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

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1. **Similar to states like Oklahoma, which last year invested more than $400 million in teacher pay, Indiana should initiate a dramatic increase in funding for teacher compensation to become comparable with other professions and competitive with surrounding states;**

2. **To receive this increased funding for compensation, state leaders should require districts 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, a meaningful investment should be made to support district efforts to provide teachers-in-training with a full-year residency.**

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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. 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.

Current Professional Structure

<table>
<thead>
<tr>
<th>District Office</th>
<th>State Education Agency</th>
<th>Education Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative role</td>
<td>Administrative role</td>
<td>Education-related</td>
</tr>
<tr>
<td>Principal</td>
<td>Instructional Coach</td>
<td>Nonprofit Service Provider</td>
</tr>
<tr>
<td>Manager of a school building</td>
<td>Administrative role</td>
<td>Education-related</td>
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</tbody>
</table>

50 percent of teachers take on additional responsibilities for little or no pay, such as grade-level chair, professional learning community lead, professional development lead.

Exit

Teacher

Student Teacher
Approximately 10-week, unpaid classroom experience

The only way for teachers to achieve a promotion is to leave the classroom.

Professional Structure With a Teacher Career Ladder

Teacher who Manages a Team, Level 3
Leads 6–7 other teachers

Teacher who Manages a Team, Level 2
Leads 4–5 other teachers

Teacher who Manages a Team, Level 1
Leads 2–3 other teachers

Teacher with Expanded Reach to More Students
Helps team leader reach larger load of students

Teacher

Teacher Resident
Teacher-in-training who works a full year in a school

Paraprofessional Teacher Assistant
High-level teacher assistant who might aspire to teach

Opportunity to Advance while Teaching

Fewer teachers leave their profession to pursue promotion when a career ladder offers promotion while teaching

Highly selective positions for teachers who lead a team and are responsible for the entire team’s student outcomes, for much higher pay

Teachers who support team leaders, for higher pay

Roles designed to work on teaching teams to prepare for successful entry into the profession

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

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