



The Blue Ribbon Commission on the
Recruitment and Retention of Excellent Educators

Report

January 14, 2016

EXECUTIVE SUMMARY

Introduction and Background

In September 2015, Superintendent of Public Instruction Glenda Ritz and the Indiana Department of Education (IDOE) established the Blue Ribbon Commission on the Recruitment and Retention of Excellent Educators. Attracting, preparing, developing, supporting, and ultimately retaining talented educators are fundamental components of the vision and purpose of the IDOE. Yet, Indiana currently faces a shortage of such excellent educators. Indiana has seen a significant decline in the number of individuals receiving initial teacher licenses, and there has been more than a 30% drop in the number of initial teacher licenses issued over the last five years. Schools of education have also reported significantly declining enrollments.¹ The commission, comprised of education leaders from across Indiana, reviewed existing education policies, examined extensive quantitative and qualitative data, and engaged with current best practices and research to craft recommendations for the Indiana General Assembly to systematically address Indiana's teacher shortage. Recruitment and retention strategies were developed for each of the following four stages of the teaching profession: recruitment, pre-service, induction, and career. This report summarizes the process of the Blue Ribbon Commission's review and its resulting findings.

Blue Ribbon Commission Participants

In order to ensure the recommendations to the Indiana General Assembly were comprehensive, relevant to the field's current needs, and rooted in best practices, the IDOE invited key stakeholders from across Indiana. Forty-seven participants joined the commission, ranging from current teachers in Indiana's public schools to professors from Indiana's university system.² Additionally, the IDOE engaged the Great Lakes Comprehensive Center (GLCC) and the Center on Great Teachers and Leaders (GTL Center) to partner as content developers and facilitators of each Blue Ribbon Commission meeting. The commission met on six occasions in Indianapolis where it heard from national experts from the GLCC and GTL Center, reviewed state data, and worked in teams to dive deeply into the current policies and available research to address teacher shortage issues.

Process and Meeting Summaries

The Blue Ribbon Commission engaged in the following six meetings in 2015:

- **Meeting 1:** Retention Focus: Data Review and Strategy Development
- **Meeting 2:** Recruitment Focus: Data Review and Root Cause Analysis
- **Meeting 3:** Generating Strategies Based on Resource Review
- **Meeting 4:** Developing Strategies and Action Steps
- **Meeting 5:** Building Consensus around Strategies
- **Meeting 6:** Building Consensus around Action Steps

¹ IDOE Press Release: <http://www.doe.in.gov/news/superintendent-public-instruction-glenda-ritz-announces-members-blue-ribbon-commission>

² See Appendix A for full list of Blue Ribbon Commission members.

During the first two meetings, participants reviewed Indiana state data related to retention and recruitment and discussed the root causes identified in previous stakeholder events related to the development of the IDOE’s Equitable Access Plan.³ The commission members collaborated in small groups to identify additional root causes. This data review and root cause discussion (described in the next section) ensured that all participants had a common foundation of background knowledge. During the third meeting, the participants reviewed current research and recommendations⁴ from nationally recognized sources. Using this information and their own expertise, participants were separated into small groups to generate possible strategies to address the identified root causes. The resulting list was then analyzed and edited by the entire group through a prioritization process. The participants grouped similar strategies together to reduce redundancy and ensure clarity. They then ranked the ten they thought Indiana should address first. During the fourth meeting, participants reviewed the collective ranking, wrote strategy summary statements, learned more about Indiana state requirements, and began developing action plans. The commission finalized the strategy statements during the fifth meeting and continued work on the action steps. Between the fifth and sixth meetings, participants reviewed and edited the action plans online. The commission discussed and finalized the action steps during the sixth meeting. The ultimate outcomes of these meetings, including the strategies and actions steps, follow on the next page of this report.

Data and Research Review

As previously described, the Blue Ribbon Commission supported its discussions with an extensive review of current Indiana data and national research. Data were provided on the following topic areas: student, educator, and administrator characteristics; Educator Effectiveness ratings; Highly Qualified Teacher status; years of experience; school accountability ratings; and educator retention rates.⁵ Participants used the data to support their exploration of challenges impacting the recruitment and retention of teachers in Indiana through the process of a root cause analysis. A root cause analysis is a facilitated dialogue using a protocol. The process supports a deeper exploration of systemic challenges indicated by data by guiding participants through a series of probes intended to uncover the underlying causes of each problem until the group feels it has exhausted the possible list of foundational influences on an outcome and reached the core causes shaping an undesirable outcome. As a result, dialogue participants are able to design strategies to align to the root causes rather than the superficial symptoms of a problem or challenge.

After the root cause analysis, the commission studied current research in order to evaluate potential strategies for improvement. Participants received articles and resources related to the following topics: Educator Preparation; Induction and Mentoring Programs; Working Conditions; Professional Learning and Educator Evaluation Practices; Educator Career Ladders; and Compensation.⁶ They were then split into teams to delve into each topic and present the findings to the rest of the group. It should be noted that all participants had access to every resource and were placed in topic teams only during the study activity.

³ See <http://www.doe.in.gov/sites/default/files/equity/indiana-educator-equity-plan.pdf>

⁴ See Appendix B for list of shared resources and links.

⁵ For the complete set of data shared with BRC participants, see the slide presentations available at <http://www.doe.in.gov/blueribbon> (also see Appendix C).

⁶ For the complete list of research reviewed, see Appendix B.

Strategy Statements

The Blue Ribbon Commission developed the following eight strategies.

Mentoring

Establish a state-funded, ongoing investment in a mentoring system, based on a common set of expectations, but that is flexible and locally designed, to support new teacher induction and nurture the reflective practitioner.

Positive Press

Create, implement, and sustain a robust marketing campaign that leverages all forms of media to promote the education profession.

Compensation

Allow for locally-developed compensation models that –

- a.** Include a pay scale which has a professionally competitive base and index, increases regularly on the base and expands opportunities for pay based on career paths, including ongoing learning through advanced degrees and/or additional licensure in education or related content areas.
- b.** Establish and compensate teacher leadership and career ladders that have mentoring opportunities and ongoing advancement, support, and recognition of teacher skills and expertise.

Evaluation and Assessment

Include in the local evaluation system an emphasis on how teachers use data from multiple forms of assessment, including informal, teacher-constructed, and standardized assessments to inform instruction and measure student growth, thus clarifying the purpose of and reducing the number of standardized tests.

Diverse Workforce

Recruit and retain a diverse teacher workforce and candidate pool that includes underrepresented populations.

Clinical Experiences

Strengthen partnerships among P-12 schools and institutions of higher education and require significant, extended pre-service clinical experiences prior to licensing.

Professional Development

Identify and re-establish state funds for job-embedded professional development that improves teachers' and administrators' knowledge and practice.

Career Pathways and Leadership

Re-envision teacher career pathways and leadership opportunities to encourage, develop, and retain teacher-leaders and provide pathways for promotion, so that teachers have the opportunity to advance in ways beyond leaving the classroom for administrative positions.

The strategies form a systemic approach for addressing recruitment and retention in Indiana

Strategy Statements	Recruitment	Pre-Service	Induction	Career
Mentoring				
Positive Press				
Compensation				
Evaluation and Assessment				
Diverse Workforce				
Clinical Experiences				
Professional Development				
Career Pathways and Leadership				

On the following pages, please note that:

ALL = Applies to across the entire continuum, recruitment through career

Strategies and Action Steps

On the following pages, these acronyms are used throughout the strategy statements and action steps:

- CHE:** Commission for Higher Education **IGA:** Indiana General Assembly **LEA:** Local Education Agency
- DWD:** Department of Workforce Development **IHE:** Institution of Higher Education **SBOE:** State Board of Education
- ESC:** Education Service Center **INTASS:** Indiana Teacher Appraisal and Support System

Mentoring

Establish a state-funded, ongoing investment in a mentoring system, based on a common set of expectations, but that is flexible and locally designed, to support new teacher induction and nurture the reflective practitioner.

Stage	Strategy	Key Stakeholders	Next Step
Induction	Provide sliding scale mentor stipends (\$1,000 for mentoring first-year teachers, \$800 for mentoring second-year teachers, \$600 for mentoring third-year teachers).	IGA LEAs	IGA action (funding)
	Create and implement a common framework mentoring system for new teachers in first three years, differentiated by year.	IDOE	Collaborate with GLCC/GTL to gather research and best practices for mentoring
	Leverage relationships between preparation providers and candidate placement districts (for clinical practice, residencies, or employment) to ensure follow-through into the early induction years and to cultivate a culture of collegial coaching that carries over from preparation into early practice (Paliokas, 2013).	IDOE IHEs LEAs	Host upcoming summit in collaboration with IHE and LEA leaders to address recruitment and pre-service efforts
Career	Develop qualifications for mentors.	IDOE	Collaborate with GLCC/GTL to gather research and best practices for mentoring
	Provide LEAs training on the common framework.	IDOE ESCs	Upon completion of framework development, create training modules/sessions around common framework
	Develop and facilitate a standard training process for mentors, potentially including online modules.	IDOE ESCs	Upon completion of framework development and rollout, collaborate with ESCs and LEAs to create standardized training for mentors

Positive Press

Create, implement, and sustain a robust marketing campaign that leverages all forms of media to promote the education profession.

Stage	Strategy	Key Stakeholders	Next Step
ALL	Coordinate a state-wide effort among the IDOE, IHEs, legislature, various associations, and organizations to support a positive communication initiative.	IDOE IHEs IGA print and online media	Collaborate with key stakeholders to develop mission and vision for positive communication initiative
	Facilitate positive communication from LEAs.	IDOE LEAs print and online media	Develop a mechanism for LEAs to submit to IDOE celebrations of teaching
	Design and implement Teachers Ambassador Program (state-level position devoted to program) - This position will be dedicated to creating activities/promotions for the teaching profession.	IDOE	Research national and state-level positions dedicated uplifting the teaching profession to inform the hiring search
	Host a state-wide contest to develop a positive “slogan” for the teaching profession which is unique to the state of Indiana and can be used in state media and LEAs to recruit and empower teachers, and inform parents and the citizens of Indiana.	IDOE print and online media	Develop a mechanism for the submission of positive slogan suggestions
	Interview teachers about their positive teaching experiences and use those interviews, including video clips of testimonials about teacher impact, as part of a recruitment campaign.	IDOE print and online media	Develop questions and framework for use in interviews

Compensation

Allow for locally-developed compensation models that –

- a. Include a pay scale which has a professionally competitive base and index, increases regularly on the base, and expands opportunities for pay based on career paths, including ongoing learning through advanced degrees and/or additional licensure in education or related content areas.
- b. Establish and compensate teacher leadership and career ladders that have mentoring opportunities and ongoing advancement, support, and recognition of teacher skills and expertise.

Stage	Strategy	Key Stakeholders	Next Step
ALL	Provide local competitive pay base and index that increases over time.	LEAs	IGA action
	Expand local opportunities for pay based on career paths, including the attainment of advanced degrees and/or additional licensure in education or related content areas.	LEAs	IGA action
	Establish and compensate local teacher leadership and career ladders.	IDOE LEAs	Communicate with LEAs to share research and best practices of teacher leadership and career ladders
Career	Increase the number of National Board Certified teachers by providing pay increases for certification attainment.	IDOE LEAs	Communicate with LEAs to share examples of others' compensation for National Board Certification
	Include the "Improvement Necessary" rating within eligibility for compensation.	IGA	IGA action

Evaluation and Assessment

Include in the local evaluation system an emphasis on how teachers use data from multiple forms of assessment, including informal, teacher-constructed, and standardized assessments to inform instruction and measure student growth, thus clarifying the purpose of and reducing the number of standardized tests.

Stage	Strategy	Key Stakeholders	Next Step
Pre-service	Ensure pre-service teachers receive instruction geared toward assessment literacy and differentiated instruction based on assessment data.	IDOE IHEs	Host upcoming summit in collaboration with IHE and LEA leaders to address recruitment and pre-service efforts
Induction	Provide training and support for teacher creation and interpretation of student assessments/results.	LEAs ESCs	Collaborate with GLCC/GTL to gather research and best practices for assessment practices
ALL	Recognize the value of teacher-designed assessments and de-emphasize the over-reliance on standardized tests. Establish a process through which LEAs can develop plans and document how performance evaluations will transition to focus on how teachers use local assessment data to improve student learning.	IGA SBOE	IGA action SBOE action
	Provide training and support for teachers and administrators for the creation and interpretation of student assessments/results, including the importance of using a variety of assessment strategies to evaluate student learning.	IDOE ESCs IHEs LEAs	Collaborate with GLCC/GTL, IHEs, and LEAs to gather research and best practices for assessment development
	Re-establish local control over how and to what extent multiple student achievement and growth measures are used to inform educator evaluations and remove requirement for IGM (ISTEP+ growth) to be primary measure of student achievement and growth on “tested teachers” evaluations.	IGA SBOE	IGA action SBOE action
	Host state-wide conferences to showcase best practices for evaluation systems and classroom assessment practices.	IDOE INTASS	Collaborate with GLCC/GTL and INTASS to gather research and best practices for evaluation systems and assessment practices
	Audit assessment schedules, including state-required assessment administration and preparation as well as locally-adopted/developed assessments.	IDOE LEAs	Review ESSA requirements for state-required auditing of assessments
	Revise state testing windows so school schedules will experience limited interruptions.	IDOE SBOE	Seek SBOE support for testing schedule revision that limits interruptions

Diverse Workforce

Recruit and retain a diverse teacher workforce and candidate pool that includes underrepresented populations.

Stage	Strategy	Key Stakeholders	Next Step
Recruitment	Offset the costs of teacher preparation for new teachers, teacher candidates and high school seniors through scholarships, grants, and loan forgiveness and repayment programs.	IDOE CHE IHEs IGA	Examine all scholarships, grants, and loan forgiveness and repayment programs to make specific recommendations IGA action (funding)
	Accelerate implementation of the loan forgiveness programs and appropriate money to such programs in the next biennial budget.	IGA	IGA action (funding)
	Continue to promote affordability of higher education and fund/contribute to grow programs established to recruit teachers.	CHE IHEs IGA	IGA action (funding)
	Collect data to come to a common understanding of shortage areas by geography, subject matter, gender and race.	IDOE CHE DWD IHEs	Work with key stakeholders to teacher shortage data.
	Streamline eligibility requirements for the incentive programs aimed at race currently in law – broaden the eligibility to include underrepresented minorities (e.g., Minority Teacher Scholarship (IC 21-13-2), for Black or Hispanic candidates; Student Teaching Stipend for Minorities (IC 21-13-8), for Black or Hispanic candidates).	IGA	IGA action
	Make the candidate eligibility requirements consistent across all programs, leaving academic eligibility at the discretion of the institution and use the common definition of shortage area.	IDOE CHE IHEs	Host upcoming summit in collaboration with IHE and LEA leaders to address recruitment and pre-service efforts
	Establish “grow our own” partnerships between ethnically and linguistically diverse urban communities, local schools, and institutions of higher education to strengthen the teacher pipeline by promoting cadet teaching programs, particularly in high schools that serve those underrepresented populations.	IDOE IHEs LEAs	Communicate with IHEs and LEAs regarding current status of cadet teaching programs and identify barriers to offering programs
	Engage in intentional recruitment strategies to increase representation of diverse populations.	IDOE IHEs	Host upcoming summit in collaboration with IHE and LEA leaders to address recruitment and pre-service efforts
Pre-service	Provide incentives for candidates to teach in high-needs schools.	IDOE IGA LEAs	Collaborate with GLCC/GTL to develop modules/sessions around Equitable Access Plan strategies
Career	Provide support to create a school climate and culture that is receptive to ethnic and linguistic diversity.	IDOE LEAs	Communicate with LEAs to share best practices for creating an inclusive climate and culture within the work environment
	Provide targeted professional development on culturally-relevant teaching strategies as well as acknowledge/reward the use of such strategies.	IDOE LEAs ESCs	Communicate with LEAs to share research and best practices for culturally-relevant teaching strategies

Clinical Experiences

Strengthen partnerships among P-12 schools and institutions of higher education and require significant, extended pre-service clinical experiences prior to licensing.

Stage	Strategy	Key Stakeholders	Next Step
Pre-service	Adopt and implement the Council for Accreditation of Educator Preparation (CAEP) statement 2.3: <i>The provider (Educator Preparation Programs or “EPPs”) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.</i>	IDOE CHE IHEs	Host upcoming summit in collaboration with IHE and LEA leaders to address recruitment and pre-service efforts
	Encourage and provide support for Educator Preparation Programs (EPPs) to establish and maintain Clinical Practice Partnerships and Professional Development Schools (PDSs).	IDOE CHE IHEs	Host upcoming summit in collaboration with IHE and LEA leaders to address recruitment and pre-service efforts
Career	Provide additional funding (e.g., legislature or federal grant) for establishing and maintaining a clinical practice network as well as augment cooperating teacher stipends.	CHE IHEs IGA	IGA action (funding)

Professional Development

Identify and re-establish state funds for job-embedded professional development that improves teachers' and administrators' knowledge and practice.

Stage	Strategy	Key Stakeholders	Next Step
Induction	Develop and facilitate pre-professional development for new teachers on adopted programs and initiatives. (Boot camp for 1st year teachers prior to first day of school.)	IDOE LEAs	Collaborate with stakeholders and provide a forum to develop model program of best practices for 1 st year teacher boot camp as well as structure for promoting statewide
	Provide time to participate in job-embedded professional development.	LEAs	Review schedules for opportunities to embed time for professional development
Career	Identify and compensate for professional development based on analysis of school data, student data, and teacher need.	IDOE LEAs	Communicate with LEAs regarding best practices for aligning professional development with data
	Target professional development for evaluation systems to teachers new to school corporations and/or the state.	IDOE LEAs	Collaborate with INTASS to assist LEAs with professional development on evaluation systems
	Provide financial incentives (e.g., grants) for partnerships between institutions of higher education, ESCs, and local schools for developing and planning extended professional development opportunities tailored to the specific needs of a building or corporation.	IGA	IGA action (funding)
	Create a "clearinghouse" for schools to contact for help in finding professional development.	IDOE	Gather and categorize professional development opportunities
	Design content-specific professional development which improves instructional practices and student learning.	IDOE IHEs LEAs	Communicate with LEAs to share and provide content-specific professional development
	Establish and support partnerships between K-12 teachers and IHEs to pay for the attainment of additional licensure in shortage areas (e.g., STEM, special education).	IHEs LEAs	Host upcoming summit in collaboration with IHE and LEA leaders to address recruitment and pre-service efforts

Career Pathways and Leadership

Re-envision teacher career pathways and leadership opportunities to encourage, develop, and retain teacher-leaders and provide pathways for promotion, so that teachers have the opportunity to advance in ways beyond leaving the classroom for administrative positions.

Stage	Strategy	Key Stakeholders	Next Step
Career	Fund positions for instructional coaches within each building.	IDOE LEAs	Create resource document highlighting federal funding sources available and best practices for leveraging funding for career pathways and leadership
	Provide support for National Board Certified teacher candidacy.	IDOE LEAs	Provide information to LEAs regarding National Board Certification application and process sponsored by IDOE
	Include opportunities for teachers who choose to stay in the classroom but would like to exercise a leadership position within the LEA.	IDOE LEAs	Promote the \$2M Excellence in Performance grant for LEAs to support leadership positions
	Adopt teacher leader standards and provide guidance and technical assistance to help schools and districts create the conditions needed for effective teacher leadership. (Matlach, 2015)	IDOE	Collaborate with GLCC/GTL to gather national and state-level examples of teacher leader standards
	Provide licensure opportunities in teacher leadership.	IDOE	Collaborate with GLCC/GTL to gather nationwide state-level examples of licensure for teacher leadership roles
	Identify best practices of career ladders/lattices.	IDOE LEAs	Collaborate with GLCC/GTL to gather nationwide state-level examples of best practices for career ladders/lattices
	Share best practices of teacher leadership.	IDOE LEAs	Identify roles for teacher leaders
	Promote increased teacher involvement in decision-making at the school-level (e.g., scheduling, curriculum).	IDOE LEAs	Gather and share best practices and examples of teacher involvement

Appendix A

List of Participants

Leadership

Co-Chair: Glenda Ritz, NBCT, Indiana Superintendent of Public Instruction

Co-Chair: Dr. Maryann Santos, Dean, Purdue College of Education

Members

Dr. Celeste Allen	Perry Township Schools (retired)
Ellen Augustine	Middlebury Community Schools
Dr. Melanie Beaver	Saint Mary-of-the-Woods College
Mary Beth Borkowski	MSD Washington Township
Commissioner Steve Braun	Department of Workforce Development
Charles Cammack, Jr.	Fort Wayne Community Schools
Dr. Sandi Cole	Indiana University – Center on Education and Lifelong Learning
Ashley Cowger	State Board of Education (staff)
Carey Dahncke	Charter Schools
Laurie Davies	Avon Community Schools
Dr. Hope Smith Davis	Indiana University – South Bend
Joshua Francis	Indiana Tech
Stephen Gainey	MSD Warren Township
Keith Gambill	Indiana State Teachers Association
Dale Groves	New Prairie United School Corporation (school board)
Nancy Hannah	Middlebury Community Schools
Dr. Kandi Hill-Clarke	Indiana Association of Colleges for Teacher Education
Karin Huttzell	Northwest Allen County Schools
Dr. John Jacobson	Ball State University
Dr. Lisa Lantrip	Indiana Association of Public School Superintendents
Dr. Angela Lupton	Butler University
Dr. Marvin Lynn	Indiana University – South Bend
Alicia Madeka	School City of Hammond
Dr. Sandra McCormick	Perry Township Schools (retired)
Tim McRoberts	Indiana Association of School Principals
Jeannette Melcic	School City of Hammond
Dr. Jon Milleman	Indiana Teacher Appraisal and Support System
Dr. Colleen Mulholland	University of Indianapolis
Kathy Nimmer	Tippecanoe School Corporation
Kimberly Osborn	MSD Lawrence Township
Melanie Park	Huntington County Community School Corporation
Dr. Paul Parkinson	University of Evansville
Keana Parquet	MSD Washington Township
Representative Gregory Porter	Indiana House Democratic Caucus – Indianapolis
Matthew Presley	LaPorte Community School Corporation
Marjorie Ramey	Westfield Washington Schools
Diane Scott	Lebanon Community School Corporation
Sally Sloan	American Federation of Teachers Indiana
Dr. Brian Smith	Indiana School Boards Association
Zach Smith	Commission for Higher Education
Dr. Shenia Suggs	Indiana Urban Schools Association
Vickie Thomas	School City of Hammond
Representative Randy Truitt	Indiana House Republican Caucus – West Lafayette
Scott Turney	Indiana Small and Rural Schools Association
Tony Willis	Cathedral High School

Appendix B

National Resources and Materials

Resources and Research Summaries: Selected Recruitment and Retention Topics

Packet 1: *Strengthen Educator Preparation*

- Policy Snapshot: Alternative Routes to Teaching: What Do We Know About Effective Policies
Link: http://www.gtcenter.org/sites/default/files/AltCert_Snapshot.pdf
- Publication: A Million Teachers Are Needed: Will They Be Ready?
Link: <http://educationpolicy.air.org/sites/default/files/Brief-MillionNewTeachers.pdf>

Packet 2: *Induction and Mentoring Programs*

- Policy Snapshot: Supporting New Teachers: What Do We Know About Effective State Induction Policies?
Link: http://www.gtcenter.org/sites/default/files/Induction_Snapshot.pdf
- Publication: The Big Picture: Comprehensive Systems of Teacher Induction
Link: http://www.newteachercenter.org/sites/default/files/ntc/main/pdfs/BR-TOA-US-1209-EN_prf2a.pdf

Packet 3: *Improve Working Conditions*

- Publication: Teacher Working Conditions as Catalysts for Student Learning
Link: http://www.ascd.org/publications/newsletters/policy-priorities/oct05/num43/toc.aspx? sm_au =iVVVDNL4ZMV0R4Tq
- Publication Excerpt: Teacher Salaries, Working Conditions, and Job Satisfaction
Link: http://www.nsf.gov/statistics/seind08/c1/c1s5.htm? sm_au =iVVVDNL4ZMV0R4Tq

Packet 4: *Enhance Professional Learning and Educator Evaluation Practices*

- Policy Snapshot: What Do Effective District Leaders Do? Strategies for Evaluating District Leadership
Link: http://www.gtlcenter.org/sites/default/files/Evaluating_District_Leadership.pdf
- Publication: Title II, Part A: Don't Scrap It, Don't Dilute It, Fix It
Link: <http://educationpolicy.air.org/sites/default/files/FixItBrief.pdf>
- Publication: From Good to Great: Exemplary Teachers Share Perspectives on Increasing Teacher Effectiveness Across the Career Continuum
Link: http://www.gtlcenter.org/sites/default/files/Good_to_Great_Report.pdf

Electronic Resources Only:

- Innovation Station: Teacher-Led Professional Learning
Link: <http://www.gtlcenter.org/learning-hub/innovation-station/teacher-led-professional-learning>
- Special Issues Brief: A Framework for Coherence: College and Career Readiness Standards, Multi-Tiered Systems of Support, and Educator Effectiveness
Link: http://www.gtlcenter.org/sites/default/files/Multi-Tiered_Systems_of_Support.pdf

Packet 5: *Educator Career Ladders*

- Policy Snapshot: Increasing Teacher Leadership
Link: http://www.gtlcenter.org/sites/default/files/Snapshot_Teacher_Leadership.PDF
- Ask the Team: Leadership and Lattices: New Pathways Across the Teaching Profession
Link: http://www.gtlcenter.org/sites/default/files/1580%20GTL%20Ask%20the%20Team_Leadership%20Lattices%20d2%20lvr.pdf

Packet 6: *Compensation*

- Ask the Team: Performance-Based Compensation: Linking Performance to Teacher Salaries
Link: http://www.gtlcenter.org/sites/default/files/AskTeam_Compensation.pdf
- Ask the Team: Tiered Licensure: Connecting Educator Effectiveness Policies
Link: http://www.gtlcenter.org/sites/default/files/Tiered_Licensure.pdf

Appendix C

Data

The following data can be found at the links below:

Retention: <http://www.doe.in.gov/sites/default/files/blueribbon/blue-ribbon-ppt-9.11.15.pdf>

- 2013 educator retention rates by quartile
- retention rates over time (average of averages)
- 2014 teacher effectiveness ratings
- average retention rates by teacher effectiveness (2014)
- teachers in 2011-12 still teaching in 2013-14 by years of experience
- retention rates among “inexperienced” teachers
- median teacher compensation in 2015 – 0-5 years experience
- median teacher compensation in 2015 – 0-50 years experience
- teacher compensation over four years
- percent change in salary from 2012 to 2015 by years of experience in 2012
- percent change in salary from 2012 to 2015 by years of experience in 2012 (#2)
- percent change in salary from 2012 to 2015 by years of experience in 2012 (#3)

Recruitment: <http://www.doe.in.gov/sites/default/files/blueribbon/blueribboncommission-recruitment-9.24.2015.pdf>

- teaching force 2014
- median teacher compensation 2015 – 0-5 years experience
- median teacher compensation in 2015 – 0-50 years experience
- teacher compensation 2012-15 (averages)
- percent change in salary from 2012 to 2015 by years of experience in 2012
- percent change in salary from 2012 to 2015 by years of experience in 2012 (#2)
- percent change in salary from 2012 to 2015 by years of experience in 2012 (#3)
- median classroom teacher salaries (May 2014)
- median salaries
- cost of living (2015, 2nd quarter)
- cost of living in the Midwest (2015, 2nd quarter)
- high school pathway courses enrollment
- enrollment in teacher preparation programs (2012, 2013)
- enrollment in teacher preparation programs (2009-13)
- majority of students enrolling in teacher preparation programs...
- educator preparation programs’ efforts to recruit...
- teacher preparation program completion
- initial teacher licenses and teacher preparation program completion
- percent change in initial licenses and program completion
- total initial licenses issued from 2009-10 through 2014-15
- percentage of total licenses issued for elementary education and STEM
- areas of teacher shortage 2015
- areas of teacher shortage 2016