



Addressing Indiana's Quiet Teaching Crisis: A Sensible Blueprint for Progress

Three recommendations for the Indiana General Assembly based on the voices of Indiana's teachers

by Public Impact





Executive Summary

T **EACHERS ARE THE** most important in-school factor for a child's learning,¹ and the effect of each teacher is long-lasting.² With so much at stake for each child and our society during the K–12 years, state leaders must make the teaching profession as attractive as possible to today's workforce and organize it to produce the lofty outcomes we seek for students. To accomplish this, Indiana's state leaders have taken steps in recent years to promote the creation of career ladders for teachers as well as yearlong residencies for teachers-in-training. The Indiana General Assembly's efforts have promoted important concepts, but they have yet to establish funding to help districts, schools, and teacher preparation programs redesign existing models. In addition, educator salaries have fallen markedly in real terms, and the resulting disparity with competing states and comparable professions has contributed to higher turnover and a dwindling teacher candidate pipeline.

Data about the teaching profession in Indiana make clear the potential for a full-blown public crisis unless policymakers take decisive action this year. Indiana teacher pay dropped 15 percent between 2000 and 2017 when adjusted for inflation, moving from \$59,986 to \$50,554—and Indiana teachers earn 17 percent less than college graduates in other fields.³ As a result, Indiana's pipeline of new teachers is drying up, with a 60 percent drop in individuals entering Indiana's teacher preparation programs from 2008–09 to 2013–14.⁴ Ninety-two percent of Indiana districts struggle to find qualified candidates for teacher openings.⁵ This means that as a new school year begins, administrators become willing to hire anyone into remaining slots. This situation, which is starkly similar to West Virginia, Oklahoma, and Arizona, has disastrous effects on students. On state standardized assessments, having an ineffective teacher for three years in a row can leave a student *more than 50 percentile points* behind peers who have excellent teachers each of those years.⁶

This report describes how to address Indiana's quiet teaching crisis by improving teacher recruitment, preparation, on-the-job development, and retention. The ideas and recommendations are based on a recent survey and focus groups with Indiana teachers that were administered by Stand for Children Indiana and Teach Plus Indiana⁷; information on educator trends at the state and national levels; and cross-sector knowledge about talent strategy. The report identifies core challenges that Indiana must address to attract and retain teachers who lead their students to



great results. It explains how career ladders can overcome many of these challenges, and it details three recommendations for legislative action:

1. As in such states as Oklahoma, which last year invested more than \$400 million in teacher pay, Indiana should initiate a meaningful increase in funding for teacher compensation to become comparable with other professions and competitive with surrounding states;
2. For districts to receive this increased funding for compensation, state leaders should require them to develop well-designed career ladders and provide state-sponsored technical assistance to support successful transition to the resulting school management structure; and
3. To improve preparation and talent recruitment, the state should make a meaningful investment to support district efforts to provide teachers-in-training with a paid, full-year residency.

This report, which considers the voices of hundreds of educators, is meant to advance conversations about strengthening Indiana’s education system. By following these recommendations, Indiana could better support its current and future teachers. Policy leaders should take action now and improve the outlook for teachers and students across the state.



Starting pay for teachers in some Indiana districts is near the poverty line. Indiana teacher pay **dropped 15%** between 2000 and 2017 when adjusted for inflation, from \$59,986 to \$50,554.



What's Driving the Teacher Shortage?

Our Key Survey Findings

1. Teachers are not primarily driven by pay, but low pay drives many from the classroom.

In the recent survey of teachers conducted by Stand for Children Indiana and Teach Plus Indiana, the majority of teachers reported that they continue to teach because they want to have a positive impact on student outcomes. But pay has become a counterbalance that should not be ignored. Overall teacher compensation is significantly below that of professions with similar educational requirements. In 1995, the choice to enter teaching did not come with a pay penalty—salaries were lower than other professions, but benefits made up the difference. By 2016, choosing to teach came with an 11 percent pay penalty versus comparable professions.⁸ Even more shocking, starting pay for teachers in some Indiana districts is near the poverty line.⁹

The Stand/Teach Plus Indiana Teacher Survey found that 64 percent of teachers who are leaving in one year or less are not satisfied with their compensation and benefits. This corresponds with a national survey that found that 68 percent of teachers who left the profession would return if their salaries were increased.¹⁰ Nearly half of teachers surveyed nationally in 2017 expressed an urgent need for a financial change, saying that they would leave teaching as soon as possible once they secured a higher-paying job.¹¹ At some point—regardless of their desire to help students learn—financial pressure will cause many teachers to leave the classroom.



There is not a single teacher who has not considered leaving the career for a decent wage.

—High School Art Teacher, Focus Group Participant

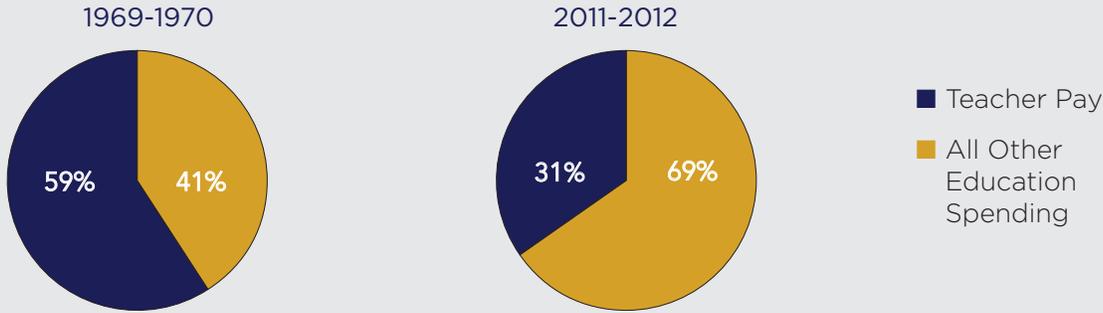
My pay is OK for now because I am single and without dependents. But I know my worth and work ethic; I deserve more.

—Kindergarten Teacher, Focus Group Participant from Central Indiana





Figure 1. Teacher Pay as a Percentage of Overall Education Spending in Indiana
Over a 40-year period, teacher pay has become a smaller percentage of overall education spending. This trend in spending does not align with the leading role that teachers play in student learning.



Source: National Center for Education Statistics¹²

2. When teachers lack effective support, they feel overwhelmed by the demands of their job.

In the recent Stand/Teach Plus Indiana Teacher Survey, teachers who indicated that their workload is too great were also less likely to report that they receive effective feedback from an instructional leader. A variety of factors could make a teacher feel overwhelmed, but a solid support system helps teachers choose, practice, and improve strategies to master the demands of the job. A national survey of teachers found that the percent of educators who experience great stress daily or several times a week rose from 36 percent in 1985 to 51 percent in 2012. Not surprisingly, this has implications for how people feel about teaching. Teachers with lower job satisfaction were more than twice as likely to feel under great stress compared to their highly satisfied peers (65 percent vs. 28 percent).¹³

Effective support is a powerful factor to improve both the way teachers feel about their jobs and the student learning outcomes they achieve. For example, in Opportunity Culture schools, teachers receive intensive coaching at least weekly, and assistance analyzing student data and lesson planning from Multi-Classroom Leaders—teachers who have achieved excellent student learning outcomes. In these schools, teams of teachers who initially performed on average improved to 75th to 85th percentile in math and 66th to 72nd in reading.¹⁴ But across the nation, few K–12 teachers receive such support. Only 49 percent of teachers report having had any coaching at all in the past 12 months, and only 12 percent had weekly coaching.¹⁵



Teachers spend time reading on their own, trying to find new strategies, or planning with each other with no compensation. This support system is the only thing keeping great teachers in the profession, but eventually this begins to fall apart, and teachers leave or their family unit begins to suffer. There must be a balance.

—High School History Teacher, Focus Group Participant from Central Indiana

The support of other teachers has been crucial to my sanity. Other teachers and I know how hard the work is.

—Ninth-Grade ELA Teacher, Focus Group Participant from Central Indiana





3. Teachers want more time to collaborate with their peers. In many schools across the nation, teaching remains a somewhat isolated practice. About half of U.S. teachers report never co-teaching with a colleague, and half have never observed other teachers and provided feedback on their teaching.¹⁶ The biggest obstacle appears to be time; nearly two-thirds of teachers surveyed say they don't have enough time for collaboration.¹⁷ The Stand/Teach Plus Indiana Teacher Survey shows that this is not a uniform experience among teachers. When teachers indicate that their workload feels overwhelming, they are much more likely to want more time to work with other teachers (66 percent, compared to 32 percent of teachers who feel their workload is manageable). These teachers would benefit from a team-based structure that would give them daily support.

4. Educators who continue to teach lack career ladders. Districts have created positions meant to support teachers and principals, but in doing so have neglected to develop career advancement opportunities for those who teach. For example, a national study of leadership structures in schools found that schools have added 12 additional leaders for every principal, such as department chairs, grade-level chairs, instructional coaches, and professional learning community leads. But these roles do not assume greater responsibility for teacher performance or student learning and have not been designed to effect much change. Fewer than half of the individuals in these roles feel that they have an impact, citing reasons such as having no real authority and lacking sufficient time within the school day to work with the teachers they lead.¹⁸

Letting successful teachers move into roles that lack authority and responsibility does not constitute a career ladder, as current and would-be teachers know. Among current teachers in the Stand/Teach Plus Indiana Teacher Survey, 61 percent of district and charter school teachers who plan to leave in the next three years are not satisfied with their career options as teachers. Many prospective teachers turn away from the profession altogether when they compare it to other options. Among college students who perform in the top third of their class, 87 percent say that the job they are pursuing offers opportunities to continue to advance professionally. Just 35 percent of those students perceive that teaching offers advancement opportunities.¹⁹



I am in a leadership role and make no more than other teachers who do not have my same level of effectiveness.

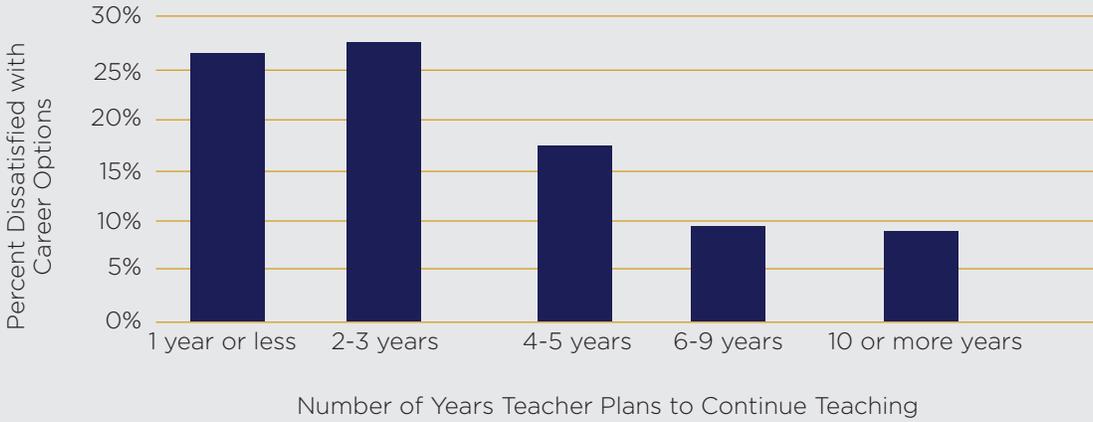
—Literacy Specialist, Focus Group Participant





Figure 2. Indiana Teachers' Dissatisfaction with Career Options

Data from the recent Stand/Teach Plus Indiana Teacher Survey suggests that teachers who are planning to leave the profession most immediately are the least satisfied with their career options as teachers.



5. Fewer people are choosing to teach, and those who do need effective on-the-job training. For the 2017–18 school year, Indiana officials reported teacher shortages in 15 subject and specialty areas, including mathematics and all areas of science.²⁰ High teacher attrition is one driving factor, which is exacerbated by declining interest in the profession.²¹ The best proxy to gauge interest in teaching is enrollment in teacher preparation programs—which has dropped across the nation. Indiana has seen one of the largest changes: a dramatic 60 percent decline in just five years, from 2008–09 to 2013–14.²² With a smaller pool of people willing to become teachers, it’s more vital than ever to fill that pool with candidates who are well prepared for the demands of today’s classrooms.

Teachers often cite their in-school student teaching as an important part of their training, but this experience varies greatly depending on the effectiveness and interest of the mentor teacher. While little research pinpoints components of effective field-training experiences, it is commonly agreed that successful mentors should be effective teachers, should have mentoring skills, and should provide frequent coaching and feedback. Yet in the National Council on Teacher Quality’s 2018 review of preparation programs, none of the programs reviewed in Indiana required these indicators of effective field training.²³ In 2017, the Indiana General Assembly signaled interest in improving the effectiveness of new teacher training when legislators established the Indiana New Educator Induction Program and the Indiana Educator Residency Pilot Program. A critical next step is to fund these programs during the 2019 legislative session.



I would love to have had a student teaching experience that was an entire year, as opposed to a semester. Working and co-teaching with another person truly prepared me more as an educator.

—High School ELA & Journalism Teacher, Focus Group Participant from Central Indiana





Elements of an Opportunity Culture in Indianapolis Public Schools

A Game-Changing Career Ladder. In 2016–17, Indianapolis Public Schools (IPS) began implementing Opportunity Culture roles that form a career ladder for teachers. Teachers can apply to a highly selective pool process to become a Multi-Classroom Leader, a teacher who leads small teams and is accountable for all students taught by their team. In return for their increased responsibility, Multi-Classroom Leaders earn pay supplements of up to \$18,300—35 percent of the district’s average salary. That same year, IPS also provided a 12.1 percent base pay raise for teachers across the board. This meant a dramatically different pay potential for high-performing teachers in the district. For example, a 16-year teacher in the most advanced Multi-Classroom Leader role, leading a team of four to six teachers, would earn \$77,700, as compared to \$59,400 for the same teacher in the standard teacher role.

Sustainably Designed. In contrast to temporarily grant-funded programs, Opportunity Culture schools reallocate funds to pay Multi-Classroom Leaders more. A team of teachers and administrators at each school decides which funds will be reallocated.

Growing Number of Schools. Six IPS schools (four elementary and two secondary schools) began implementing Opportunity Culture in 2016–17. In 2017–18, 20 schools were either implementing or designing for 2018–19 implementation.

National Recognition. In 2017, IPS received an honorable mention on the National Council on Teacher Quality’s “Great Districts for Great Teachers,” list, “commended for creating innovative teacher leadership roles and staffing structures that increase the impact of highly effective teachers.”

Source: opportunityculture.org



How Career Ladders Can Strengthen Indiana's Teacher Pipeline

A TEACHER CAREER LADDER does not exist in most schools but can be designed to strengthen the teacher pipeline. Well-designed career ladder roles can keep top performers in the teaching profession by offering excellent teachers higher pay, greater authority and responsibility for instruction and student learning, and time within the school day to support their peers.

Career ladders help retain existing talent

Increased pay potential. Teacher career ladders can be designed to allow excellent educators to advance professionally while they continue to teach. Excellent teachers are frequently tapped early in their careers to leave teaching and become administrators, a choice they make to advance their careers. To keep teachers in the profession, school districts can design teacher career ladders that allow great teachers to earn a promotion while they continue to teach. The promotion should not be short-term or temporary. Pay for the career ladder roles must be sustainably funded so teachers perceive that it offers a salary trajectory that will still exist years from now.

Increased support. Advanced roles in the teacher career ladder can be designed to provide day-to-day support that new and developing teachers need. Most districts and schools currently rely on principals and instructional coaches to play that role. But these individuals are stretched across too many teachers to provide meaningful support. A smaller team led by an excellent teacher can benefit from daily, job-embedded, real-time coaching.

Increased student learning and teacher satisfaction. When excellent teachers lead small instructional teams, more students—and more teachers—benefit from their practice. In the teacher survey by Stand for Children Indiana and Teach Plus, “impact on student learning” was the top reason teachers continue to teach. When teachers become part of a team that works together to improve and meet student needs, they are likely to feel greater satisfaction from their work.



A career ladder is an occupation's progression of jobs ranked from lowest to highest based on level of responsibility and pay. Nearly 50% of public school teachers surveyed in Indiana are not satisfied with the career options that teaching in Indiana offers.



Career ladders improve recruitment

When schools offer a sustainable career path with higher pay, they become better positioned to recruit strong teachers. High-need schools with a teaching career ladder are more attractive to teachers who are looking to advance. For example, in a TNTP study of high-performing teachers, the percentage of teachers in one district who would choose to work in a low-performing school doubled when the school offered teacher-leader roles.²⁴

Career ladders provide current teachers with intensive support

The culture of a school can change dramatically when it shifts from a closed-door, solitary teaching atmosphere to one where coaching and support are part of the daily schedule. Schools need to construct schedules that allow teacher-leaders to meet with their peers, analyze student data, and plan together. Within those schedules, teacher-leaders need flexible time to implement personalized activities to help each teacher improve his or her practice, such as observing and giving feedback, modeling excellent instruction, and real-time coaching.

Career ladders improve training for new teachers

New teachers and teacher residents should be placed on teams led by an excellent teacher-leader.²⁵ Novice teachers and teachers-in-training will benefit from teacher leadership and team-based experience. The teaching teams also benefit from the support of a teacher resident working for a full academic year who can supervise students during portions of the day so that teacher teams can work together. This requires clear role definitions to ensure that teacher residents are given more responsibility gradually, selection criteria that ensure that only excellent teachers lead teams, and careful scheduling to create time for everyone to get the coaching they need every week. The result is intensive support for teachers early in their careers. New Teacher Center found that after three years of early-career mentoring and instructional coaching, retention improved by 22 percent.²⁶



The opportunity for growth within my school is limited. The ladder of advancement goes from teacher to department head to administrator. You could also leave the classroom completely to work in the district building.

—High School ELA & Journalism Teacher, Focus Group Participant from Central Indiana

I would love to have opportunities for movement on a career ladder. I have no desire to ever be a building principal.

—Literacy Specialist, Focus Group Participant





A Teacher Career Ladder Changes the Perception and Reality of the Profession

The current teaching profession does not offer the upward mobility that is seen in other professions. Teachers often take on additional responsibilities for little or no extra pay—more than half of teachers nationally report holding some form of teacher leadership position.²⁷ But a teacher’s only path to *promotion* is to stop teaching students, causing schools to lose top talent where it is needed most. A teacher career ladder would allow excellent teachers to become instructional leaders with greater responsibility for student learning in their schools. A career ladder would also change the way future teachers think about entry into the profession.

Figure 3. Current Professional Structure

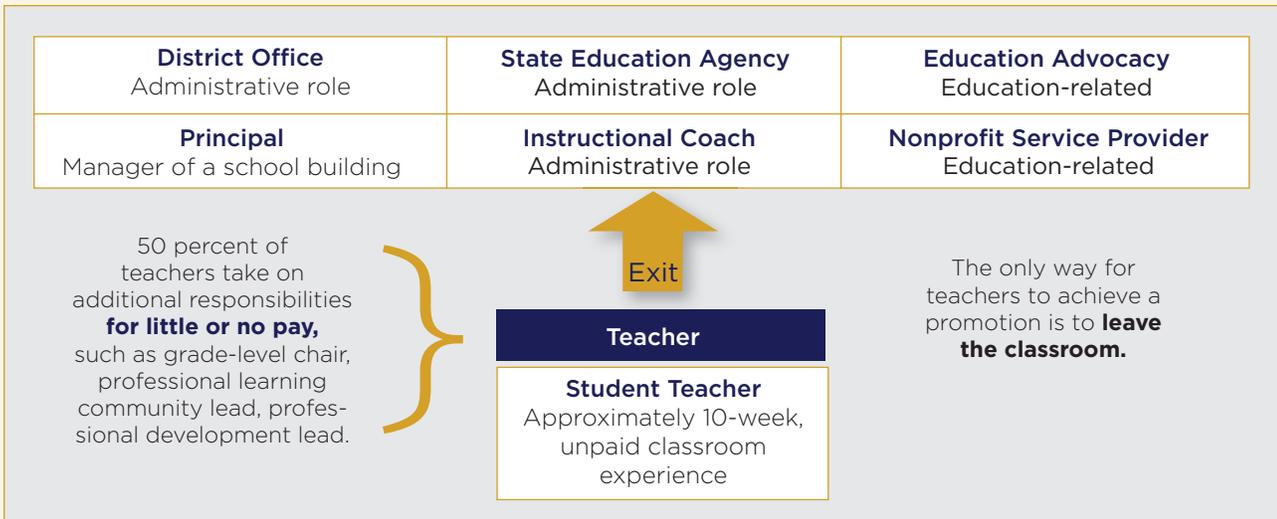
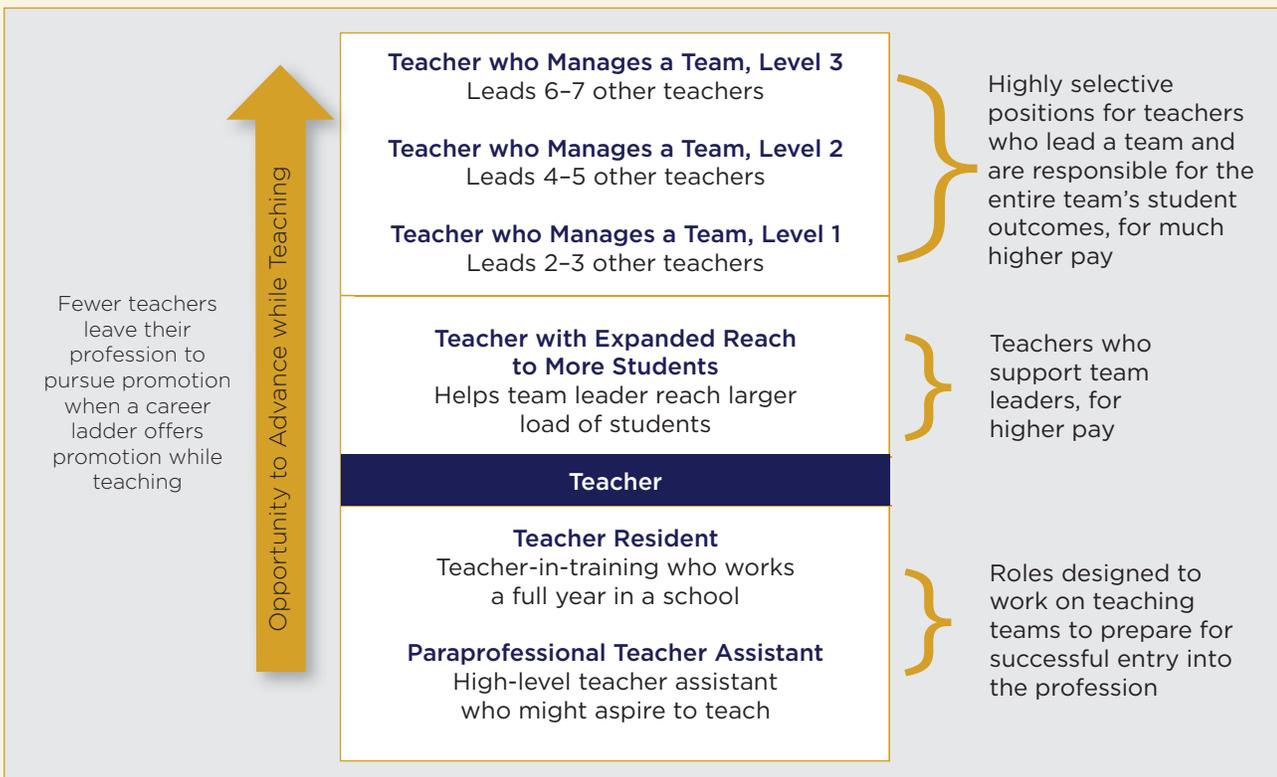


Figure 4. Professional Structure With a Teacher Ladder



This illustration of a teacher career ladder reflects the structure that is established in Opportunity Culture schools.



Two National Examples of Career Ladders in Indiana Districts

Opportunity Culture and TAP: The System for Teacher and Student Advancement both establish roles that allow teachers to assume greater responsibility for student learning and outcomes, for more pay, while continuing to teach. Opportunity Culture is currently being implemented in schools in IPS, and NIET reports that 13 districts and charter networks in Indiana are benefitting from its model.

	Opportunity Culture	TAP: The System for Teacher and Student Advancement
Advanced roles allow excellent teachers to extend their reach to more students	<p>Multi-Classroom Leader (MCL): leads a small team of 2–8 other teachers, continues to teach students, and is part of school’s instructional leadership team</p> <p>Direct Reach Teacher: serves on MCL-led team and may instruct more students than typical</p>	<p>Master Teacher: oversees approximately 25 classroom teachers, leads professional learning communities, and serves on school’s instructional leadership team</p> <p>Mentor Teacher: mentors approximately 8 peers and continues to teach</p>
Increased pay for advanced roles	<p>Multi-Classroom Leaders: \$6,500–\$23,000</p> <p>Direct Reach Teachers: \$4,500–\$19,000</p> <p>Funded from reallocation of existing funds.</p>	<p>Master teacher: \$8,000–\$12,000</p> <p>Mentor teacher: \$5,000–\$8,000</p> <p>Funded through reallocation of existing funds; some districts also use grant funds</p>
Protected in-school time for planning, collaboration, and development	Schedules are designed to ensure that Multi-Classroom Leaders lead team planning meetings and coach each member of their team at least weekly.	Schedules are designed to ensure that Mentor and Master Teachers lead weekly professional learning meetings and coach each member of their team weekly.
Greater accountability for student learning	A Multi-Classroom Leader is accountable for the learning outcomes of all students taught by his/her team.	Master and Mentor teachers have greater accountability for student learning and can earn schoolwide performance bonuses.

*The pay ranges included in this table represent sites nationally. Source: opportunityculture.org and niet.org



We have great master and mentor teachers. Meetings with the master/mentor teacher over lesson planning and classroom strategies are very helpful.

—Eighth-Grade Science Teacher, Focus Group Participant from North Central Indiana



Recommendations for State Leaders



Key Areas for Action

- 1 Increased Teacher Pay
- 2 Teacher Career Ladders
- 3 Yearlong Residencies

Below are three key actions that the Indiana General Assembly can take to increase teacher pay and promote teacher career ladders and yearlong residencies. Together, these three actions would form the foundation of crucial changes that will address the teacher shortage in Indiana. Further, these policy recommendations will extend the reach of great teachers and change the profession's image for prospective teachers.

Recommendation 1: Increase funding for teacher pay to align teaching with other professions.

Nationally, spending increased over 40 years (before the economic downturn) but teacher pay remained flat. If teacher pay had been prioritized, teachers could now make six figures within current budgets. This would have positioned teaching in a dramatically different light when compared to other career options.

The national trend in underfunding teacher pay has left Indiana and many states with a sizable price tag to now put teacher pay and career opportunity on par with other professions.

- a) Overcoming the national **11 percent pay gap** that exists between teaching and other professions requiring college degrees would take an investment of **\$393.4 million**.
- b) Overcoming the **15 percent pay drop** in real terms between 2000 and 2017: **\$536.5 million**.
- c) Bring Indiana teacher pay to **regional median: \$658.1 million**.



Goal: Bring Indiana teacher pay to regional median, and make Indiana a magnet for top teaching talent.

Figure 5. Options to Improve Indiana's Regional Status

Average teacher pay	
Illinois	\$64,993
Michigan	\$62,287
Ohio	\$58,202
Kentucky	\$52,338
Indiana	\$50,218

c) Regional median: \$59,455

b) Fill 15% pay drop: \$57,751

a) Close 11% pay penalty: \$55,742

Source: National Education Association

Though dramatic, these figures are in line with the level of investment recently put forward by Oklahoma's state legislature in the face of a teacher walkout. Oklahoma's revenue package totaled \$447 million, with \$353.5 million of that amount directed to teacher pay raises. Oklahoma has far fewer teachers than Indiana—just 41,047 compared to Indiana's 71,224. This means as a per-teacher expenditure, Oklahoma's revenue package allocated \$8,612 toward pay increases and an additional \$2,278 in other new investment—a total per-teacher investment of \$10,890. In Indiana, a total investment of \$658.1 million, the maximum amount listed above, would equate to a per teacher expenditure of \$9,240.

When state leaders consider revenue options for teacher pay, they should look to local school districts to be part of that solution. Whether by finding efficiencies or repurposing existing dollars, districts can redirect current funds to teacher pay. Figure 1 of this report showcases the trend of education spending going increasingly toward administrative costs rather than teacher salaries. A recent analysis by Indianapolis business leaders of Indianapolis Public Schools, the state's largest district, identified millions of dollars that could be freed up by reducing central office and other administrative expenditures.²⁸ In IPS and other districts, how much funding could be repurposed for teacher salaries? Local and state leaders should consider that question as Indiana works to address the teacher pay gap.

Regardless of the approach taken to make a game-changing investment in compensation, teacher opinion makes clear that the career trajectory of the profession must also be addressed to attract and retain educator talent. **As a requirement to receive the resulting elevated funding levels, school districts should be required to establish career ladders** that allow excellent teachers to assume advanced roles with greater responsibility and pay. Districts could be required to commit to a five-year deadline to establish and phase in their career ladders. To ensure that the career ladder roles are used widely to benefit students, state leaders could call on districts to commit to reaching 80 percent of students with advanced career ladder roles in core subjects.



Recommendation 2: Fund technical assistance to help districts and schools use their new management structures.

In Indiana, it is up to local school districts to structure their salary schedules. The Indiana Department of Education (IDOE) and the Indiana State Board of Education publish model teacher salary scales and should likewise publish a model career ladder. The state-recommended career ladder should be based on a review of career ladder roles in districts implementing TAP and Opportunity Culture. Districts could choose to implement this career ladder or construct their own that meets required parameters.

The model career ladder would include sample job descriptions, selection criteria, and pay scales. The criteria for districts that construct their own career ladders should include:

- **Opportunity to advance.** Teachers in advanced roles assume greater responsibility for student outcomes, for more pay.
- **New management structure.** Teacher-leaders guide small teams with average management spans of five teachers, as seen in other highly skilled professions.
- **Sustainably designed.** Career ladder roles are funded within existing budgets as they would be in other professions—not with temporary dollars.

Most districts and schools will benefit from some form of technical assistance when establishing and implementing their career ladders. For example, districts need to analyze existing funds to determine the level of pay they can offer to ensure that the roles are sustainable. School schedules must also be carefully constructed to ensure that teachers in advanced roles provide daily support to their peers.

To help districts and schools succeed in a statewide shift to teacher career ladders, IDOE and the Indiana State Board of Education would need approximately \$10 million for technical assistance to help districts and schools complete a five-year phase-in. Districts and schools would have two options:

- Access technical assistance** as part of scheduled IDOE cohorts. Due to the volume of schools that would be transitioning to career ladder roles, IDOE would need to offer technical assistance to cohorts of schools. IDOE could construct cohorts that will be focused on design using the state-recommended career ladder. If Opportunity Culture design and TAP design were also in high demand among districts, IDOE could offer cohorts focused on those approaches.
- Pursue separate technical** assistance from other sources. Districts could also choose to secure technical assistance on their own, using existing funds or by securing philanthropic support. IDOE could offer guidance about the types of design assistance that districts and schools will need.

After the initial design period, IDOE and the State Board of Education could continue to support effective teacher career ladders by conducting site visits to learn about the successes and challenges of implementation. Using what they learn, they could create recommendations to strengthen the effectiveness of career ladders and could establish a professional learning series for individuals in career ladder roles.



Goal: Ensure that district teacher career ladders are designed well and used to give more students access to great teaching.



Recommendation 3: Fund district efforts to pave the way for every teacher-in-training to have a paid, full-year residency.

In 2017, the Indiana General Assembly passed House Bill 1449 (Public Law 155) which established but did not fund the Indiana Educator Residency Pilot Program.²⁹ Just as funding is needed to help districts design and implement career ladders for teachers, funding is needed to help districts work with teacher preparation providers to design paid, full-year residency experiences for teachers-in-training.

Districts that either have a teacher career ladder in place or receive a state grant to establish a teacher career ladder should have the opportunity to apply for a residency planning grant. Through a one-year planning grant of up to \$150,000, districts would report how the structure they have created will support yearlong residents. This includes the selection of mentors, the opportunity for residents to take on increasing responsibility during the school year, and the cost of the residency and how it would be funded. This would require an allocation of \$11 million to fund teacher residency design in a quarter of the state's districts. A teacher residency pilot aligns with activity named in Indiana's state plan under the Every Student Succeeds Act,³⁰ and IDOE would be responsible for administration of the grant program and development of support materials for other districts to use.

The Indiana General Assembly should signal that the intent of this pilot is to generate examples that can be used as the basis for new requirements for all teacher preparation programs, including a requirement that all teacher preparation programs eventually include a paid, full-year residency led by an excellent teacher. In year one of the pilot, IDOE would recruit applicants, create a proposal, select grantees and allocate funds, and establish reporting requirements. In year two of the pilot, IDOE could establish an annual training experience to prepare mentor teachers to lead and develop residents over the course of one year. During year two, IDOE should also collect and report information about the residency design examples to use as a possible basis for requirements for all teacher preparation programs.



Goal: Make an intensive paid, yearlong teacher residency an early step in the teacher career ladder.



Elements of Louisiana's Believe and Prepare Initiative

Pilot scope and funding. In July 2014, the Louisiana Department of Education surveyed teachers statewide about their personal preparation experiences and released a report of challenges facing teacher preparation programs and ideas for improvement. In response, the department began Believe and Prepare, which provided \$4.89 million in grants to three cohorts of school systems to offer aspiring teachers a competency-based curriculum and a full year of practice under an expert mentor. This funding came from a combination of the Council of Chief State School Officers, Race to the Top funds, and other state funds. From the first cohort of seven school systems in 2014 to the third cohort of over 30 school systems in 2016, over 850 undergraduate teacher candidates participated.

Regulation and transitional funding for all programs in the state.

At the end of the pilot, the Louisiana Board of Elementary and Secondary Education adopted regulations requiring *all* teacher preparation programs to include competency-based curriculum and a yearlong residency led by an experienced mentor teacher. The state is now building a cadre of 2,500 mentor teachers to be identified and trained over three years. The regulations are coupled with \$7.3 million in transitional funding through 2019 for university administration costs, teacher resident stipends, and mentor teacher stipends and training. The state has secured a \$66.8 million federal grant to provide additional support to rural school systems and their preparation partners.

Source: Louisiana Department of Education



Conclusion

Data about insufficient teacher pay and the dwindling teacher pipeline have made headlines for years. Despite signaling the need for change, on their own the data have not been sufficient to create wide-scale, strategic action. When we ask and listen to teachers, they help clarify what needs to change and where policymakers should use their power. By taking the three actions recommended in this document, legislators can help Indiana districts and schools redesign the teaching profession not just for today, but for the future.



I invest so much in my work to provide the best education for students. It is time for the State of Indiana to invest in me, to ensure I can continue to provide that quality education. Teachers work long hours to do what's best for our students. It's time to also do what's best for teachers: Pay them fairly for the work they do. If we truly wish to provide every student with a competitive, quality, 21st-century education, we must modernize our approach to teacher compensation.

—Allison Larty, High School Spanish Teacher, Indianapolis Public Schools and Teach Plus Senior Alumni Policy Fellow





Appendix: Survey and Focus Group Information

As one basis for this report, Teach Plus and Stand for Children Indiana provided Public Impact with data from a recently conducted teacher survey and focus groups with teachers. This survey was developed by TNTP.

Teacher Survey

From January to April 2018, Stand Indiana and Teach Plus administered a survey to Indiana teachers in traditional public, charter, and private schools. Respondents answered questions about factors influencing their decision to stay or leave and their satisfaction with aspects of school operations. Stand for Children Indiana and Teach Plus used Survey Gizmo, an online survey site, to collect the responses from the teachers. Of the 420 respondents, 31 percent were teachers in district schools, 23 percent were teachers at charter schools, and 46 percent were teachers at private schools.

Teacher Focus Groups

Senior Policy Fellows of Teach Plus's Teaching Policy Fellowship led focus group conversations with fellow teachers in June 2018. During and following the sessions, Teach Plus collected quotes from 26 participants using Survey Gizmo. Of teachers completing the online survey, 89 percent teach at district schools, and 11 percent teach at charter schools.



Endnotes

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