

INDIANA – NO CHILD LEFT BEHIND

INDIANA DEPARTMENT OF EDUCATION

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED TEACHERS STATE
PLAN JANUARY 2012

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INDIANAPOLIS, IN 46204

INDIANA

EQUITABLE DISTRIBUTION OF QUALIFIED, EXPERIENCED TEACHERS

GOAL: Ensure poor and minority students are not taught at higher rates than other students by ineffective and unqualified teachers.

Introduction

This plan was compiled by several members of the Indiana Department of Education (IDOE) team who work directly with issues that affect the equitable distribution of not only teachers, but resources, across all Indiana school corporations and public charter schools. The Equity Plan is a compilation of Department-wide initiatives that are targeted at ensuring ALL of Indiana's students are receiving the best education possible from the most effective and competent teachers possible. The members of the team that helped in the creation of this equity plan are from the areas of Policy, Educator Effectiveness and Leadership, School Choice, Accountability and Curriculum.

While many of the things listed in the 2009-2010 Equity Plan are continuous initiatives to ensure teacher quality in all schools, IDOE has since ramped up its focus on teacher effectiveness. For the Fiscal Year 2011 Title IIA cycle, IDOE encouraged LEAs to utilize Title II-A funding on activities related to teacher effectiveness rather than highly qualified teachers or class size reduction. IDOE believes high levels of student achievement happens when students have highly qualified and effective teachers in every classroom.

The national education landscape is moving away from an emphasis on highly qualified teachers to highly effective teachers. Indiana is leading this charge as evidenced by the passage of our education reform package in 2011. The policies of the US Department of Education such as Race to the Top and the Teacher Incentive Fund demonstrate this shift through their emphasis on teacher quality. States across the nation are changing their laws to stress teacher effectiveness.

Indiana Superintendent of Public Instruction, Dr. Tony Bennett, has led the Department of Education in taking a visionary approach to educational transformation in the state. Determined *the academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world*, the Indiana Department of Education continues to work on aggressive achievement goals – goals that are highlighted in the [Indiana Department of Education Goals and Objectives](#). Student learning goals, now referred to as simply “90-25-90,” define rigorous targets for Indiana students in the areas of academic achievement, academic rigor, and high school graduation (**90%** of students pass both Math and English/Language Arts sections of ISTEP+ and End-of-Course Assessments; **25%** of all graduates receive a score of 3, 4, or 5 on at least one Advanced Placement exam, a 4 or higher on an International Baccalaureate exam, or receive the equivalent of 3 semester hours of college credit during their high school years; and **90%** of students graduate from high school). Moving forward, “90-25-90” drives and energizes the work of improving teacher quality across the state.

Indiana has made considerable strides toward achieving goals to improve student learning and remains committed to ensuring that **every student** has access to world-class educational experiences. More specifically to ensure poor and minority students are not taught at higher rates than others by ineffective, unqualified or out-of-field teachers. The updated plan is available for public consumption at <http://www.doe.in.gov/idoe/grants-management/title-ii-a>.

Public Law 221 (PL 221) Results

In its fifth year of ratings, Indiana’s accountability system showed improvement for many public schools around the state. Passed by Indiana lawmakers in 1999 prior to the federal No Child Left Behind Act of 2001 (NCLB), Public Law 221 places public schools into one of five categories based on three factors: student pass rates on the ISTEP+ tests and End-of-Course Assessments, improvement on these passing rates, and federal Adequate Yearly Progress (AYP) determinations. The State Board of Education voted on May 5, 2010, to adopt A through F letter grades to replace the category placements (exemplary progress; commendable progress; academic progress; academic watch; and academic probation). When 2010-11 PL 221 results were released, letter grades were assigned to schools using the existing PL 221 methodology. On November 7, 2011, the State Board voted to approve the Indiana Department of Education’s new proposed metrics for assigning letter grades to schools. The school accountability model assigns grades to elementary schools and middle schools based on student achievement on standardized state assessments, student Growth Model results, and participation in state assessments. The school accountability model assigns grades to high schools based on student performance on End-of-Course Assessments (or ISTAR, the *Indiana Standards Tool for Alternate Reporting*, where appropriate), graduation rates, and measures of college and career readiness. The State Board-approved accountability model is currently undergoing public comment and is subject to change based on public feedback. A finalized school accountability model is expected to become State Board Rule in Spring 2012 and fully implemented for the release of 2011-12 school year results. For more information about PL 221 and Indiana’s proposed school accountability metrics, including a full list of results for local schools, visit: <http://www.doe.in.gov/improvement/accountability/2011-public-law-221-pl-221> and <http://www.doe.in.gov/improvement/accountability>.

PL 221 Results for 2009-10

	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
Percent of all Indiana Public Schools	38%	8 %	27%	13%	14%

Adequate Yearly Progress (AYP) Results

During the 2010-11 school year, 51 percent (914/1793) of public schools in Indiana met AYP. Overall, Title I schools are doing slightly better with 58% (518/989) of Title I schools meeting AYP. For more AYP information, including local corporation/school AYP ratings and interventions for Title I schools in improvement status, visit <http://www.doe.in.gov/improvement/accountability/adequate-yearly-progress-ayp>.

Indiana’s Growth Model

Indiana is in the second year of implementing the Indiana Growth Model, and it is the centerpiece of many of our reform efforts. It allows us, for the first time, to measure relative student academic growth over the course of a school year—no matter a student’s achievement level, income, race or ZIP code. Perhaps most important, it gives us a more accurate view of which teachers are driving the biggest academic gains in the classroom. Often, the most remarkable success stories are happening in our most disadvantaged communities. While we understand this new tool won’t solve all our problems, it has been a game-changer in the way we measure academic success in our state. To see how well students in a community are growing academically, the general public can access corporation- and school-level views of the Growth Model at <https://learningconnection.doe.in.gov/GrowthModel/Search.aspx> Beginning with the 2010-2011 school year, teachers and administrators have secure access to student-level data—information they can use to identify students in need of extra help before they fall behind. Also, parents can request passwords from their child’s school that will let them access their child’s growth data.

Data and Reporting Systems

Indiana understands the need to rely on systematic data collections that reveal timely, accurate and valid state-, school-, student-, and teacher-level data. Indiana’s continued focus on refining highly qualified definitions and providing ongoing technical assistance to schools during completion of the bi-annual Certified Position (CP) Report, means at present we are able to collect more detailed data in the following areas: 1) number of highly qualified teachers in core academic subjects, 2) number of non-highly qualified teachers in core academic subjects, 3) percentage of core academic subjects taught by non-highly qualified teachers, and 4) number of teachers on temporary permits teaching in core academic subjects. Although these data points are captured, Indiana continues to enhance each annual data collection through additional validations and data analysis in order to build a sustainable data infrastructure. Furthermore, the state continues to look at dedicating the appropriate level of human resources needed to steward (collect, analyze and explicate) key data. With our Course Completion (CC) Report, we are able to collect data on the number of students being taught by Highly Qualified or Non-Highly Qualified teachers. In addition, Indiana is in the process of refining many of its data collections in order to better understand student-teacher linkages and aggregate progress of students taught by a particular teacher. Indiana is also analyzing data collection needs surrounding evaluation results of educators and is in the process of developing a plan and timeline for collecting these data.

ACTIVITY	TIMELINE
Local Education Agencies (LEAs) Complete CP Report	Year 1
LEAs and SEA (State Education Agency) Validate Data on CP Report	February and June
SEA Analyzes HQT Data	March and July
SEA Notifies LEA(s) Not Meeting HQT AMO’s	July
SEA Updates SEA and LEA Report Cards: http://www.doe.in.gov/data/	January

LEAs Provide Course Completion Data Collection Report	December and May
SEA analyzes AYP Data & SEA Notifies 2141(c) and 2141(a) LEA(s)	July

Equity Plan Alignment to the Indiana Department of Education Action Plan

The 2012 Equity Plan is aligned with the Indiana Department of Education Action Plan. The 2011 Equity Plan is aligned with the Indiana Department of Education Action Plan. Although these are statewide initiatives intended for all schools, many of the initial projects carried out to achieve these goals are directed at schools with the highest percentages of poor and minority students, and schools that are the lowest performing. In most cases, the lowest performing schools share characteristics with schools with the highest proportion of poor and minority student populations. Therefore, these schools are beneficiaries of strategies to ensure poor and minority students obtain equal access to highly qualified, experienced and highly effective teachers. This approach aligns with the greater Indiana state vision, mission and plan for improving student achievement.

1. PURSUE AN AGGRESSIVE LEGISLATIVE AGENDA TO ENSURE ALL INDIANA STUDENTS HAVE ACCESS TO EFFECTIVE AND HIGHLY QUALIFIED TEACHERS BY TACKLING ISSUES AND OTHER BARRIERS TO THEIR SUCCESSES.

Indiana’s 2011 Education Agenda: Putting Students First

In 2011, Indiana pursued the most comprehensive education reform agenda in the country. In the most recent National Council on Teacher Quality State Teacher Policy Yearbook, Indiana was given a C+ (up from a D in 2009) in overall policy as compared to the national grade of D+. However, the more striking statistic from that study was Indiana was ranked number 1 in progress as compared to other states.¹ This is in direct correlation to Indiana’s aggressive and comprehensive 2011 legislative package.

A major component of this package was teacher effectiveness. Senate Bill 1 (now Public Law 90) provides guidelines for LEAs to develop rigorous, fair and meaningful evaluation systems that are tied to high stake decisions. These evaluations must include the following components:

- Annual evaluation
- Use of objective data (i.e. student growth, other valued added measures)
- Multiple measures (i.e. school wide or individual growth data, observation rubrics, surveys, self-assessment)
- Evaluation results must fall into four categories (i.e. ineffective, improvement necessary, effective and highly effective)
- System must provide feedback to inform professional development used to increase effectiveness.

¹National Council on Teacher Quality. "2011 State Teacher Quality Yearbook." *National Council on Teacher Quality*. 25 Jan. 2012. Web. 25 Jan. 2012. <<http://www.nctq.org/stpy11State.do?stateId=16>>.

As a result of this legislation, Indiana's schools will begin developing and implementing meaningful, rigorous evaluation systems to ensure all Indiana's students are receiving effective instruction. IDOE, along with the New Teacher Project, developed and are piloting the RISE evaluation system in three school districts across the state. Forty-four Indiana schools are participating in the TAP System for evaluation and performance-based compensation as part of Indiana's Teacher Incentive Fund grant. Other LEAs across the state are developing their own evaluation systems to ensure their teachers are effective. Aligning Title IIA funding with these activities would allow Indiana's schools to develop and implement high quality evaluation systems.

Indiana is also leading the transition away from a focus on highly qualified teachers to highly effective teachers. IDOE will update its licensing rules and regulations to require all licensure candidates pass a rigorous state test aligned to Indiana teaching standards. These changes, included in the second edition of the Revisions for Educator Preparation and Accountability ("REPA"), will be completed as of the 2012-2013 school year. As of school year 2012-2013, all LEAs can be confident all current and newly hired teachers are highly qualified. Therefore, current activities to increase and retain highly qualified teachers could be realigned to increase and retain effective teachers within the school.

To support both of these changes, IDOE created the Office of Educator Effectiveness and Leadership. This team's purpose is to provide support and guidance for LEAs as they implement these changes. IDOE recognizes schools will need high levels of assistance to ensure they implement these new requirements will fidelity.

In the 2011 legislative session, Indiana also established the largest school choice program in the country. IDOE believes every student, despite their parents' income level, should have the opportunity to attend an excellent school. Through the Choice Scholarship legislation, Indiana can ensure state education dollars follow the needs of students so parents can select the best possible educational options for their children. Indiana is committed to providing all children access to quality educational opportunities, no matter where they live or how much money is in the family bank account. The Choice Scholarship Program will play a key role in helping the Hoosier state accomplish this goal.

Indiana's new voucher program (authorized under [IC 20-51-1](#) and [IC 20-51-4](#)) gives Hoosier families the opportunity to send their children to a school that best meets their learning needs. A voucher, or "Choice Scholarship," is a state payment that qualifying families can use to offset tuition costs at participating schools. Students qualify based on total household income and the amount of the scholarship corresponds with the public school corporation in which the student lives. This exciting new program is up and running for the 2011-2012 school year. Schools and parents will work together to submit applications and enroll students.

Indiana also wanted to make Indiana an attractive setting for new and proven successful public charter schools to locate. Indiana created the Indiana Charter School Board to authorize new charters across the state while also allowing private higher education institutions to apply to the State Board of Education to authorize new charters. Caps on charters were eliminated. Virtual charter schools were expanded in order to reach underserved students and to fill gaps in the traditional system. Traditional public schools were given more authority and opportunities to convert failing schools to charters. While we believe charter schools to be a great option for

students, we understand that we must have a role in ensuring only the highest quality schools are serving our children. Therefore, Indiana increased accountability for all charter authorizers in order to let the best open and the poor performing close.

Indiana's 2012 Education Agenda

In 2012, Hoosier educators, parents and policy makers have a chance to build on recent progress so our students continue to receive the quality instruction they deserve. Over the last few years, our students have made historic gains. With record ISTEP+ pass rates, rising graduation rates and increased access to Advanced Placement courses, Indiana is proving that comprehensive education reform works. The common-sense policies outlined below will provide even more opportunities to drive student success and ensure all our students are receiving a high quality education.

Multiple Count Dates

- Creates a second count date for tuition-support purposes.
- Addresses funding inequities created by students transferring after the current September count date.
- Ensures money follows children to the school of their choice.

Virtual Instruction for Every Student

- Makes sure every student takes a virtual course before graduating.
- Requires all school corporations and charter schools to offer at least three online courses.
- Imposes no additional graduation requirement for schools, allowing schools to offer existing courses in a virtual format.
- Prepares students to be innovators and compete for jobs in a global economy.
- Gives local administrators the flexibility to offer new courses to students.

Support for Struggling Schools

- Accelerates the accountability timeline for providing support to failing schools.
- Begins the state intervention process for schools receiving an "F" ranking for four consecutive years. Begins the state intervention process for schools receiving any combination of "D" and "F" rankings for five consecutive years.
- Address a national priority – turning around low performing schools.
- Provides increased flexibility for "A" school corporations.
- Directs the Indiana Department of Education to develop metrics to give school corporations letter grades for their fiscal stewardship.

Parent Triggers

- Allows parents to petition for accelerated state intervention in failing schools.
- Allows parents to petition to convert a traditional public school to a charter school.
- Gives parents a voice. Generates engagement by giving parents the ability to bring about change.

Graduation and Transfer Requirements

- Ensures general education development (GED) students are no longer counted as transfer students.
- Eliminates waivers that allow students to graduate without demonstrating academic proficiency.
- Requires administrators to review academic plans for students transferring to home school.
- Ensures Indiana students are on a path toward college and career readiness.

As with the 2011 legislative package, Indiana is once again working to ensure ALL Indiana students are receiving an education that meets their direct needs and is provided by effective teachers.

2. PROMOTE THE INCREASE OF EFFECTIVE AND QUALIFIED EDUCATORS

2.1 ***New Teacher licensing rules:*** Revisions for Educator Preparation and Accountability (REPA) <http://www.doe.in.gov/educatorlicensing>

- Requires emphasis on content-knowledge.
 - Elementary teachers (K through 6) must earn a baccalaureate degree consisting of an education major with a content-area minor OR a content-area major with an education minor.
 - Secondary teachers (grades 5 through 12) must earn a baccalaureate degree consisting of any applicable content-area major – as well as a minor in education.
- Requires testing of every new teacher before entering the classroom.
 - Teaching candidates must pass certain tests to demonstrate competence in content-area knowledge and pedagogy
 - Teachers can add content areas to their licenses by passing a content-area exam that tests subject knowledge.
- Simplifies licensing process for career changers.
 - Encourage highly knowledgeable adults looking to enter the teaching profession.
 - A teaching candidate with a baccalaureate degree may obtain an Education minor and pass a content area knowledge test for licensure.

2.2 ***Teach for America*** - Teach For America is playing a critical role in improving schools and communities. TFA alumni are leaders in the classroom, in education more broadly, and across all sectors. Together, they are making educational equity a reality in Indianapolis and Lake County. <http://teachforamerica.org>

2.3 ***New Teacher Project Indianapolis Teaching Fellows*** -The program recruits and trains accomplished career changers and recent graduates to teach in high-need schools. To date, The New Teacher Project has recruited 197 new teachers for the city’s highest-need schools. <http://tntp.org>

- 2.4 **Woodrow Wilson Teaching Fellowship** - Woodrow Wilson Teaching Fellows hold baccalaureate degrees in math or science and are high achievers, academically and professionally. They complete an intensive, field-based master's program in teacher education at a participating university, overseen by both the university's STEM faculty and its education faculty in cooperation with partner school districts. Fellows receive \$30,000 during the Fellowship year and commit to teach for three years, with on-site mentoring, in some of the state's high-need urban or rural secondary schools. www.woodrow.org
- 2.5 **Transition to Teaching** – Transition to Teaching programs have been around since prior to 2001; however, a renewed effort is taking place to ensure that institutions are offering programs according to legislated guidelines (For example, ensuring **compliance** with those portions of the mandate that limits the number of credit hours required in education coursework). Additionally, the state offers a Transition to Teaching permit to individuals enrolled in an approved program. The permit allows career changers the opportunity to work in schools while completing the alternate route program as well as to be considered highly qualified for their assignments in core academic subjects.
- 2.6 In 2008, new legislation encouraged content area experts with some teaching experience (including teaching experience within higher education) to seek teaching careers using the Advanced Degree licensure option. For more regarding Advanced Degree Licensure visit http://www.doe.in.gov/dps/advanced_license.html.
- 2.7 **Teacher Incentive Fund**- The Indiana Department of Education will receive approximately \$47 million over five years through the competitively awarded federal Teacher Incentive Fund to implement the System for Teacher and Student Advancement, also known as TAP. Forty-four high-need schools from across the state have signed on to partner with IDOE to give their teachers and principals the opportunity to earn performance-based bonuses. These schools have lower student achievement than comparable schools and have trouble recruiting and retaining high-qualified and effective educators, especially in hard-to-staff subjects. For teachers in tested subjects and grades, Indiana's TAP system would require 50% of annual teacher bonuses based on classroom evaluation results, 30% based on classroom student achievement growth and 20% based on school-wide growth. Teachers in untested subjects and grades would have their bonuses determined based on the following: 50% on their evaluations and 50% on school-wide growth.. Principal compensation for TAP schools will be based 50% on school-wide student growth scores; 20% based on a valid and reliable working conditions survey; and 30% based on the TAP Leadership Team Rubric.
- 2.8 **Innovation Grants** – Schools, districts, charters, non-profits and other entities were invited to apply for a portion of \$5 million (\$2.5 million for each year of the current state budget biennium) to help improve students' academic performance through creative, effective and sustainable programs. The state legislature created the fund in the 2011- 2013 biennial state budget. Schools, districts, charters, non-profits and other entities are invited to apply for a portion of \$5 million (\$2.5 million for each year of the current state budget biennium) to help improve students' academic

performance through creative, effective and sustainable programs. The state legislature created the fund in the 2011- 2013 biennial state budget.

- 2.9 ***Excellence in Performance Grants*** - The Excellence in Performance Awards for Teachers Grant program will allocate funds to public school corporations and charter schools to make cash awards to effective and highly effective teachers as identified through the local performance evaluation system that meets the requirements established in IC 20-28-11.5. Grant winners will be selected based on legal standards as well as the quality of the corporation's evaluation system in terms of ability to accurately differentiate teacher effectiveness; support, develop, and retain excellent educators; and ultimately drive student performance.

3. USE TITLE II(A) AND RELATED FUNDING STRATEGICALLY TO SUPPORT RELEVANT, EFFECTIVE PROFESSIONAL DEVELOPMENT OPPORTUNITIES THAT PROMOTE INNOVATIVE STRATEGIES FOR INSTRUCTION AND ARE DESIGNED TO IMPACT INSTRUCTIONAL QUALITY IN A SUSTAINABLE AND MEASURABLE WAY.

Title II(A)

Title II(A) funding is provided through the Elementary and Secondary Education Act ("ESEA") to ensure LEA and SEA activities are focused on teacher and principal quality to increase student achievement. In the past, Title II(A) funding has primarily been used by LEAs to reduce class sizes, using the idea that more teachers and smaller classes, not more effective teaching, increases student achievement. National research shows us that smaller class sizes have little to no effect on student achievement. In the Fiscal Year 2011, IDOE encouraged all LEAs to focus their use of Title IIA funds towards effective professional development activities that are proven to improve teacher effectiveness.

IDOE believes Title II(A) funds match seamlessly with teacher effectiveness activities. Below are the type of activities for which IDOE would like LEAs to use Title II(A) funds:

- Provide financial incentives to retain teachers and principals with a record of helping students to achieve academic success.
- Implement a teacher advancement system that offers multiple career paths where teachers could opt to become:
 - A career teacher, staying in the classroom with traditional instructional duties
 - A mentor teacher, staying in the classroom but taking on additional duties such as mentoring first-year teachers and receiving additional pay for these duties
 - An exemplary teacher, based on a distinguished record of increasing student academic achievement, and training other teachers to do the same while receiving additional pay for these duties.
- Ensure, through incentives for voluntary transfers, professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified (*or ineffective*), out-of-field, or inexperienced teachers.
- Institute merit pay programs, tenure reform, financial incentives, special mentoring help, and other means to: (a) make teaching in the district attractive to mid-career professionals and others with special knowledge, skills, and enthusiasm, and (b)

encourage the district's most effective teachers not only to stay in the district, but to teach in its highest-need schools

- Develop and implement strategies and activities to recruit, hire, and retain highly qualified (*or highly effective*) teachers and principals. These strategies may include providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the district has shortages.
- Train and developing teachers and principals on the evaluation and development process. This includes training on how to use the evaluation data and assessments with a focus on how to improve classroom practice and student learning.
- Support principals in the work of teacher evaluations. This support includes using funds to provide school principals with the knowledge and skills necessary to lead their schools' efforts in leveraging teacher evaluations to increase student achievement.

Professional Development

IDOE has created several types of professional development that LEAs can use to ensure their teachers are receiving the proper training and skills they need to address student needs. Because most of IDOE's professional development is provided free of charge, all Indiana schools have the opportunity to participate without worrying about taking up funds that may be needed elsewhere. The following initiatives are examples of this professional development.

3.1 Literacy – IDOE has worked diligently to ensure all Indiana's educators have the proper training and skills for teaching all our students grasped the important skills of literacy. IDOE has and will continue to offer several types of professional development that is accessible to any educator, thus ensuring those in high poverty schools can receive the same training and support as low poverty schools. Below are the types of PD IDOE has offered in the past year.

1. 2011 Elementary Reading Conference: Setting the Stage for K-6 Reading Success
The Indiana Department of Education offered a summer reading conference at no charge to participants. Attracting over 1,200 educators from across the state, as well as some of the top reading experts and national leaders, this conference provided participants with numerous breakout session aligned to Department initiatives and scientifically based reading research and instruction.
2. K-6 Reading Modules
A series of six comprehensive reading modules is being offered via the IDOE's website in a manner that is accessible to any educator, free of charge. Focusing on the five components of reading (phonological and phonemic awareness, phonics, fluency, vocabulary and comprehension), each of the modules offers five hours of in-depth learning that provides research, strategies, application and reflection for K-6 educators. A sixth module is targeted towards elementary principals, offering an additional five hours of support on building a strong, building-wide culture towards effective reading instruction.
3. Learning Connection: Indiana Literacy Liasons
The Indiana Literacy Liaisons is the official website for literacy at IDOE. This community has been built to make it easier to explore and experience literacy

research and to allow the over 10,000 members a greater role in state level work. REEsources and support in the form of webinars, articles, files, online forums, lessons and research based strategies are all offered free of charge.

4. Indiana’s Birth-Age 5 Literacy Framework

The Indiana Birth-Age 5 Literacy Framework is designed to guide the development of a comprehensive literacy learning plan for all those that work with children at the beginning stages of literacy learning. The foundation of this framework is scientifically-based research that informs literacy instruction and integration into all areas of learning and daily routines. The framework focuses on six key areas, all imperative aspects to effective literacy learning and instruction:

1. Goals
2. Instruction
3. Assessment
4. Professional Development
5. Leadership
6. Commitment

3.2 Math Initiatives – For information regarding current mathematics-focused initiatives, please visit <http://www.doe.in.gov/esea/mathscience/profiles0809/welcome.html>.

The IDOE encourages educators to take advantage of a specially designed Math professional development opportunity for K-6 teachers in mathematics. This PD was launched in September of 2011. IDOE collaborated with the American College of Education (ACE) and the Wilson Education Service Center to develop an online course that examines three strands of the Common Core State Standards: Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations-Fractions. The course is designed to support K-6 educators in connecting mathematical practices and content. For this PD, IDOE has and will continue to do the following:

- Pay for 3 graduate credits from ACE for each participating educator who successfully completes the course, which they can also apply toward a Math Concentration and/or a C&I degree if desired;
- Provide an online Facilitator to support teachers through the program;
- Grant 45 hours professional growth points for participating educators who successfully complete the course; and
- Give registration priority to teams of educators identified in qualifying buildings.

During this 10-week online course, teachers will learn how to balance instruction about problem-solving procedure with teaching targeting core math understanding. This approach will help K-6 students develop a flexible knowledge and skill base so they can successfully demonstrate key math practices:

- Generalizing analogous problems;
- Representing problems coherently;
- Justifying conclusions;
- Applying math to practical situations;

- Using technology mindfully;
- Explaining their steps accurately to other students; and
- Synthesizing patterns or finding shortcuts.

4. INSTITUTE A TEACHER PORTAL TO PUT LOGITUDNAL ACHIEVEMENT DATA IN THE HANDS OF TEACHERS, FACILITATE THE SHARING OF BEST PRACTICES, AND PROVIDE ACCESS TO RICH LEARNING RESOURCES ALIGNED WITH INDIANA’S ACADEMIC STANDARDS.

- 4.1 ***The Learning Connection*** - The Learning Connection is a secure web portal provided by the Indiana Department of Education. The Learning Connection also supports professional collaboration between educators across schools and corporations and provides standards-based instruction tools, assessment tools and access to digital content. To date, there are 61,000 teachers and more than 1,200 learning communities using the Learning Connection. Through The Learning Connection, the Department provides student-level data to Indiana classrooms. Teachers will be able to see this year’s class until November of the next school year so that they can view how their students performed on ISTEP+. Learn more at <https://learningconnection.doe.in.gov>.
- 4.2 ***Data Warehouse*** – The Data Warehouse Project provides comprehensive school personnel data associated with a school personnel number. Data collected in this manner increases the state’s capacity to configure data requests that align teacher data with student achievement data and teacher data with teacher preparation program, employment, and experience data. The ultimate goal involves creating a central data collection/reporting framework to resolve incongruities associated with currently disparate data systems across the department.
- 4.3 ***PD 360 Pilot Project***- Roughly 6000 teachers are participating in the PD360 pilot project which provides on-line, high quality, and on demand professional development. Teachers will be able to catalog professional development in the system toward Professional Growth Points for license renewal.

Conclusion

IDOE has worked tirelessly to ensure schools are putting policies in place and providing the proper professional development to ensure all Indiana’s students are receiving high quality instruction from effective teachers. While Indiana still has hurdles, we believe we are making

huge strides toward providing an equitable distribution of high quality teachers to every student. IDOE will continue to work until this goal is met.