sample sizes for each of these cohorts.

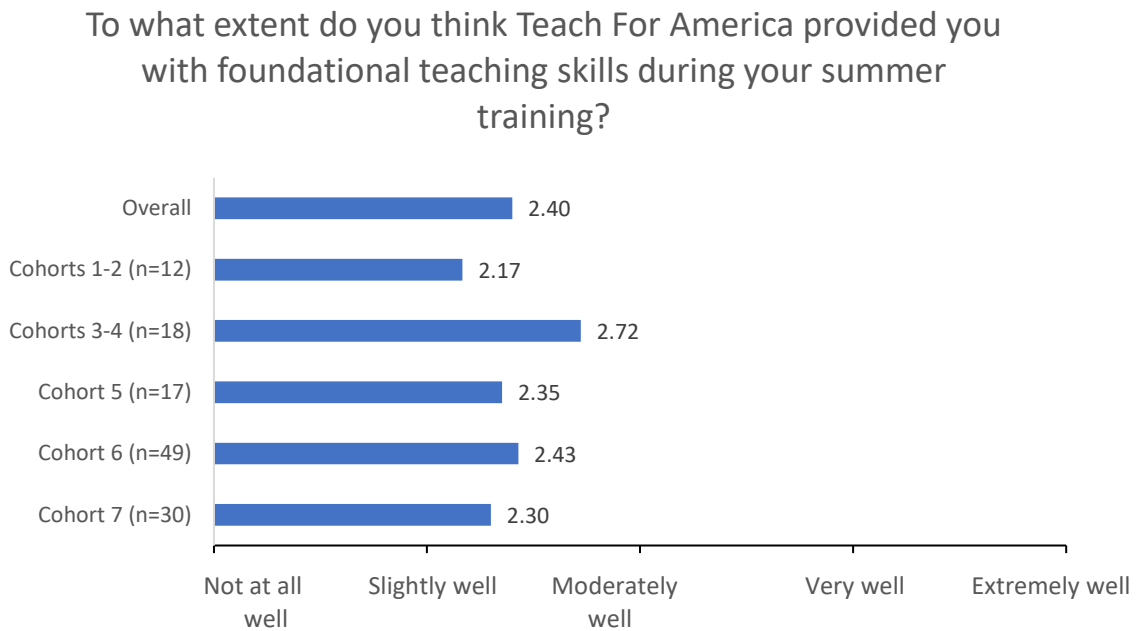
- 84% (n=106) were teaching in their area of endorsement.
- 75% (n=95) were in a school that had at least one other TFA teacher.

See Tables B.5, B.6, and B.7 in Appendix B for more information on the sample, including demographic and background information at the cohort level.

*Satisfaction with Recruitment, Preparation, and Placement*

Participants were asked how well they thought the program prepared them to be successful teachers. Overall, 10% of TFA CO survey participants reported that the program prepared them *Very well* to be a successful teacher. Figure 3.16 presents the means scores for Corps Members and alumni. On average, teachers in each cohort rated how well they felt prepared as *Slightly well* to *Moderately well*.

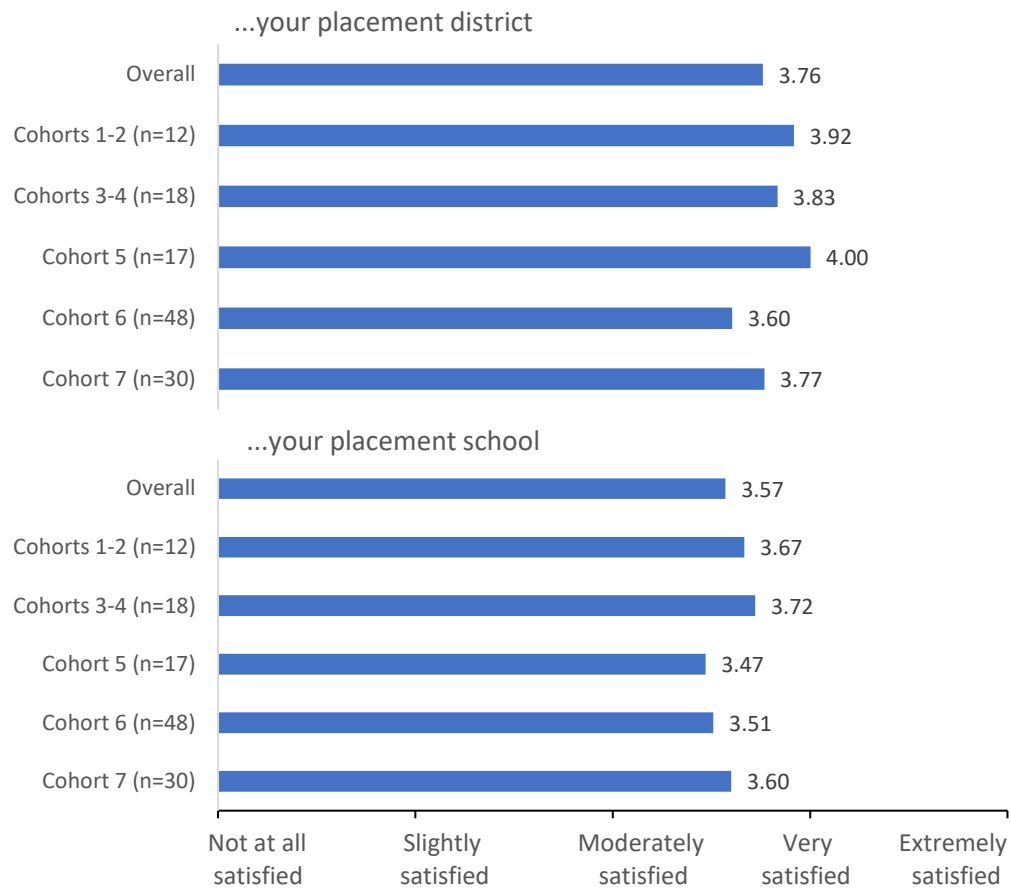
**Figure 3.16. TFA CO Participant Perceptions of Teaching Preparadeness**



Additionally, participants were asked how satisfied they were with the process TFA CO used to place them in their schools and districts on a scale of 1 (*Not at all satisfied*) to 5 (*Extremely satisfied*). As shown in Figure 3.17, on average, survey participants across cohorts reported being moderately to very satisfied with the TFA CO placement process. All cohorts rated their satisfaction with their placement in their current district as higher than their satisfaction with their placement in their current school. However, mean differences by cohort within each question were not statistically different from one another.

**Figure 3.17. TFA CO Participant Satisfaction with Placement Process**

How satisfied are you with the process TFA used to place you in...



*Participant Perceptions of TFA CO, District, and School Supports*

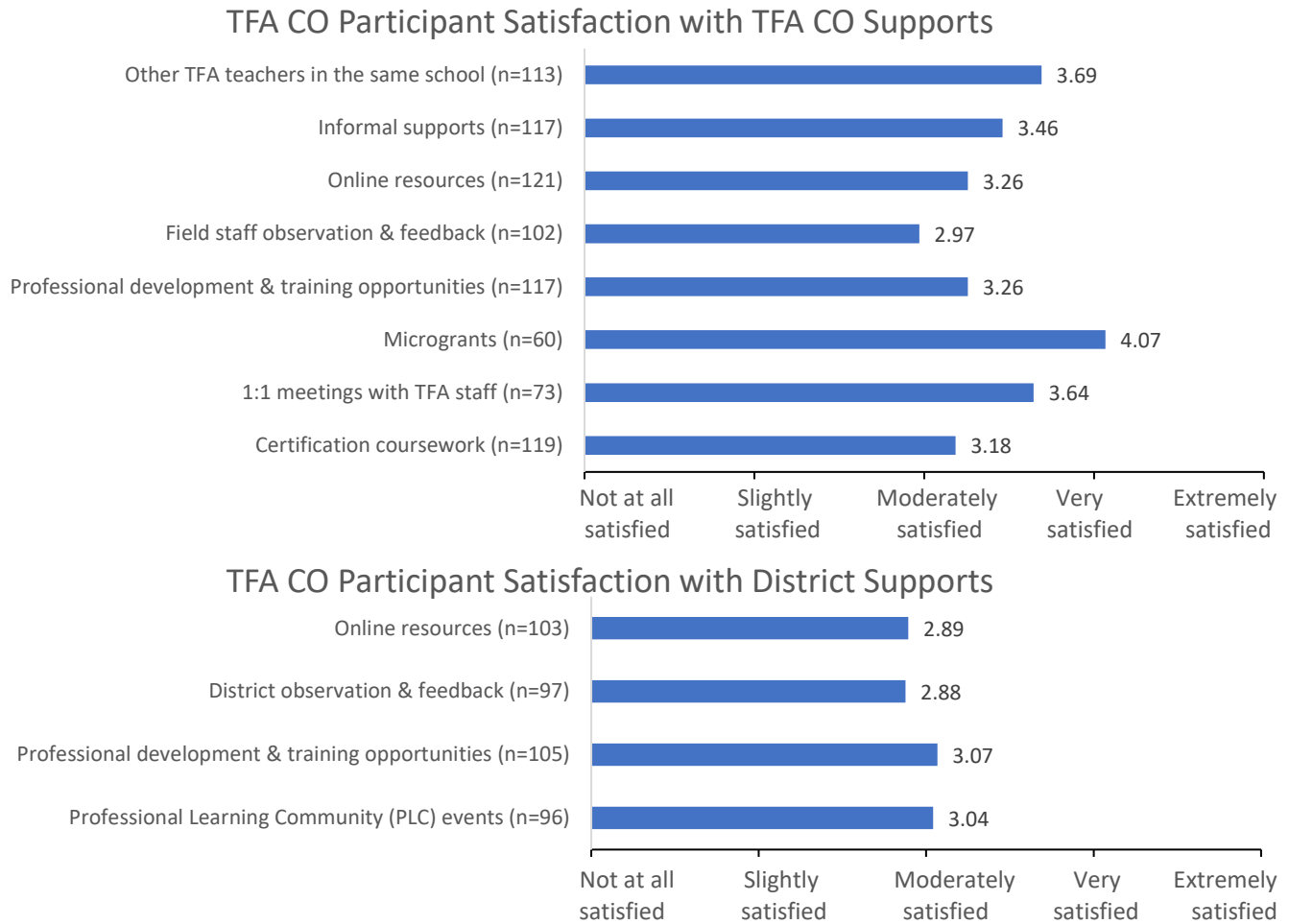
Participants were asked to rate the degree to which they were satisfied with TFA CO, district, and school supports. Mean ratings for different areas of support by source are provided in Figure 3.18. Note that mean scores are provided in aggregate across cohorts for ease of presentation. One-way ANOVAs with post-hoc Tukey tests were conducted to determine whether there were any statistically significant differences in the mean rating of satisfaction with supports between Cohort 7, Cohort 6, Cohort 5, Cohorts 3-4 combined, and Cohorts 1-2 combined. None of the supports tested were significantly different by cohort.<sup>23</sup>

The most highly rated TFA CO support among current Corps Members (Cohorts 6 and 7) was microgrants (with a mean of 4.07), while the most highly rated TFA CO support across all cohorts was having other TFA teachers placed in the same school (with a mean of 3.69). Professional development and training opportunities had the highest satisfaction among district supports (with a mean of 3.07), and for school supports, participants reported the highest satisfaction with support from mentors (with a mean of 3.78). For TFA CO and district

<sup>23</sup> Statistical significance tested at the  $p < .05$  level.

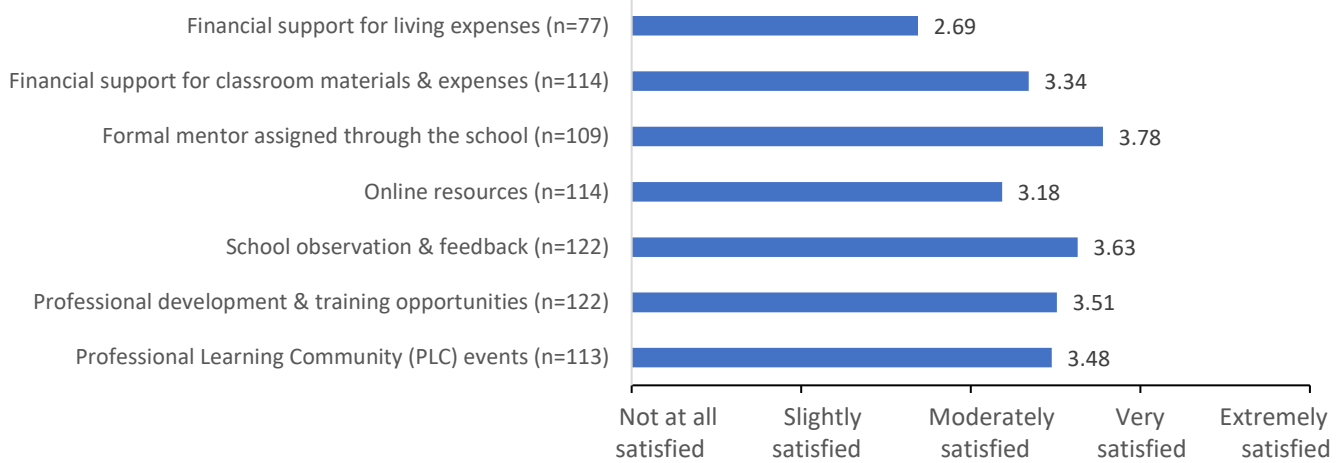
supports, the lowest satisfaction score was for field observations and feedback (with a mean of 2.97 and 2.88, respectively). Comparatively, the lowest satisfaction score for schools was for their financial support for living expenses (with a mean of 2.69).

**Figure 3.18. TFA CO Participant Satisfaction with TFA CO, District, and School Supports<sup>24</sup>**



<sup>24</sup> Two questions regarding Launch Fellow supports were also asked on the survey; however, as only four Launch Fellows completed the survey, those questions are excluded from reporting. Questions regarding microgrants and 1 on 1 supports were asked only on the teacher survey (i.e., asked of Cohorts 6 and 7).

### TFA CO Participant Satisfaction with School Supports



#### Participant Perceptions of Educator Evaluations

Current corps members and launch fellows were asked about their understanding of the educator performance evaluation systems used by their schools and districts. Because this question was not included in the survey given to alumni, data for Cohorts 1 through 5 are not provided in Table 3.7 below. As the table shows, 39% of TFA CO teachers rated how well they understood the evaluation system used by districts/schools as *Very well* or *Extremely well*, 30% as *Moderately well*, 29% as *Slightly well* or *Not at all well*, and 1% did not know the evaluation system.

**Table 3.7. TFA CO Participant Perception of District and School Evaluations**

	How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?					
	Overall		Cohort 6		Cohort 7	
	n	%	n	%	n	%
Extremely well	15	19%	11	22%	4	13%
Very well	16	20%	11	22%	5	17%
Moderately well	24	30%	16	33%	8	27%
Slightly well	14	18%	7	14%	7	23%
Not at all well	9	11%	3	6%	6	20%
Do not know the evaluation system	1	1%	1	2%	0	0%
<b>Total</b>	<b>79</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

Note: valid percentages are presented that omit missing data

#### Participant Retention

Teachers were asked about their plans to continue teaching in their current school for the 2021-22 academic year. These data were examined in aggregate and separately by cohort. Overall, **90% of first-year teachers** (Cohort 7) **Definitely or Probably will stay in their current position next year** (and presumably complete their commitment) and **45% of second-year teachers** (Cohort 6) **Definitely or Probably will continue on in their positions as alumni** (see Table B.8 in Appendix B for full results). In addition, 76% of alumni respondents who



answered this question indicated they *Definitely* or *Probably will* continue teaching in their current school for the next academic year.

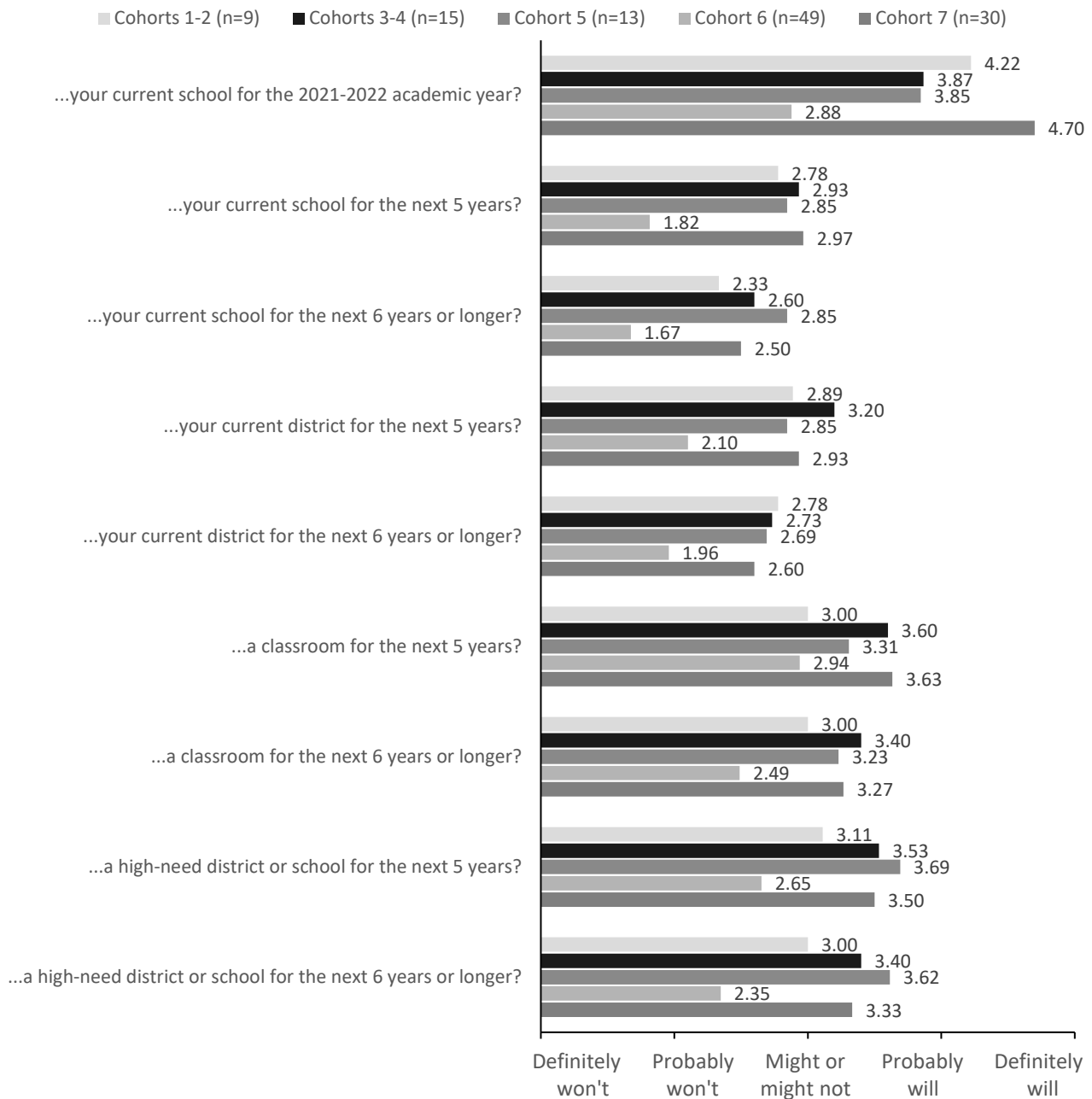
Participants also were asked how likely they are to continue teaching in a classroom in general, in a high-need school/district, and in their current schools and districts for the next five years or for six years or longer. Data were examined separately for each cohort (see Figure 3.19). Cohort 7 participants had a much higher rating than Cohort 6 participants in reporting that they were going to be staying in their same school for the next academic year. The items with the lowest mean scores across participants from all cohorts were likelihood of *teaching in their current school* and *district for the next 6 years or longer*. Overall, both of these items had mean scores of approximately 2, indicating that most respondents *Probably won't* be teaching in their same schools and districts in this period of time.





Figure 3.19. TFA CO Corps Members Plans to Continue Teaching

How likely are you to continue teaching in...

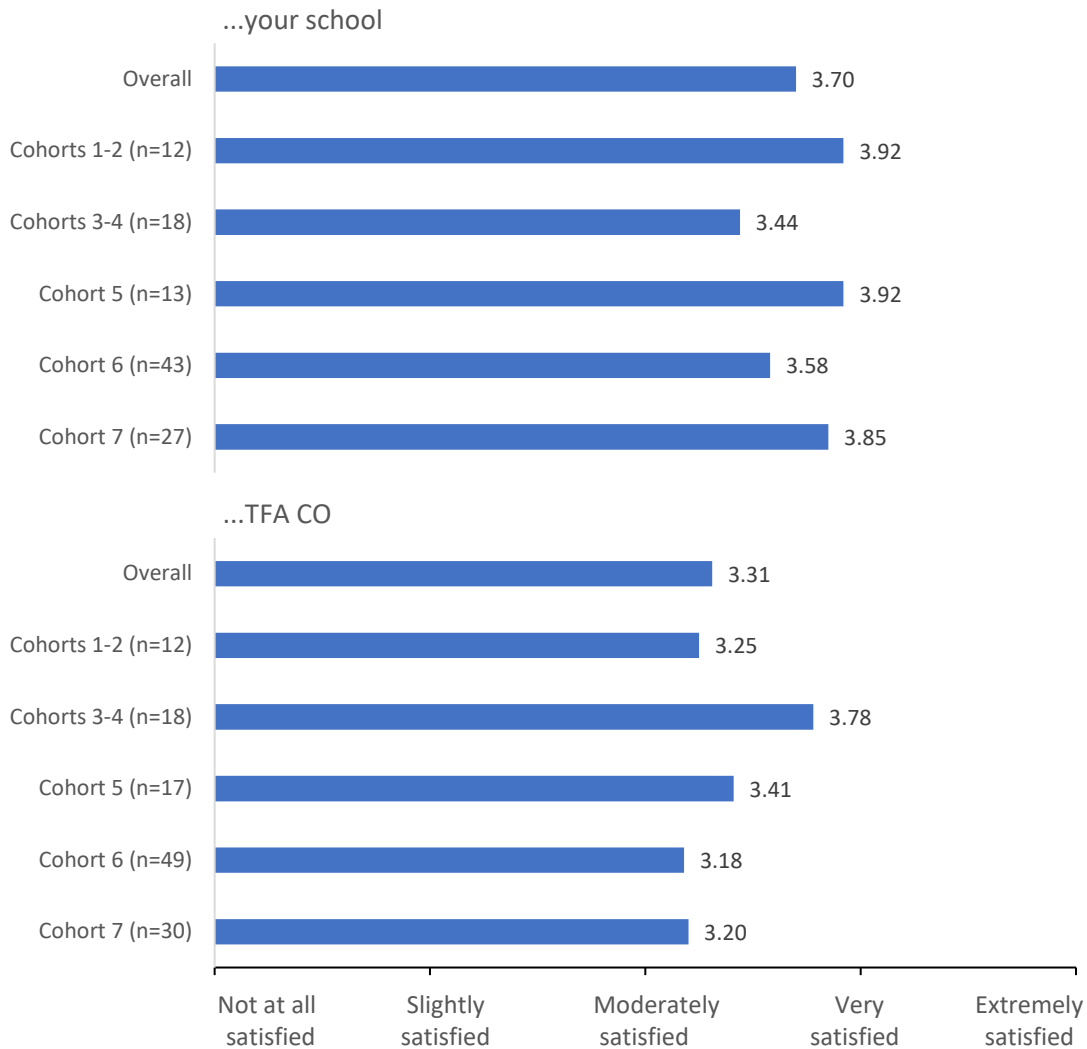


Overall Satisfaction

Participants were asked to rate their overall satisfaction with their schools and with TFA CO. Across cohorts, participants rated their satisfaction with TFA CO and their school between *Moderately satisfied* and *Very satisfied* (see Figure 3.20 below). The differences in means by cohort were not statistically different from one another.

Figure 3.20. TFA CO Participant Satisfaction with their Program and School

Overall, how satisfied are you in your experience with...

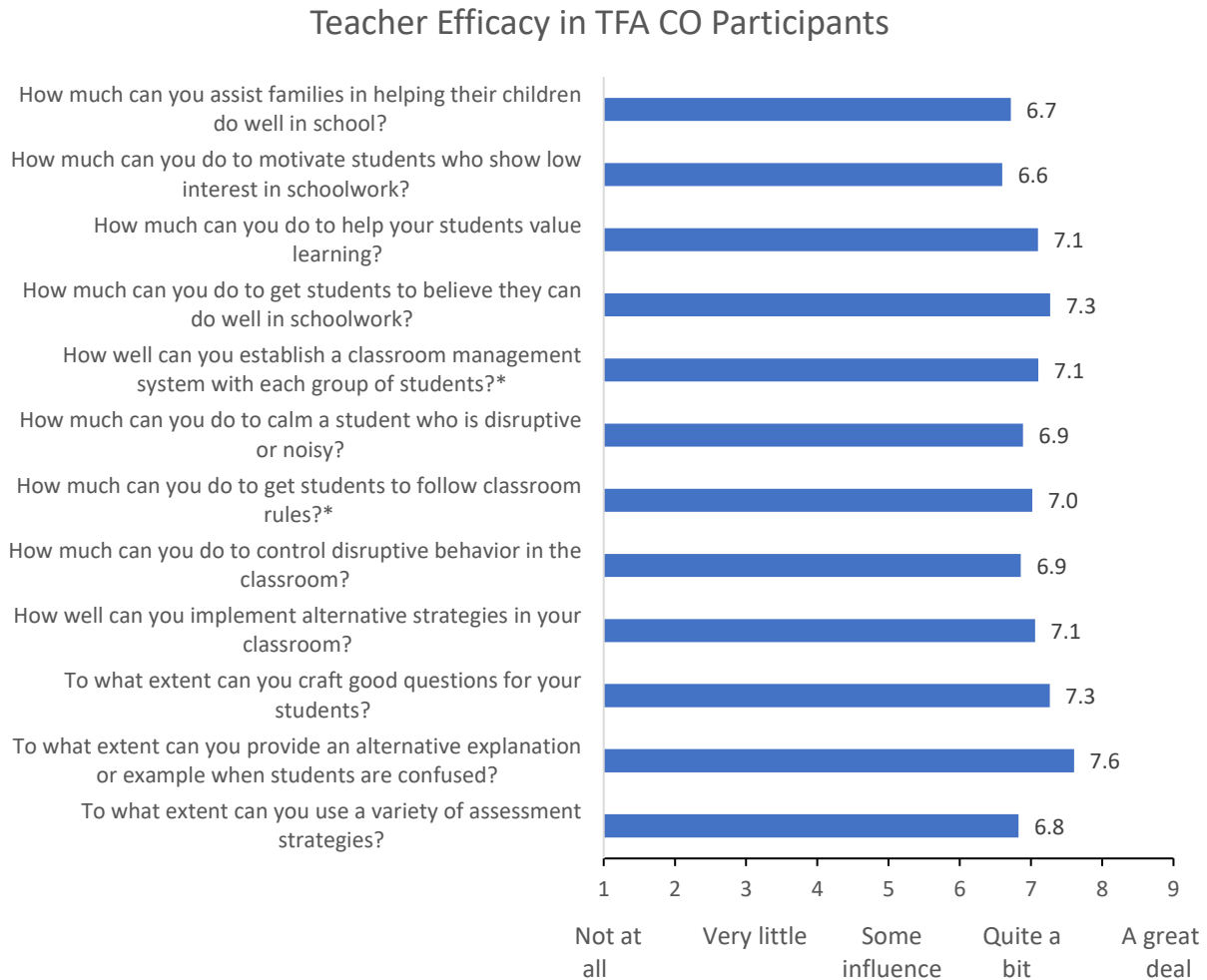


### Teacher Efficacy

The Teacher Sense of Efficacy Scale, included in the Teacher Survey, assesses teachers’ feelings of efficacy in the classroom (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers rated their ability to impact various classroom behaviors and situations on a scale of 1 to 9, where 1 indicates *Not at all* and 9 indicates *A great deal*. On average, all cohorts rated their efficacy between 6 and 8 where 7 represents *Quite a bit*. There was a statistically significant difference between Cohort 7 and Cohorts 3-4 combined on the item, “How much can you do to get students to follow classroom rules?” and between Cohort 7 and Cohort 5 on the item, “How well can you establish a classroom management system with each group of students?” In both cases, Cohort 7 rated their efficacy significantly lower than the other cohort.<sup>25</sup>

<sup>25</sup> How much can you do to get students to follow classroom rules?  $F(4,121) = 3.115, p < 0.05$ ; Cohorts 3-4 mean = 7.56, Cohort 7 mean = 6.33.

Figure 3.21. TFA CO Participants Average Teacher Efficacy Ratings



\*Denotes a statistically significant difference between cohort ratings.

### Qualitative Feedback

Participants were asked a closing question of "Is there anything else you would like us to know about TFA's program that we have not asked you about?". Thirty-three participants provided meaningful responses: 23 identified areas for improvement, and 13 shared information on their satisfaction with different elements of TFA programming.<sup>26</sup>

Areas that participants identified for improvement fit into two main categories: **1) supports offered by TFA CO, and 2) TFA management.** The responses about TFA CO's supports included three respondents noting that they would have liked more training related to special education and laws and regulations during summer training,

How well can you establish a classroom management system with each group of students?  $F(4,121) = 2.739, p < 0.05$ ; Cohort 5 mean = 7.76, Cohort 7 mean = 6.50.

<sup>26</sup> Fifty-five survey respondents provided an answer to this question; seventeen indicated they did not have anything else to add and five respondents commented on topics unrelated to TFA. The remaining 33 responses are included in the qualitative feedback analysis. Some respondents included both areas for improvement and their satisfaction with TFA programming, so they are included in the counts for both categories of responses.

five respondents noting that they would have more connections with TFA and other corps members overall and four respondents noting that they would have liked more support from TFA. Responses regarding TFA management included four individuals indicating there were significant challenges with their placement school, two individuals indicating that they do not feel TFA should be in regions outside of Denver, and two individuals indicating that they would like TFA to have additional partnerships.

*"[...]the only suggestion I would have is I would have liked to have felt more connected to the new corps members this year / I don't think I've met any of them and I think it would have been nice to have more opportunities to build and expand my community here."*

Thirteen respondents noted their **overall satisfaction** with their experience with TFA CO, with four indicating their satisfaction with the training and professional development they received from TFA.

*"The relationships that I have built with TFA have been the most valuable part of my experience, as well as all the resources that have helped me get to the school I am working at."*

### FLC Teacher Survey Findings

The Teacher Survey was sent to FLC participants by FLC program staff. In all, 17 individuals (61%) completed the survey – 7 student teachers and 10 teachers of record (referred to as teachers in the remainder of the report). Across the 17 respondents, as shown below, the majority of individuals who responded (65%) were in their first year of teaching (i.e., from Cohort 7).<sup>27</sup>

#### Distribution of Responses by Cohort

Cohort 6 Student Teachers	Cohort 6 Teachers of Record	Cohort 7 Student Teachers	Cohort 7 Teachers of Record
<b>0%</b> n=0	<b>35%</b> n=6	<b>41%</b> n=7	<b>24%</b> n=4

The percentage of program participants completing the survey by placement cohort ranged from 0% to 100% as shown in Table 3.8 below.

**Table 3.8. FLC Percentage of Survey Completers by Cohort**

Cohort	Number Placed	Percentage Completing the Survey
6	12	50%
7	16	69%
<b>Total</b>	<b>28</b>	<b>61%</b>

<sup>27</sup> Teacher respondents from Cohorts 6 and 7 are grouped together when examining differences in survey responses due to small sample sizes for each of these groups. Since no student teachers from Cohort 6 responded to the survey, the student teacher group presented in the analysis only represents Cohort 7 student teacher respondents.

*Participant Information*

Program participants who responded to the survey had the following characteristics:

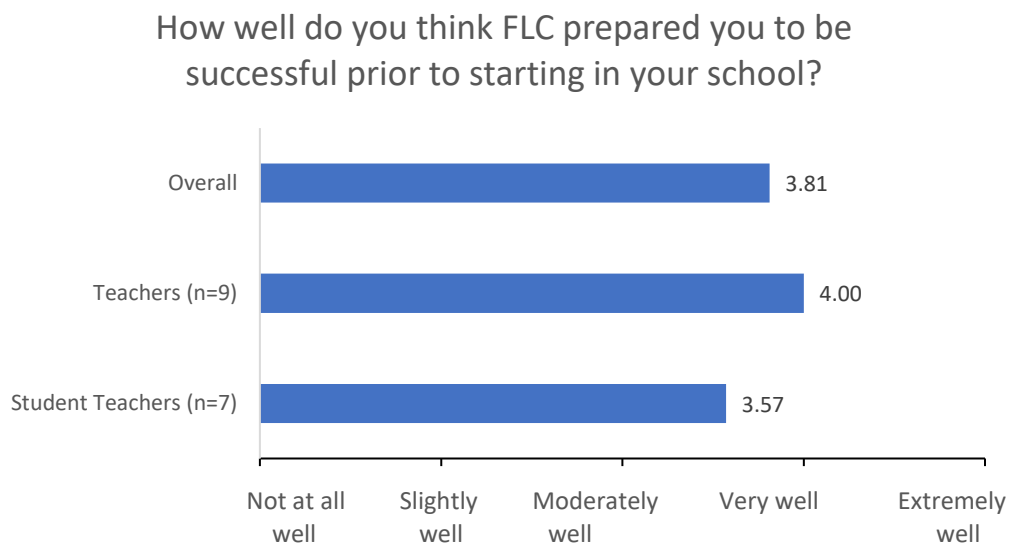
- 71% (n=12) identified as female; 29% (n=5) identified as male.
- 65% (n=11) identified as White; 18% (n=3) identified as American Indian or Alaskan Native; 12% (n=2) identified as two or more races; 6% (n=1) identified as Hispanic/Latinx.
- 71% (n=12) did not relocate geographically to participate in FLC’s program.
- 0% (n=0) taught in an urban/suburban district in 2020-21.
- 29% (n=5) taught in an elementary school; 41% (n=7) taught in a middle school; 29% (n=5) taught in a high school.
- 94% (n=16) were teaching in their area of endorsement.<sup>28</sup>
- 41% (n=7) were in a school that had at least one other FLC teacher.

See Tables B.9, B.10, and B.11 in Appendix B for more information on the sample, including demographic and background information by placement type.

*Satisfaction with Recruitment, Preparation, and Placement*

Participants were asked how well they thought the program prepared them to be successful teachers. Overall, 81% of FLC survey participants reported that the program prepared them *Very well* or *Extremely well* to be a successful teacher. Figure 3.22 presents the means scores by placement type. On average, participants rated their program preparation between *Moderately well* and *Very well* (mean=3.81).

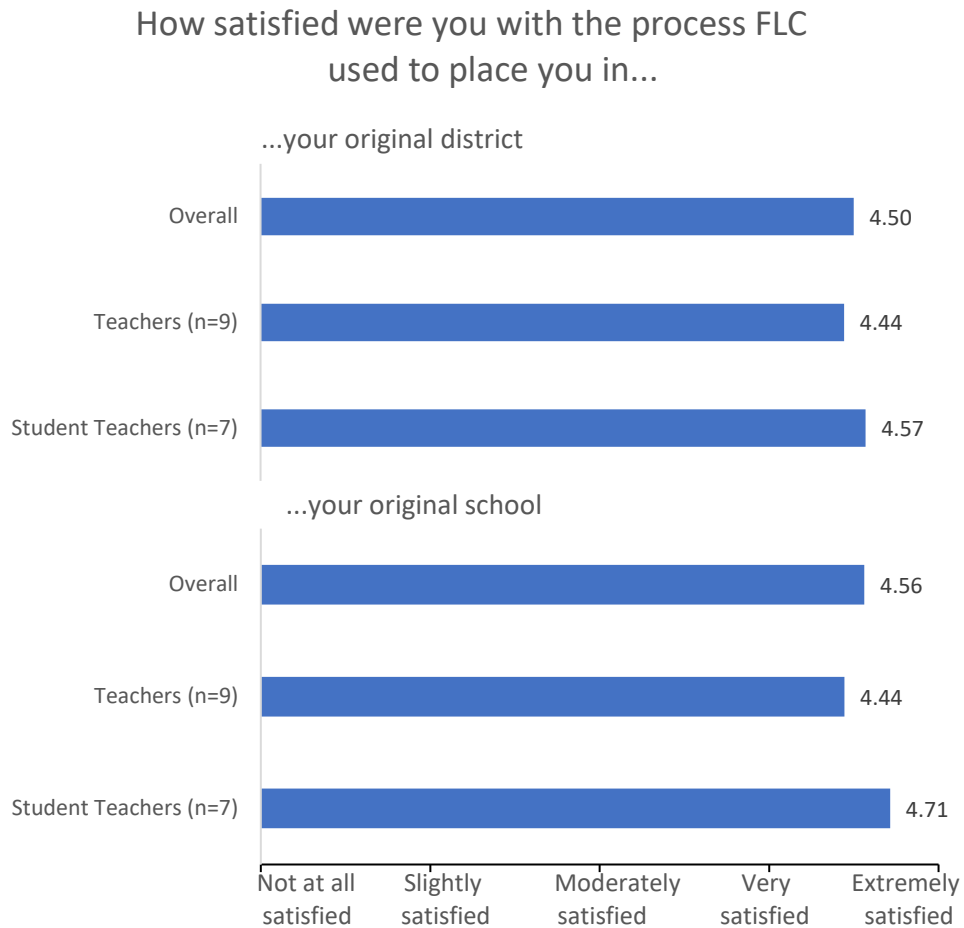
**Figure 3.22. FLC Participant Perceptions of Teaching Preparadeness**



<sup>28</sup> This includes student teachers, who indicated that they were teaching in their planned area of endorsement.

Additionally, participants were asked how satisfied they were with the process FLC used to place them in their schools and districts on a scale of 1 (*Not all satisfied*) to 5 (*Extremely satisfied*). As shown in Figure 3.23, on average, survey participants across cohorts reported a high level of satisfaction with the FLC placement process. Mean differences by placement type within each question were not statistically different from one another.

**Figure 3.23. FLC Participant Satisfaction with Placement Process**



*Participant Perceptions of FLC, District, and School Supports*

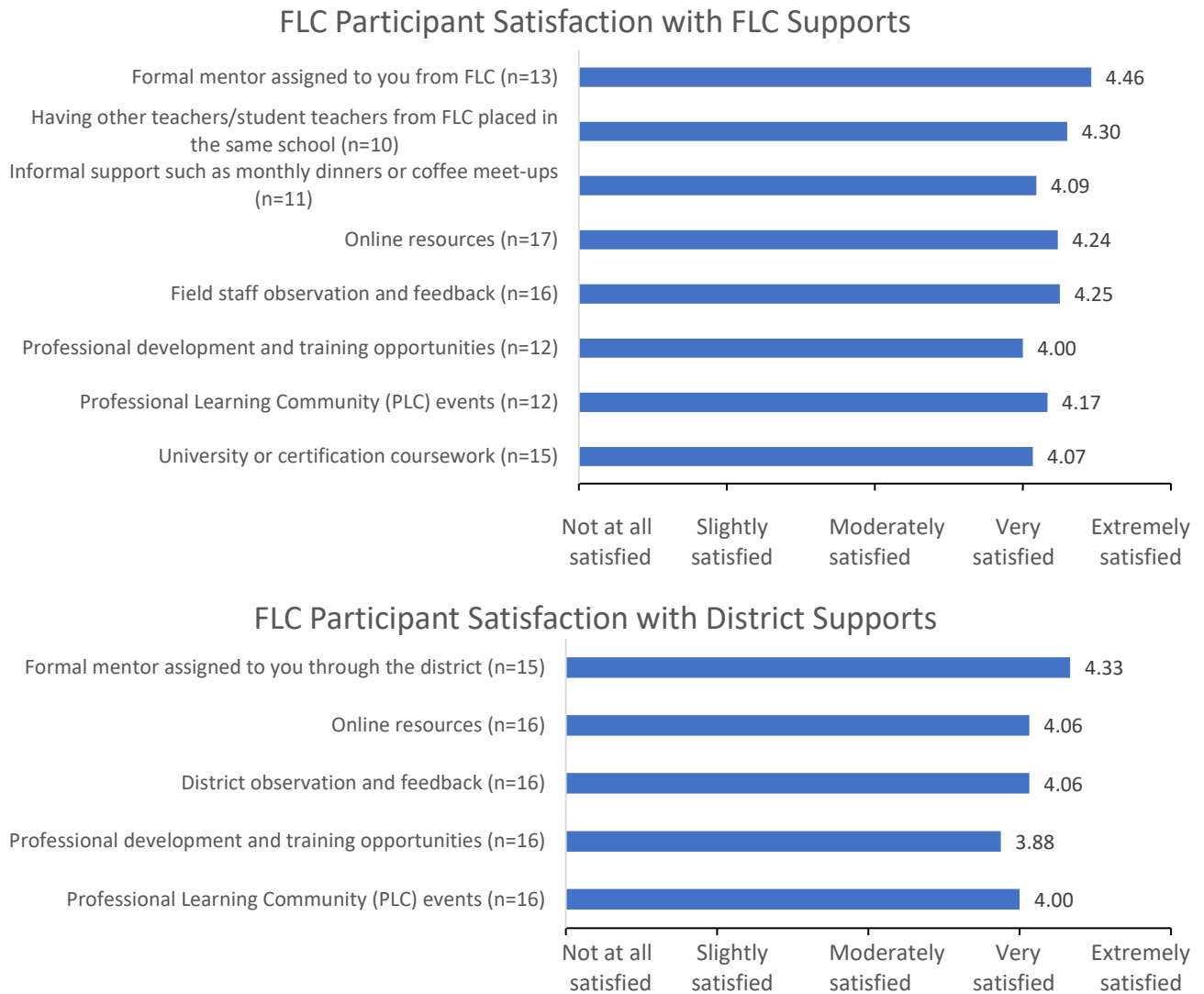
Participants were asked to rate the degree to which they were satisfied with FLC, district, and school supports. Mean ratings for different areas of support by source are provided in Figure 3.24. Note that mean scores are provided in aggregate across placement types for ease of presentation. Independent sample t-tests were conducted to determine whether there were any statistically significant differences in the mean rating of satisfaction with supports between student teachers and teachers. Of the supports tested, there was no statistically significant difference between satisfaction ratings of student teachers and teachers.

Across all FLC supports, participants reported the highest satisfaction with mentors and having other teachers/student teachers from FLC placed in the same school. For district supports, participants reported the highest satisfaction with support from mentors, and for school supports, participants reported the highest satisfaction with school observation and feedback. For FLC, the lowest satisfaction score was for professional development and training opportunities (with a mean of 4.00). The lowest satisfaction score for districts was for

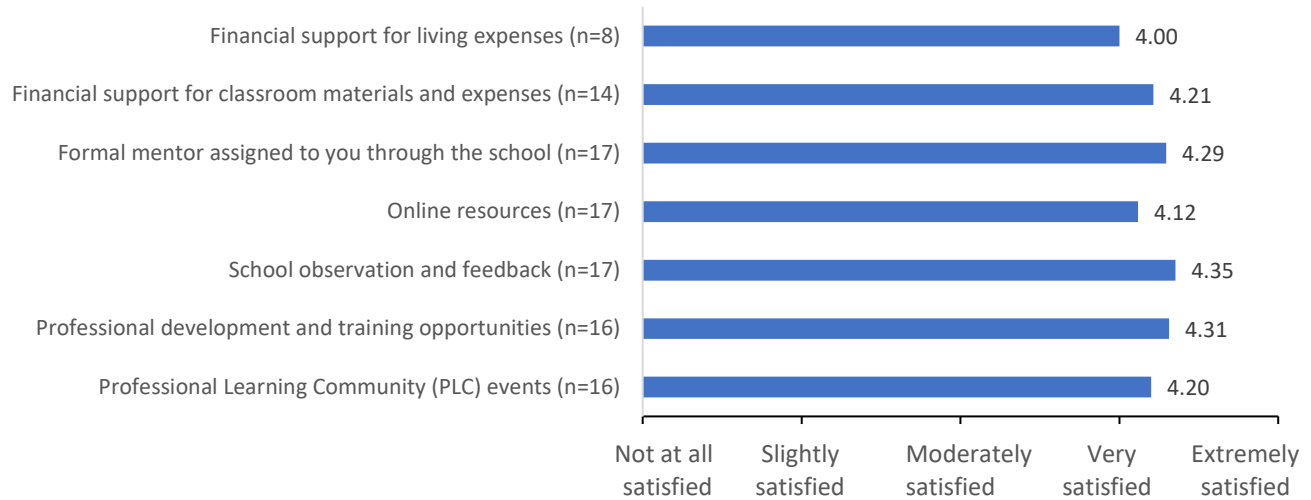


their professional development and training opportunities (with a mean of 3.88), and for schools, the lowest rated support was for their financial support for living expenses (with a mean of 4.00).

**Figure 3.24. FLC Participant Satisfaction with FLC, District, and School Supports**



### FLC Participant Satisfaction with School Supports



#### Participant Perceptions of Educator Evaluations

Participants were asked about their understanding of the educator evaluation systems used by the district and school. As Table 3.9 shows, 65% of FLC participants rated how well they understood their district and school evaluation systems as *Very well* or *Extremely well*, 29% as *Moderately well*, 0% as *Slightly well* or *Not at all well*, and 6% did not know the evaluation system.

**Table 3.9. FLC Participant Perception of District and School Evaluations**

How well do you understand the district and school evaluation systems used to evaluate your performance as a teacher?						
	Overall		Teachers		Student Teachers	
	n	%	n	%	n	%
Extremely well	4	24%	3	30%	1	14%
Very well	7	41%	5	50%	2	29%
Moderately well	5	29%	2	20%	3	43%
Slightly well	0	0%	0	0%	0	0%
Not at all well	0	0%	0	0%	0	0%
Do not know the evaluation system	1	6%	0	0%	1	14%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>10</b>	<b>100%</b>	<b>7</b>	<b>100%</b>

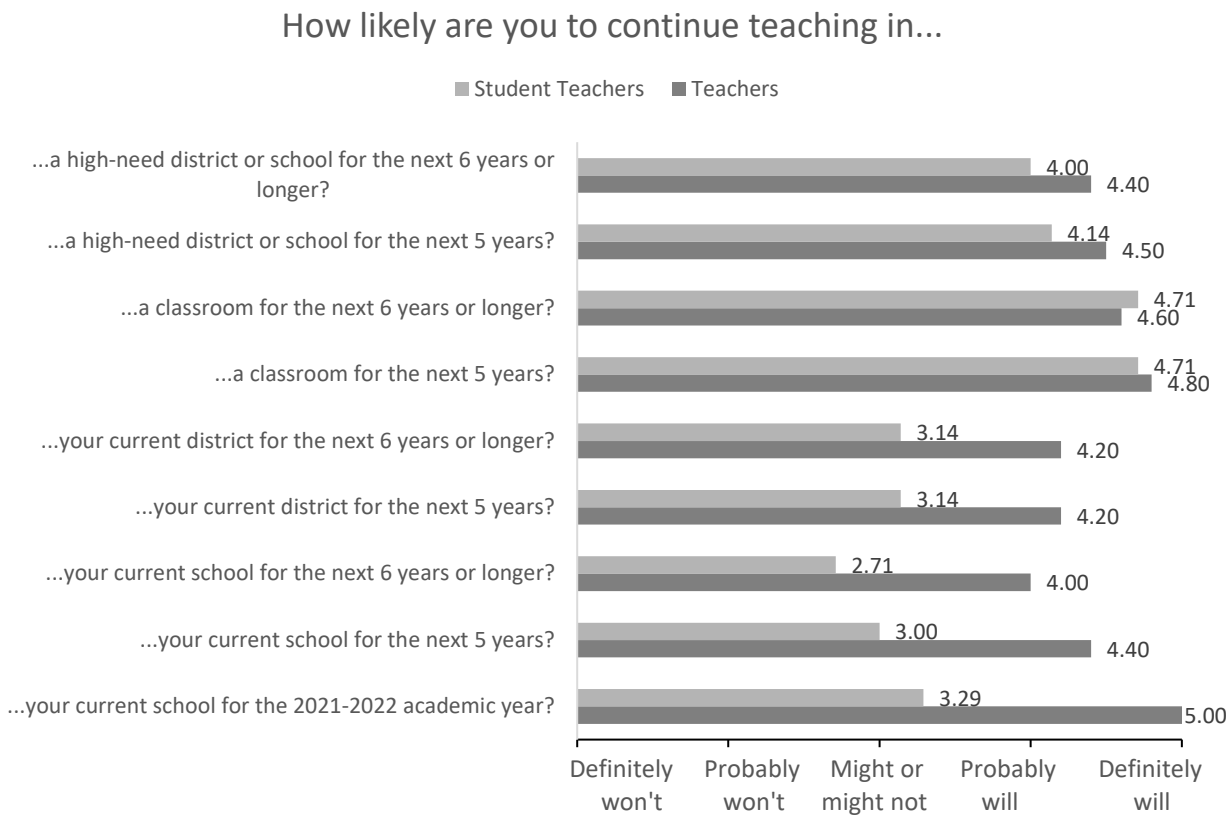
#### Participant Retention

Participants were asked about their plans to continue teaching in their current school for the 2021-22 academic year. Because student teachers may not have the opportunity to stay in their current schools if positions are not available, data on plans to continue teaching in the current school for the 2021-22 academic year were examined separately for student teachers and teachers of records. Overall, **100% of teachers** indicated that they **Definitely will remain in their school next year**. By contrast, 29% of student teachers indicated they *Definitely will remain in their school next year* (see Table B.12 in Appendix B for the full results).



Participants also were asked how likely they are to continue teaching in a classroom in general, in a high-need school/district, and in their current schools and districts for the next five years or for six years or longer. Data were examined separately for student teachers and teachers of record (see Figure 3.25). Student teachers rated their likelihood of teaching in a classroom for the next 5 years and teaching in a classroom for the next 6 years or longer most highly, with a mean score of 4.71 out of 5.00, between *Probably will* and *Definitely will*. Teachers rated their likelihood of teaching in their current school next year most highly (mean=5.00). The item with the lowest mean score for student teachers and teachers was the likelihood of “teaching in your current school 6 years or longer,” with mean scores of 2.71 and 4.00 out of 5.00, respectively, between *Probably won’t* and *Might or might not* for student teachers and *Probably will* for teachers.

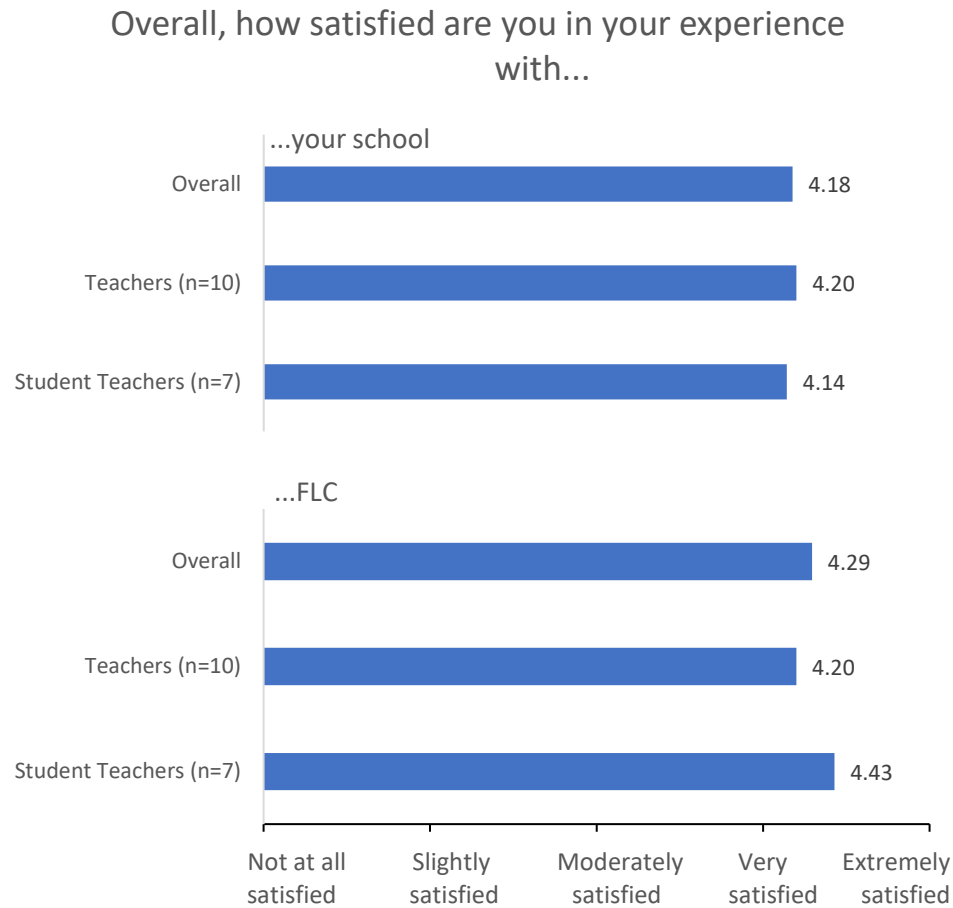
**Figure 3.25. FLC Participant Plans to Continue Teaching**



**Overall Satisfaction**

Participants were asked to rate their overall satisfaction with their schools and with FLC. On average, participants rated satisfaction with their school between *Very satisfied* and *Extremely satisfied* (with a mean of 4.18) and rated satisfaction with FLC between *Very satisfied* and *Extremely satisfied* (with a mean of 4.29). The difference between means by placement type were not statistically significant.

Figure 3.26. FLC Participant Satisfaction with the Program and School

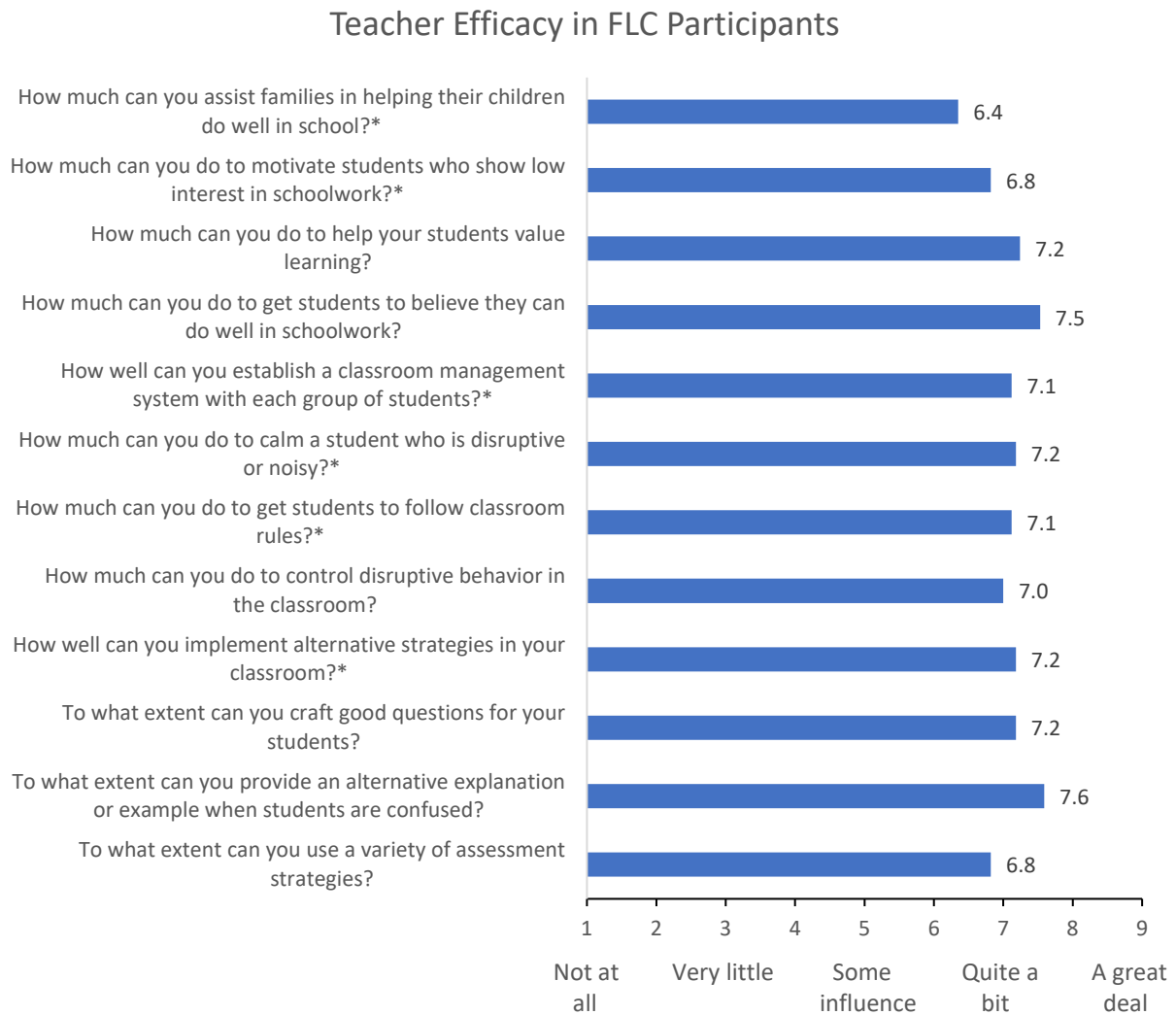


### Teacher Efficacy

The Teacher Sense of Efficacy Scale, included in the Teacher Survey, assesses teachers’ and student teachers’ feelings of efficacy in the classroom (Tschannen-Moran & Woolfolk-Hoy, 2001). Teachers rated their ability to impact various classroom behaviors and situations on a scale of 1 to 9, where 1 indicates *Not at all* and 9 indicates *A great deal*. All FLC participants (n=17) rated their efficacy on the top half of the scale, with the majority of average scores being between 6 and 7 out of a nine-point scale. There was a statistically significant difference between student teachers and teachers of record for six of the efficacy items: how well can you implement alternative strategies in your classroom, how much can you do to get students to follow classroom rules, how much can you do to calm a student who is disruptive or noisy, how well can you establish a classroom management system with each group of students, how much can you do to motivate students who show low interest in schoolwork, and how much can you assist families in helping their children do well in school.<sup>29</sup> In each case, teachers rated their efficacy significantly higher than student teachers.

<sup>29</sup> How well can you implement alternative strategies in your classroom?  $t(15)=2.323, p<0.05$ ; student teachers mean=6.43 and teachers mean=7.70  
 How much can you do to get students to follow classroom rules?  $t(15)=2.879, p<0.05$ ; student teachers mean=6.14 and teachers mean=7.80  
 How much can you do to calm a student who is disruptive or noisy?  $t(15)=2.513, p<0.05$ ; student teachers mean=6.43 and teachers mean=7.70

**Figure 3.27. FLC Participants Average Teacher Efficacy Ratings**



\*Denotes statistically significant difference between mean scores for student teachers and teachers.

**Qualitative Feedback**

Participants were asked a closing question of "Is there anything else you would like us to know about the FLC alternative licensure program that we have not asked you about?"<sup>30</sup> Four participants provided meaningful

How well can you establish a classroom management system with each group of students?  $t(15)=3.022, p<0.05$ ; student teachers mean=6.29 and teachers mean=7.70  
 How much can you do to motivate students who show low interest in schoolwork?  $t(15)=3.328, p<0.05$ ; student teachers mean=5.71 and teachers mean=7.60  
 How much can you assist families in helping their children do well in school?  $t(15)=2.266, p<0.05$ ; student teachers mean=5.43 and teachers mean=7.00

<sup>30</sup> Student teachers were asked "Is there anything else you would like us to know about the FLC traditional licensure program that we have not asked you about?" However, no student teachers provided a response to this question.



responses: all four shared information on their satisfaction with different aspects of FLC programming.<sup>31</sup> Aspects of the program that participants indicated satisfaction with included access to resources (n=1), satisfaction with FLC teaching staff (n=2), and general appreciation for the opportunity (n=2).

*"It was a wonderful experience. Thank you so much for allowing me to have this opportunity at no-cost to me. This certainly helps keep me teaching in the community when resources are available!"*

## Conclusion

In the 2020-21 academic year, CDE awarded grant funds to PTR, TFA CO and FLC to place teachers in historically hard-to-serve school districts in Colorado. Since funds first became available through the QTR Grant Program, seven cohorts of teachers have been placed in grant-partner districts and efforts are underway in recruitment and placement for an eighth cohort that began teaching in fall of 2021. CDE conducted evaluation activities to learn more about the number of teachers placed and retained from the seven cohorts of teachers in 2020-21; review and update the "process flow" of each program's recruitment, placement, and support processes for candidates; the feedback of school and district leaders through the School Leader Survey; and the feedback of grant-supported teachers through the Teacher Survey.

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 2020-21, **627 teachers** served the entire year in high-needs classrooms reaching an estimated **43,218 students** across **45 Colorado school districts and 5 charter school systems**. Calculating retention rates of Cohort 1-7 teachers for the 2020-21 academic year shows that programs vary in the percentage of teachers that remain in a grant partner district over time.

- For Cohort 7 (first-year teachers), **86%** of PTR teachers, **99%** of TFA Colorado teachers, and **94%** of FLC teachers remained in grant-partner district classrooms for the full first year.
- For Cohort 6 (second-year teachers), **69%** of PTR teachers, **79%** of TFA Colorado teachers and **75%** of FLC teachers remained in grant-partner district classrooms for the full two years.
- For Cohort 5 (third-year teachers), **54%** of PTR teachers and **56%** of TFA Colorado teachers remained in grant-partner district classrooms for the full three years.
- For Cohort 4 (fourth-year teachers), **47%** of PTR teachers and **31%** of TFA Colorado teachers remained in grant-partner district classrooms for the full four years.
- For Cohort 3 (fifth-year teachers), **46%** of PTR teachers and **27%** of TFA CO teachers remained in grant-partner district classrooms for the full five years.
- For Cohort 2 (sixth-year teachers), **45%** of PTR teachers and **20%** of TFA CO teachers remained in grant partner district classrooms for the full six years.
- For Cohort 1 (seventh-year teachers), **48%** of PTR teachers and **19%** of TFA CO teachers remained in grant partner district classrooms for the full seven years.

It is worth noting that many teachers who left grant-partner districts remain in the profession and continue to serve in the education field, whether it be as a teacher in a non-grant-partner district or in a different role within schools and districts. For this evaluation, we calculate retention as serving as a teacher in grant-partner districts to better understand the proportion of teachers supported by the QTR Grant program who continue to serve in high-needs Colorado districts over time. In addition, it is challenging for each program to continue to obtain data for teachers who have completed their programmatic commitments and have been fully integrated into their teaching positions. Nonetheless, tracking teachers who have been supported with QTR funds provides important data on the cumulative and long-term impact of the grant. Further, feedback from district partners and teachers

<sup>31</sup> Five participants entered responses to this question; one individual indicated that they did not have anything else to add.



highlight the important ways that grant funds have supported attracting and retaining a high-quality educator workforce to serve in school districts that have had difficulty attracting and retaining high-quality teachers.

For grant activities occurring in 2021-22, the department will continue to evaluate activities supported by GEER funds and maintain continuity with the evaluation design and reporting templates used in the past to provide continuity and coherence in evaluative information regarding QTR Grant effectiveness.

## Appendix A

### School and District Placement Details for PTR, TFA CO, and FLC

Table A.1. Number of Cohort 1-7 PTR Teachers by School and District in 2020-21

District	School	Cohort							Total
		1	2	3	4	5	6	7	
Adams 12 Five Star Schools	Coronado Hills Elementary School	2	0	0	0	0	0	0	2
	Coyote Ridge Elementary School	0	1	0	0	0	0	0	1
	Horizon High School	0	1	0	0	0	0	0	1
	Leroy Drive Elementary School	0	0	1	0	0	0	0	1
	McElwain Elementary School	1	0	0	0	0	0	0	1
	North Mor Elementary School	1	0	0	0	0	0	0	1
	Riverdale Elementary School	0	1	0	0	0	0	0	1
	STEM Launch	0	0	0	0	1	0	0	1
	Tarver Elementary School	0	1	0	0	0	0	0	1
	Thornton Elementary School	0	0	0	1	0	1	0	2
	Thornton High School	1	0	0	0	0	0	1	2
	Thornton Middle School	0	0	1	1	1	0	0	3
	Vantage Point	0	0	0	0	1	0	0	1
	<b>Total</b>		5	4	2	2	3	1	1
Alamosa School District RE 11-J	Alamosa Elementary School	3	2	1	0	0	4	0	10
	Alamosa High School	1	0	1	0	0	0	0	2
	Ortega Middle School	0	1	0	0	0	0	0	1
	<b>Total</b>	4	3	2	0	0	4	0	13
Archuleta County 50 JT School District	Pagosa Springs Elementary School	0	0	1	1	0	0	1	3
	Pagosa Springs High School	0	1	1	1	1	0	0	4
	Pagosa Springs Middle School	0	0	1	1	0	1	1	4
	<b>Total</b>	0	1	3	3	1	1	2	11







	McAuliffe Manual Middle School	0	0	0	0	0	1	0	1
	McGlone Academy	0	0	0	0	0	1	0	1
	McKinley-Thatcher Elementary School	0	0	0	0	0	0	1	1
	North High School	0	0	0	0	0	1	1	2
	Northfield High School	1	0	0	0	0	0	0	1
	Place Bridge Academy	0	0	1	1	0	0	0	2
	SOAR at Green Valley Ranch	0	0	0	0	0	1	0	1
	Southmoor Elementary School	0	0	0	0	0	1	0	1
	Steele Elementary School	0	0	0	0	0	0	1	1
	Swigert International School	0	0	0	2	0	0	0	2
	The CUBE High School	0	0	0	0	1	0	2	3
	<b>Total</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>18</b>	<b>52</b>
Dolores County School District RE-2J	Dove Creek High School	0	2	0	0	1	0	0	3
	Seventh Street Elementary School	1	0	0	0	2	2	0	5
	<b>Total</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>8</b>
Dolores School District No. Re-4a	District Wide	0	1	0	0	0	0	0	1
	Dolores Elementary School	0	0	0	0	0	0	2	2
	Dolores Secondary School	0	0	0	0	1	0	0	1
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>4</b>
Douglas County School District	STEM School Highlands Ranch	0	0	0	0	1	0	0	1
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Durango School District 9-R	Durango 9-R Shared School	0	0	0	0	1	0	0	1
	Durango High School	0	0	2	0	0	5	1	8
	Escalante Middle School	0	0	0	1	0	0	0	1
	Florida Mesa Elementary School	0	1	0	1	0	0	0	2
	Miller Middle School	0	1	1	0	1	0	0	3
	Park Elementary School	0	0	1	0	1	0	0	2
	Riverview Elementary School	0	1	0	0	0	1	0	2
	Sunnyside Elementary School	0	0	0	0	0	1	0	1
	The Juniper School	1	0	0	0	0	0	0	1
	<b>Total</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>21</b>
Eagle County Schools	Avon Elementary School	0	0	0	0	0	0	1	1
	Berry Creek Middle School	0	0	0	0	0	1	0	1
	Eagle Valley Middle School	0	0	0	0	0	1	1	2
	Edwards Elementary School	0	0	0	0	0	1	0	1





	<b>Total</b>	0	0	0	0	0	3	2	5
East Otero School District	La Junta Junior/Senior High School	0	0	1	0	0	0	0	1
	<b>Total</b>	0	0	1	0	0	0	0	1
Englewood 1 School District	Clayton Elementary School	0	0	1	0	0	0	0	1
	Englewood Middle School	0	0	1	0	0	0	0	1
	<b>Total</b>	0	0	2	0	0	0	0	2
Frenchman School District RE-3	Fleming Elementary School	0	0	0	1	0	0	0	1
	<b>Total</b>	0	0	0	1	0	0	0	1
Holyoke RE-1J	Holyoke Senior High School	0	0	0	3	0	0	0	3
	<b>Total</b>	0	0	0	3	0	0	0	3
Ignacio School District 11-JT	Ignacio Elementary School	2	0	0	1	1	1	0	5
	Ignacio High School	0	0	2	1	0	0	3	6
	Ignacio Middle School	0	0	0	0	2	1	1	4
	<b>Total</b>	2	0	2	2	3	2	4	15
Jefferson County Public Schools	Alameda International Junior/Senior High School	0	0	0	0	0	2	0	2
	Bell Middle School	0	0	0	1	0	0	0	1
	Columbine High School	1	1	0	0	1	0	0	3
	Dunstan Middle School	0	0	1	1	0	0	0	2
	Everitt Middle School	0	1	0	0	0	0	0	1
	Foster Dual Language PK-8	0	0	1	0	0	0	0	1
	Green Mountain High School	1	0	0	0	0	0	0	1
	Little Elementary School	1	0	0	0	0	0	0	1
	Marshdale Elementary School	1	0	0	0	0	0	0	1
	Moore Middle School	0	1	0	0	0	1	0	2
	Mortensen Elementary School	0	0	0	1	0	0	0	1
	Semper Elementary School	0	0	0	1	0	0	0	1
	Stevens Elementary School	0	0	0	0	0	1	0	1
	Van Arsdale Elementary School	0	0	0	1	0	0	0	1
	Wheat Ridge High School	0	0	0	0	0	1	0	1
<b>Total</b>	4	3	2	5	1	5	0	20	
Littleton Public Schools	District Wide	0	0	0	0	0	0	1	1
	<b>Total</b>	0	0	0	0	0	0	1	1
Lone Star 101 School District	Lone Star Undivided High School	0	0	1	2	0	0	0	3
	<b>Total</b>	0	0	1	2	0	0	0	3
Mancos School District Re-6	Mancos Elementary School	0	0	0	0	1	0	1	2
	Mancos High School	0	0	0	1	1	0	0	2





School District 27J	Mary E Pennock Elementary School	0	1	0	0	0	0	0	1
	Otho E Stuart Middle School	0	1	1	0	0	2	6	10
	Overland Trail Middle School	0	0	0	0	1	0	0	1
	Prairie View High School	1	0	3	1	1	0	0	6
	Reunion Elementary School	0	0	2	0	0	0	0	2
	Rodger Quist Middle School	0	0	0	2	0	1	0	3
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>24</b>
Sheridan School District 2	Sheridan High School	0	0	0	0	1	0	0	1
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
Sierra Grande R-30 School District	Sierra Grande K-12 School	0	0	0	1	0	0	0	1
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
South Conejos School District No.Re10	Antonito High School	0	1	0	0	0	0	0	1
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Upper Rio Grande School District	Del Norte Jr/Sr High School	0	1	0	0	0	0	0	1
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Valley Re-1	Sterling Middle School	0	0	1	0	0	0	0	1
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Wray School District	Wray Elementary School	0	0	0	1	0	0	0	1
	Wray Junior Senior High School	0	0	0	1	0	0	0	1
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
Yuma School District 1	Yuma High School	0	0	1	0	0	0	0	1
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

Table A.2. Number of Cohort 1-7 TFA CO Teachers by School and District in 2020-21

District	School	Cohort							Total
		1	2	3	4	5	6	7	
Aurora Public Schools	Aurora Science & Tech Middle School	0	0	0	0	0	0	2	2
	Rocky Mountain Prep: Fletcher	0	0	0	0	0	2	1	3
	Vega Collegiate Academy	0	0	0	0	0	0	3	3
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>8</b>
Charter School Institute	New Legacy Charter School	0	0	0	0	0	0	1	1
	Ricardo Flores Magon Academy	0	0	0	0	0	1	2	3



	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>4</b>
<b>Denver Public Schools</b>	<b>Ashley Elementary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
	<b>Bruce Randolph School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	<b>Castro Elementary School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
	<b>Centennial A School for Expeditionary Learning</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
	<b>Center for Talent Development at Greenlee</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
	<b>Colfax Elementary School</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
	<b>College View Elementary</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Colorado High School Charter</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>5</b>
	<b>Colorado High School Charter GES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>
	<b>Contemporary Learning Academy</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
	<b>DCIS at Ford</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
	<b>DCIS at Montbello</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>6</b>
	<b>Dr. Martin Luther King, Jr. Early College</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>9</b>
	<b>DSST Middle School @ Noel Campus</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>4</b>
	<b>DSST: Byers High School</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>
	<b>DSST: Byers Middle School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
	<b>DSST: Cole High School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
	<b>DSST: Cole Middle School</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>8</b>
	<b>DSST: College View High School</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>
	<b>DSST: College View Middle School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>4</b>
<b>DSST: Conservatory Green High School</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>5</b>	
<b>DSST: Conservatory Green Middle School</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	
<b>DSST: Green Valley Ranch High School</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>3</b>	
<b>DSST: Green Valley Ranch Middle School</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	



DSST: Henry Middle School	0	0	0	0	1	1	0	2
DSST: Montview Middle School	0	0	0	0	0	1	3	4
George Washington High School	0	0	0	0	1	0	0	1
Godsman Elementary School	0	0	0	0	0	0	1	1
Goldrick Elementary School	0	0	1	0	0	0	1	2
Green Valley Elementary School	0	0	1	0	1	0	0	2
Gust Elementary	0	0	0	0	0	0	1	1
Hamilton Middle School	0	0	0	0	0	0	1	1
Hill Campus of Arts and Sciences	0	0	0	0	0	1	0	1
John H Amesse Elementary	0	0	0	0	1	0	0	1
Kepner Beacon Middle School	0	0	0	0	0	1	0	1
KIPP Denver Collegiate High School	0	0	0	0	0	0	2	2
KIPP Northeast Denver Leadership Academy	0	1	0	1	0	2	1	5
KIPP Northeast Denver Middle School	0	1	2	1	1	0	0	5
KIPP Northeast Elementary	0	0	0	1	0	0	0	1
KIPP Sunshine Peak Academy	0	0	0	1	0	1	1	3
KIPP Sunshine Peak Elementary	0	0	0	0	0	2	0	2
KIPP Sunshine Peak Academy	0	0	0	0	1	0	0	1
Kunsmiller Creative Arts Academy	1	0	0	0	0	0	0	1
Lena Archuleta Elementary School	0	0	0	0	1	0	0	1
Manual High School	0	0	0	0	1	0	1	2
McAuliffe Manual Middle School	0	1	0	0	1	0	0	2
McGlone Academy	2	1	1	3	2	1	1	11
North High School	2	0	0	0	2	3	1	8



	Oakland Elementary	0	0	0	0	1	0	0	1
	Omar D Blair Charter School	0	0	0	0	1	1	0	2
	Place Bridge Academy	0	1	0	0	0	0	0	1
	Rocky Mountain Prep: Berkeley	0	0	0	0	0	1	0	1
	Rocky Mountain Prep: Creekside	0	0	1	0	1	2	3	7
	Rocky Mountain Prep: Southwest	0	0	0	0	3	1	0	4
	Sabin World School	1	0	0	0	0	0	0	1
	Samuels Elementary School	0	0	0	0	1	0	0	1
	Skinner Middle School	0	0	0	0	1	0	0	1
	Smith Elementary School	1	0	0	1	0	0	0	2
	South High School	1	0	0	1	0	0	0	2
	STRIVE Prep - Federal	0	0	0	0	0	1	1	2
	STRIVE Prep - Green Valley Ranch	0	0	0	0	0	1	1	2
	STRIVE Prep - Kepner	0	0	0	0	1	0	1	2
	STRIVE Prep - Rise	0	0	0	0	1	0	0	1
	STRIVE Prep - Ruby Hill	2	1	3	0	0	2	0	8
	STRIVE Prep - Smart Academy	0	2	0	1	0	0	0	3
	STRIVE Prep - Sunnyside	0	0	0	0	0	1	0	1
	STRIVE Prep - Westwood	0	1	0	0	0	0	0	1
	Trevista at Horace Mann	0	0	0	0	0	1	0	1
	University Prep - Arapahoe St.	0	0	0	1	0	2	0	3
	University Prep - Steele St.	0	0	0	0	2	2	9	13
	<b>Total</b>	<b>17</b>	<b>14</b>	<b>15</b>	<b>21</b>	<b>33</b>	<b>43</b>	<b>49</b>	<b>192</b>
<b>Harrison 2</b>	Atlas Preparatory Elementary School	0	0	0	0	0	0	2	2
	Atlas Preparatory High School	0	0	0	0	0	1	2	3
	Atlas Preparatory Middle School	1	1	1	0	1	3	4	11
	Bricker Elementary School	0	0	1	0	1	2	0	4
	Career Readiness Academy	1	0	0	0	0	0	0	1
	Fox Meadow Middle School	0	0	0	0	2	2	2	6
	Harrison High School	1	1	1	2	3	2	2	12



	Mountain Vista Community School	0	0	0	1	0	1	0	2
	Otero Elementary School	0	0	0	0	0	0	1	1
	Panorama Middle School	0	0	1	0	0	1	1	3
	Pikes Peak Elementary School	0	0	0	0	0	0	1	1
	Sierra High School	0	0	0	0	0	0	1	1
	<b>Total</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>12</b>	<b>16</b>	<b>47</b>
Pueblo City 60	Bessemer Elementary School	0	0	0	0	0	1	0	1
	Chavez Huerta Preparatory Academy	0	0	0	0	1	2	3	6
	East High School	1	0	0	0	0	0	0	1
	Franklin School of Innovation	0	0	0	0	0	2	0	2
	Heritage Elementary School	0	0	0	0	0	0	1	1
	Irving Elementary School	0	0	0	0	1	1	1	3
	Minnequa Elementary School	0	0	0	0	1	0	1	2
	Pueblo Academy of Arts	0	0	1	0	2	1	0	4
	Risley International Academy of Innovation	0	1	1	0	0	2	4	8
	Roncalli STEM Academy	0	1	0	1	0	1	5	8
	W H Heaton Middle School	0	0	0	0	0	0	1	1
<b>Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>10</b>	<b>16</b>	<b>37</b>	

Table A.3. Number of Cohort 6-7 FLC Teachers by School and District in 2020-21

District	School	Cohort		Total
		6	7	
Archuleta County 50 JT	Pagosa Springs Elementary School	0	1	1
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>
Durango 9-R	Durango High School	0	1	1
	Escalante Middle School	0	2	2
	Riverview Elementary School	0	1	1
	<b>Total</b>	<b>0</b>	<b>4</b>	<b>4</b>
Ignacio 11 JT	Ignacio Elementary School	1	2	3
	Ignacio High School	1	2	3
	Ignacio Middle School	0	1	1



	<b>Total</b>	<b>2</b>	<b>5</b>	<b>7</b>
<b>Mancos RE-6</b>	<b>Mancos Elementary School</b>	<b>1</b>	<b>1</b>	<b>2</b>
	<b>Mancos High School</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Montezuma-Cortez RE-1</b>	<b>Children's Kiva Montessori School</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Kemper Elementary School</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Manaugh Elementary School</b>	<b>0</b>	<b>1</b>	<b>1</b>
	<b>Mesa Elementary School</b>	<b>0</b>	<b>1</b>	<b>1</b>
	<b>Montezuma-Cortez Middle School</b>	<b>2</b>	<b>3</b>	<b>5</b>
	<b>Total</b>	<b>4</b>	<b>5</b>	<b>9</b>
<b>Silverton 1</b>	<b>Silverton Elementary and Middle Schools</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>





**Table A.4. Number of PTR Teachers by Cohort and Primary Subject Area in 2020-21**

Primary Subject Area	Cohort 1 n (%)	Cohort 2 n (%)	Cohort 3 n (%)	Cohort 4 n (%)	Cohort 5 n (%)	Cohort 6 n (%)	Cohort 7 n (%)
Art	1 (3%)	1 (3%)	0 (0%)	2 (4%)	0 (0%)	2 (4%)	1 (2%)
Business	0 (0%)	0 (0%)	1 (2%)	1 (2%)	2 (4%)	1 (2%)	0 (0%)
Early Childhood Education	1 (3%)	0 (0%)	0 (0%)	2 (4%)	0 (0%)	1 (2%)	4 (7%)
Elementary	14 (44%)	10 (31%)	14 (31%)	19 (40%)	20 (42%)	16 (31%)	22 (37%)
English Language Arts	4 (13%)	1 (3%)	9 (20%)	2 (4%)	8 (17%)	7 (14%)	12 (20%)
Family and Consumer Sciences	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	3 (6%)	0 (0%)
Gifted Education	1 (3%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Health	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Mathematics	2 (6%)	3 (9%)	4 (9%)	4 (9%)	9 (19%)	5 (10%)	5 (8%)
Music	0 (0%)	0 (0%)	1 (2%)	1 (2%)	0 (0%)	1 (2%)	1 (2%)
Physical Education	2 (6%)	1 (3%)	0 (0%)	1 (2%)	1 (2%)	0 (0%)	0 (0%)
Science	3 (9%)	8 (25%)	7 (16%)	7 (15%)	4 (8%)	5 (10%)	8 (13%)
Social Studies	4 (13%)	3 (9%)	3 (7%)	4 (9%)	4 (8%)	6 (12%)	7 (12%)
Spanish	0 (0%)	1 (3%)	1 (2%)	2 (4%)	0 (0%)	2 (4%)	0 (0%)
Special Education	0 (0%)	1 (3%)	3 (7%)	1 (2%)	0 (0%)	2 (4%)	0 (0%)
Technology	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Vocational Agriculture	0 (0%)	1 (3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Welding	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Total</b>	<b>32</b>	<b>32</b>	<b>45</b>	<b>47</b>	<b>48</b>	<b>51</b>	<b>60</b>



**Table A.5. Number of TFA CO Teachers by Cohort and Primary Subject Area in 2020-21**

Primary Subject Area	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7
	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)	n (%)
Art	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Co-curricular - nonathletic	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (3%)	0 (0%)
Early Childhood Education	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (6%)
Elementary	6 (29%)	5 (28%)	6 (29%)	8 (32%)	16 (36%)	22 (32%)	15 (17%)
English Language Arts	6 (29%)	3 (17%)	5 (24%)	7 (28%)	6 (13%)	8 (12%)	11 (12%)
English Language Arts & Mathematics	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)
Mathematics	1 (5%)	4 (22%)	4 (19%)	2 (8%)	4 (9%)	13 (19%)	18 (20%)
Music	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (1%)
Science	4 (19%)	3 (17%)	2 (10%)	2 (8%)	6 (13%)	11 (16%)	20 (22%)
Social Studies	1 (5%)	1 (6%)	1 (5%)	1 (4%)	1 (2%)	1 (1%)	3 (3%)
Spanish	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)	0 (0%)
Special Education	2 (10%)	1 (6%)	3 (14%)	5 (20%)	10 (22%)	11 (16%)	17 (19%)
STEM Instructional Coach	0 (0%)	1 (6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Total</b>	<b>21</b>	<b>18</b>	<b>21</b>	<b>25</b>	<b>45</b>	<b>68</b>	<b>90</b>

**Table A.6. Number of FLC Teachers by Cohort and Primary Subject Area in 2020-21**

Primary Subject Area	Cohort 6	Cohort 7
	n (%)	n (%)
Health	0 (0%)	1 (7%)
Mathematics	2 (22%)	0 (0%)
Music	0 (0%)	1 (7%)
Science	0 (0%)	2 (13%)
Social Studies	0 (0%)	3 (20%)
Spanish	1 (11%)	0 (0%)
Special Education	6 (67%)	8 (53%)
<b>Total</b>	<b>9</b>	<b>15</b>



## Appendix B

### PTR Teacher Survey Respondent Demographics and Background

Table B.1. PTR Teacher Survey Respondent Demographic Information by Cohort

	Overall		Cohorts 1-4		Cohort 5		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%	n	%
<b>Gender</b>										
Female	29	63%	8	100%	4	44%	7	78%	10	50%
Male	17	37%	0	0%	5	56%	2	22%	10	50%
Nonbinary	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
<b>Race/Ethnicity</b>										
American Indian or Alaskan Native	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	1	2%	0	0%	0	0%	0	0%	1	5%
Black	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic/Latinx	3	7%	0	0%	3	33%	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
White	40	87%	7	88%	6	67%	9	100%	18	90%
Two or more races	2	4%	1	13%	0	0%	0	0%	1	5%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
<b>Education Level</b>										
Bachelor's	31	67%	5	63%	8	89%	6	67%	12	60%
Master's	11	24%	1	13%	1	11%	3	33%	6	30%
Doctorate	4	9%	2	25%	0	0%	0	0%	2	10%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

Table B.2. PTR Teacher Survey Respondent Background Information by Cohort

	Overall		Cohorts 1-4		Cohort 5		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%	n	%
<b>Year Prior to Joining PTR</b>										
Graduated from college with a bachelor's degree	11	24%	3	38%	4	44%	1	11%	3	15%
Graduated with a master's degree	6	13%	1	13%	0	0%	1	11%	4	20%
Working in a career other than education	20	44%	2	25%	4	44%	5	56%	9	45%
Working in an educational setting	9	20%	2	25%	1	11%	2	22%	4	20%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
<b>Relocation</b>										
No, did not relocate	38	83%	5	63%	8	89%	7	78%	18	90%
Yes, from out of state	8	17%	3	38%	1	11%	2	22%	2	10%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>



Learned about PTR through...										
Current or previous PEBC Teacher Residency teacher	4	9%	0	0%	3	33%	0	0%	1	5%
Friend, family member, or someone else in your network	9	20%	3	38%	1	11%	1	11%	4	20%
Internet search, such as Google or Yahoo	23	50%	4	50%	3	33%	6	67%	10	50%
On campus (e.g., recruiter, job posting, or faculty recommendation)	1	2%	1	13%	0	0%	0	0%	0	0%
Print media, radio, or television advertisement	1	2%	0	0%	1	11%	0	0%	0	0%
School or district representative	5	11%	0	0%	1	11%	2	22%	2	10%
Other	3	7%	0	0%	0	0%	0	0%	3	15%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

Table B.3. PTR Teacher Survey Respondent Placement Information by Cohort

	Overall		Cohorts 1-4		Cohort 5		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%	n	%
<b>Placement Setting</b>										
Rural	16	35%	4	50%	4	44%	5	56%	3	15%
Urban/Suburban	30	65%	4	50%	5	56%	4	44%	17	85%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
<b>Placement School Type</b>										
Elementary School	18	39%	3	38%	3	33%	3	33%	9	45%
Middle School	7	15%	2	25%	0	0%	1	11%	4	20%
High School	12	26%	1	13%	4	44%	3	33%	4	20%
Combination of Grades K-8	3	7%	1	13%	1	11%	1	11%	0	0%
Combination of Grades K-12	2	4%	1	13%	1	11%	0	0%	0	0%
Combination of Grades 6-12	4	9%	0	0%	0	0%	1	11%	3	15%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
<b>Teaching in Area of Endorsement</b>										
No	1	2%	0	0%	0	0%	0	0%	1	5%
Yes	45	98%	8	100%	9	100%	9	100%	19	95%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
<b>Teaching in a School with Other PTR Teachers</b>										
No other PTR teachers	17	37%	2	25%	3	33%	4	44%	8	40%
1 other PTR teacher	10	22%	3	38%	1	11%	3	33%	3	15%
2 other PTR teachers	9	20%	1	13%	4	44%	0	0%	4	20%
3 other PTR teachers	4	9%	1	13%	0	0%	2	22%	1	5%
4 other PTR teachers	1	2%	0	0%	0	0%	0	0%	1	5%
5 or more other PTR teachers	5	11%	1	13%	1	11%	0	0%	3	15%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>20</b>	<b>100%</b>



**Table B.4. PTR Teacher Survey Respondent Likelihood of Remaining at Current School for Next Academic Year by Type of Placement**

	Overall		Resident		Teacher of Record	
	n	%	n	%	n	%
Definitely will	16	35%	3	16%	13	48%
Probably will	8	17%	1	5%	7	26%
Might or might not	10	22%	8	42%	2	7%
Probably won't	5	11%	3	16%	2	7%
Definitely won't	7	15%	4	21%	3	11%
<b>Total</b>	<b>46</b>	<b>100%</b>	<b>19</b>	<b>100%</b>	<b>27</b>	<b>100%</b>

**TFA CO Teacher Survey Respondent Demographics and Background**

**Table B.5. TFA CO Teacher Survey Respondent Demographic Information by Cohort**

	Overall		Cohorts 1-2		Cohorts 3-4		Cohort 5		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>Gender</b>												
Female	104	83%	10	83%	14	78%	13	76%	46	94%	21	70%
Male	21	17%	2	17%	4	22%	4	24%	3	6%	8	27%
Nonbinary	1	1%	0	0%	0	0%	0	0%	0	0%	1	3%
<b>Total</b>	<b>126</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>
<b>Race/Ethnicity</b>												
American Indian or Alaskan Native	1	1%	0	0%	0	0%	0	0%	1	2%	0	0%
Asian	9	7%	0	0%	0	0%	0	0%	6	12%	3	10%
Black	3	2%	0	0%	0	0%	0	0%	3	6%	0	0%
Hispanic/Latinx	17	13%	1	8%	1	6%	4	24%	5	10%	6	20%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	91	72%	11	92%	17	94%	11	65%	32	65%	20	67%
Two or more races	5	4%	0	0%	0	0%	2	12%	2	4%	1	3%
<b>Total</b>	<b>126</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>
<b>Education Level</b>												
Bachelor's	90	71%	6	50%	8	44%	10	59%	40	82%	26	87%
Master's	36	29%	6	50%	10	56%	7	41%	9	18%	4	13%
Doctorate	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>126</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



**Table B.6. TFA CO Teacher Survey Respondent Background Information by Cohort**

	Overall		Cohorts 1-2		Cohorts 3-4		Cohort 5		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>Year Prior to Joining TFA CO</b>												
Graduated from college with a bachelor's degree	78	62%	6	50%	8	44%	9	53%	36	73%	19	66%
Graduated with a master's degree	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Working in a career other than education	22	18%	2	17%	3	17%	4	24%	6	12%	7	24%
Working in an educational setting	25	20%	4	33%	7	39%	4	24%	7	14%	3	10%
<b>Total</b>	<b>125</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>29</b>	<b>100%</b>
<b>Relocation</b>												
No, did not relocate	52	41%	8	67%	4	22%	9	53%	21	43%	10	33%
Yes, from out of state	74	59%	4	33%	14	78%	8	47%	28	57%	20	67%
<b>Total</b>	<b>126</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>
<b>Learned about TFA through...</b>												
Current or previous TFA Corps Member	21	17%	2	17%	3	17%	4	24%	9	18%	3	10%
Friend, family member, or someone else in your network	35	28%	3	25%	8	44%	2	12%	11	22%	11	37%
Internet search, such as Google or Yahoo	15	12%	1	8%	2	11%	2	12%	2	4%	8	27%
On campus (e.g., recruiter, job posting, or faculty recommendation)	46	37%	4	33%	5	28%	7	41%	25	51%	5	17%
Print media, radio, or television advertisement	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
School or district representative	1	1%	0	0%	0	0%	0	0%	0	0%	1	3%
Other	8	6%	2	17%	0	0%	2	12%	2	4%	2	7%
<b>Total</b>	<b>126</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>



**Table B.7. TFA CO Teacher Survey Respondent Placement Information by Cohort**

	Overall		Cohorts 1-2		Cohorts 3-4		Cohort 5		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%	n	%	n	%
<b>Placement Setting</b>												
Rural	6	5%	0	0%	0	0%	2	12%	3	6%	1	3%
Urban/Suburban	120	95%	12	100%	18	100%	15	88%	46	94%	29	97%
<b>Total</b>	<b>126</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>
<b>Placement School Type</b>												
Early Childhood Education Center	5	4%	0	0%	0	0%	0	0%	2	4%	3	10%
Elementary School	34	29%	2	22%	3	20%	4	31%	20	41%	5	17%
Middle School	37	32%	5	56%	4	27%	3	23%	16	33%	9	30%
High School	25	22%	1	11%	5	33%	5	38%	7	14%	7	23%
Combination of Grades K-8	8	7%	1	11%	1	7%	1	8%	1	2%	4	13%
Combination of Grades K-12	2	2%	0	0%	1	7%	0	0%	1	2%	0	0%
Combination of Grades 6-12	5	4%	0	0%	1	7%	0	0%	2	4%	2	7%
<b>Total</b>	<b>116</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>
<b>Teaching in Area of Endorsement</b>												
No	10	9%	0	0%	2	13%	2	15%	5	10%	1	3%
Yes	106	91%	9	100%	13	87%	11	85%	44	90%	29	97%
<b>Total</b>	<b>116</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>
<b>Teaching in a School with Other TFA CO Teachers</b>												
No other TFA CO teachers	26	21%	3	25%	4	22%	7	41%	8	16%	4	13%
1 other TFA CO teacher	31	25%	3	25%	3	17%	4	24%	14	29%	7	23%
2 other TFA CO teachers	20	16%	1	8%	3	17%	2	12%	7	14%	7	23%
3 other TFA CO teachers	19	15%	1	8%	5	28%	2	12%	8	16%	3	10%
4 other TFA CO teachers	3	2%	1	8%	0	0%	0	0%	2	4%	0	0%
5 or more other TFA CO teachers	22	17%	3	25%	3	17%	1	6%	9	18%	6	20%
I don't know how many other TFA teachers	5	4%	0	0%	0	0%	1	6%	1	2%	3	10%
<b>Total</b>	<b>126</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>17</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

**Table B.8a. TFA CO Teacher Survey Respondent Likelihood of Remaining at Current School for Next Academic Year by Cohort**

	Overall		Cohorts 1-2		Cohorts 3-4		Cohort 5		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%	n	%	n	%
Definitely will	56	48%	4	44%	8	53%	7	54%	13	27%	24	80%
Probably will	21	18%	3	33%	3	20%	3	23%	9	18%	3	10%
Might or might not	11	9%	2	22%	1	7%	0	0%	5	10%	3	10%



Probably won't	3	3%	0	0%	0	0%	0	0%	3	6%	0	0%
Definitely won't	25	22%	0	0%	3	20%	3	23%	19	39%	0	0%
<b>Total</b>	<b>116</b>	<b>100%</b>	<b>9</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>13</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

Table B.8b. TFA CO Teacher Survey Respondent Likelihood of Remaining at Current School for Next Academic Year by Alumni, 2<sup>nd</sup> Year Teacher and 1<sup>st</sup> Year Teacher

	Overall		Alumni*		Cohort 6		Cohort 7	
	n	%	n	%	n	%	n	%
Definitely will	56	48%	19	51%	13	27%	24	80%
Probably will	21	18%	9	24%	9	18%	3	10%
Might or might not	11	9%	3	8%	5	10%	3	10%
Probably won't	3	3%	0	0%	3	6%	0	0%
Definitely won't	25	22%	6	16%	19	39%	0	0%
<b>Total</b>	<b>116</b>	<b>100%</b>	<b>37</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

\*Alumni refers to Cohorts 1 through 5.

### FLC Teacher Survey Respondent Demographics and Background

Table B.9. FLC Teacher Survey Respondent Demographic Information by Placement Type

	Overall		Student Teachers		Teachers	
	n	%	n	%	n	%
<b>Gender</b>						
Female	12	71%	5	71%	7	70%
Male	5	29%	2	29%	3	30%
Nonbinary	0	0%	0	0%	0	0%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
<b>Race/Ethnicity</b>						
American Indian or Alaskan Native	3	18%	3	43%	0	0%
Asian	0	0%	0	0%	0	0%
Black	0	0%	0	0%	0	0%
Hispanic/Latinx	1	6%	1	14%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%
White	11	65%	2	29%	9	90%
Two or more races	2	12%	1	14%	1	10%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
<b>Education Level</b>						
Undergraduate working towards bachelor's	3	18%	3	43%	0	0%
Bachelor's	10	59%	4	57%	6	60%
Master's	4	24%	0	0%	4	40%
Doctorate	0	0%	0	0%	0	0%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>





**Table B.10. FLC Teacher Survey Respondent Background Information by Placement Type**

	Overall		Student Teachers		Teachers	
	n	%	n	%	n	%
<b>Year Prior to Joining FLC</b>						
Working towards a bachelor's degree	3	18%	3	43%	0	0%
Graduated from college with a bachelor's degree	5	29%	4	57%	1	10%
Graduated with a master's degree	2	12%	0	0%	2	20%
Working in a career other than education	0	0%	0	0%	0	0%
Working in an educational setting	7	41%	0	0%	7	70%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
<b>Relocation</b>						
No, did not relocate	12	71%	4	57%	8	80%
Yes, from out of state	5	29%	3	43%	2	20%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
<b>Learned about FLC through...</b>						
Current or previous FLC participant	0	0%	0	0%	0	0%
Friend, family member, or someone else in your network	2	12%	0	0%	2	20%
Internet search, such as Google or Yahoo	3	18%	3	43%	0	0%
On campus (e.g., recruiter, job posting, or faculty recommendation)	4	24%	4	57%	0	0%
Print media, radio, or television advertisement	0	0%	0	0%	0	0%
School or district representative	8	47%	0	0%	8	80%
Other	0	0%	0	0%	0	0%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>



**Table B.11. FLC Teacher Survey Respondent Placement Information by Placement Type**

	Overall		Student Teachers		Teachers	
	n	%	n	%	n	%
<b>Placement Setting</b>						
Rural	17	100%	7	100%	10	100%
Urban/Suburban	0	0%	0	0%	0	0%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
<b>Placement School Type</b>						
Early Childhood Education Center	0	0%	0	0%	0	0%
Elementary School	5	29%	2	29%	3	30%
Middle School	7	41%	3	43%	4	40%
High School	5	29%	2	29%	3	30%
Combination of Grades K-8	0	0%	0	0%	0	0%
Combination of Grades K-12	0	0%	0	0%	0	0%
Combination of Grades 6-12	0	0%	0	0%	0	0%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
<b>Teaching in Area of Endorsement</b>						
No	1	6%	0	0%	1	10%
Yes	16	94%	7	100%	9	90%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
<b>Teaching in a School with Other FLC Student Teachers/Teachers</b>						
No other FLC teachers	9	53%	3	43%	6	60%
1 other FLC teacher	3	18%	2	29%	1	10%
2 other FLC teachers	2	12%	1	14%	1	10%
3 other FLC teachers	1	6%	0	0%	1	10%
4 other FLC teachers	1	6%	1	14%	0	0%
5 or more other FLC teachers	0	0%	0	0%	0	0%
I don't know how many other FLC teachers	1	6%	0	0%	1	10%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>

**Table B.12. FLC Teacher Survey Respondent Likelihood of Remaining at Current School for Next Academic Year by Placement Type**

	Overall		Student Teachers		Teachers	
	n	%	n	%	n	%
Definitely will	12	71%	2	29%	10	100%
Probably will	0	0%	0	0%	0	0%
Might or might not	4	24%	4	57%	0	0%
Probably won't	0	0%	0	0%	0	0%
Definitely won't	1	6%	1	14%	0	0%
<b>Total</b>	<b>17</b>	<b>100%</b>	<b>7</b>	<b>100%</b>	<b>10</b>	<b>100%</b>



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## Appendix C

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### Methods

#### Program and District Provided Data

Section 1 of this report presents information on seven cohorts of teachers (beginning in 2014-15 to 2020-21), including the number of teachers who were recruited, placed, and retained; the districts and schools reached through the program; highly qualified status; grades/subjects taught; the number of students taught by teachers placed through the grant; educator effectiveness; and demographic information of first-year teachers. The vast majority of this information comes from teacher-level spreadsheets that programs fill out and transfer to the department for reporting. The one exception is the educator effectiveness ratings, which were provided by the department for this report by matching Social Security Numbers of grant-supported teachers to educator effectiveness ratings reported by their district to the Colorado Department of Education (department) through the annual human resources data collection. (Social Security Numbers were collected by the department from the grantees for the first time in 2020-21. All previous reports of educator effectiveness ratings were provided to an external evaluator by the grantees based on data reported to them by the districts.)

#### Process Flow Descriptions

As part of the evaluation process, the department gathered information from each grantee's program staff to document key timelines, activities, and supports provided to program candidates. Throughout the report, we use the term "process flow" to describe the sequencing of events involved in recruiting, selecting, and supporting teachers. A process flow was developed for FLC as a first-time QTR Grant recipient in the 2019-20 academic year. Process flows were developed for PTR and TFA CO in 2015-16 and 2017-18 academic years. Each grantee reviewed and updated their process flow in 2020-21.

#### The School Leader Survey

To maintain consistency and provide longitudinal data, CDE disseminated the School Leader Survey developed by The OMNI Institute (the former external evaluator) in the spring of 2021. The purpose of the survey was to learn from school and district leaders about their perspectives and experiences of working with teachers who participated in the PTR, TFA CO or FLC programs. The School Leader Survey contains items to capture the following:

- Participant characteristics
- Participant perception of teacher preparation
- Participant satisfaction with the program's support to teachers
- Qualitative feedback on the program

Programs were asked to provide the survey to school and district leaders from grant partner districts who worked closely with teachers who were placed by the program.

For analysis of both school/district leader and program staff qualitative feedback, both deductive and inductive strategies were employed. The team developed preliminary codes based on initial review of transcripts/data scan and key research priorities and questions. Coding structures were then refined to capture emerging themes. Data were then organized and coded to thematic categories.

#### The Teacher Survey



Similarly, to maintain consistency and provide longitudinal teacher survey feedback, in spring 2021 CDE disseminated the Teacher Survey (also developed by The OMNI Institute) to gather information directly from teachers and residents placed through the QTR Grant Program. For the 2021 administration, the survey was updated and slightly adapted to accommodate the surveying of seven cohorts of teachers placed through the grant (i.e., Cohorts 1 – 7).

To promote honest responses, the survey was administered anonymously (i.e., no identifying information was requested). Teachers were invited to complete the survey between mid-February and mid-April 2021. Survey items capture the following:

- Participant characteristics
- Participant satisfaction with the recruitment and placement process
- Participant perceptions of program, school, and district supports
- Participant overall satisfaction with the placement and the program
- Participant plans to continue to teach in a high-need school or district
- Participant feelings of efficacy in the classroom

### **Qualitative Data Analysis**

For analysis of both school/district leader and teacher/resident qualitative feedback, the evaluation team developed preliminary codes based on initial review of responses. Coding structures were then refined to capture emerging themes. Data were then organized and coded to thematic categories.