Sample Strategies to Address EDT Gaps

Category	Strategy	Benefiting EDT Indicator Category		
		Effectiveness	In-Field Status	Experience
Addressing Human Capital Needs	Reassign effective, in-field, and experienced staff to high poverty/minority schools. (Caution: Honor any collective bargaining agreements.) Note: This strategy can exhaust staff morale so fully consider other options to meet your local needs.	YES	YES	YES
Improving Data Accuracy	Create cyclical systems to ensure data accuracy throughout the year. Build the process around using CDE's Data Pipeline.	YES	YES	YES
Improving Data Accuracy	Enter staff HR data into your HR system and Data Pipeline as part of the hiring process.	YES	YES	YES
Improving Data Accuracy	Frequently upload into Data Pipeline and pull Cognos reports. (Review the data for accuracy throughout the year with leaders.)	YES	YES	YES
Improving Data Accuracy	Locally run EDT data throughout the year, modelled on the variables on the EDT school level analysis tab.	YES	YES	YES
Improving Data Accuracy	Work with hiring managers and HR to create paperwork that clearly identifies the experience and in-field status of new hires. (Additionally, use it when principals reassign/move staff to different positions or schools.)	YES	YES	YES
Increasing Applicant Pools	Hire in-district recruiters or contract with recruiting firms.	YES	YES	YES
Increasing Applicant Pools	Host and attend job fairs (in-person and virtual).	YES	YES	YES
Increasing Applicant Pools	Implement well researched and meaningful signing bonus systems.	YES	YES	YES
Increasing Applicant Pools	Invest in targetted advertising, including on social media platforms.	YES	YES	YES
Increasing Applicant Pools	Purchase and fully leverage the tools of your HR job posting software.	YES	YES	YES
Increasing Professional Supports	Build/Strengthen supportive mentoring programs where all staff involved are compensated for their time and expertise to reduce burnout, encourage in-field attainment, and increase effectiveness.	YES	YES	YES

Increasing Professional Supports	Train and support principals that use data to positively guide growth in all three EDT indicator categories.	YES	YES	YES
Increasing Professional Supports	Analyze the district's Measures of Student Learning/Outcomes.	YES	-	-
Increasing Professional Supports	Bolster effective observation and feedback skills for principals and evaluators, including improving inter-rater agreement.	YES	-	-
Increasing Professional Supports	Hire qualified instructional coaches in non-evaluative capacities to focus on the highest impact professional practice needs.	YES	-	-
Increasing Professional Supports	Provide effective observations and feedback consistently *throughout* the year, including follow-up conversations after observations.	YES	-	-
Increasing Professional Supports	Provide substitute coverage for teachers to observe effective educators, both in their building and in other schools (provide transportation when visiting other schools).	YES	-	-
Increasing Professional Supports	Pull reports from RANDA or other evaluation platforms to target supports to the specific Professional Practice Standards where a majority of teachers are struggling.	YES	-	-
Increasing Professional Supports	Target supports for teachers rated as Partially Effective.	YES	-	-
Increasing Professional Supports	Offer differentiated professional development that supports staff at all levels of expereince. Provide exemplary teachers compensation to create and lead some of the differentitated trainings.	-	-	YES
Increasing Professional Supports	Strengthen induction programming to include several years of mentorship, compensation for all staff involved, and differentiated to meet the needs of your inductees.	-	-	YES
Investing in Current Staff	Provide loan forgiveness, grants, or service scholarship programs that significantly underwrite the cost of postsecondary education in exchange for a commitment to teach in a high-need field or school for a minimum number of years.	-	YES	YES
Investing in Current Staff	Build a "grow your own" program to identify staff well-suited for becoming teachers and cover the costs of that process. (ex. paraprofessional getting their bachelors degree to become a teacher)	-	YES	-

Category	Strategy	Col1	Col2	Col3
Investing in Current Staff	Cover the cost of PRAXIS testing and study materials.	-	YES	-
Investing in Current Staff	Cover the costs of college credits, books, and other materials for staff pursuing in-field status through educational advancement.	-	YES	-
Leveraging Resources	Collaborate with school, district, union, school board, and state stakeholders (District Accountability Committee, 1338 Council, etc.).	YES	YES	YES
Leveraging Resources	Complete the CDE Talent Self-Assessment Tool.	YES	YES	YES
Leveraging Resources	Connect with the Educator Recruitment and Retention (ERR) Team at CDE.	YES	YES	YES
Leveraging Resources	Seek out additional information/support from your Educator Effectiveness Regional Specialist through site visits, side-by-side coaching, and problem-solving.	YES	-	-
Leveraging Resources	Work with the district's 1338 Council to determine priorities and strategies that align with the district's mission, vision, and values.	YES	-	-
Leveraging Resources	Partner with local institutions of higher education to create/strengthen a new staff pipeline.	-	YES	-
Leveraging Resources	Partner with local institutions of higher education to support current staff in becoming "in-field" through college coursework in content areas by earning required college credits.	-	YES	-
Leveraging Resources	Partner with local institutions of higher education to support current staff in becoming "in-field" through professional development programs that confer continuing education credits for re-licensure and college credit.	-	YES	-
Leveraging Resources	Regularly check Data Pipeline Cognos reports for expiring licenses. (*Teachers with License Information, Staff Licensing Status*)	-	YES	-
Leveraging Resources	Work with CDE Ed Talent to learn more about the variety of paths available to support getting teacher to be in-field. (There are over 40 different pathways.)	-	YES	-
Leveraging Resources	Connect with other providers via regional PLCs though CDE's Educator Preparation and Development Office.	-	-	YES

Offering Incentives	Grant incentive pay to effective, in-field, and experienced teachers to voluntarily serve at your highest poverty and minority schools.	YES	YES	YES
Offering Incentives	Pay for gym memberships, wellness programs, or additonal mental health services for effective, in-field, and/or experienced teachers at your highest poverty and minority schools.	YES	YES	YES
Retaining Qualified Staff	Hire additional staff to manage current workloads.	YES	YES	YES
Retaining Qualified Staff	Implement well researched and meaningful retention pay systems.	YES	YES	YES
Retaining Qualified Staff	Increase planning time.	YES	YES	YES
Retaining Qualified Staff	Increase staff compensation.	YES	YES	YES
Retaining Qualified Staff	Offer well compensated teacher leadership opportunities (committees, TOSA positions, exciting extracurriculars).	YES	YES	YES
Retaining Qualified Staff	Use TLCC Survey data to identify what teachers need to feel supported and successful in their work, thus increasing job satisfaction and longevity.	YES	YES	YES
Retaining Qualified Staff	Meaningfully include staff in school and district decision-making processes.	-	-	YES
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