

ESSA Section 5: Supporting Excellent Educators

5.1 Systems of Educator Development, Retention, and Advancement

Consistent with 2101 and 2102 of the ESEA, describe the State's educator development, retention, and advancement systems, including at a minimum:

- i. The State's system of certification and licensing of teachers and principals or other school leaders; and
- ii. The State's system to ensure adequate preparation of new educators, particularly for low-income and minority students

A. Education Pathways

i. *Education Professions*

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions I teacher. Articulation with postsecondary programs is encouraged.

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with postsecondary programs is encouraged.

ii. *Cadet Teaching*

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences.

Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

B. Preparation

i. *Providers and Programs*

All Indiana Educator Preparation Providers (EPPs) are expected to provide high-quality, rigorous programs. Programs are expected to be innovative and designed to meet the needs of 21st century candidates. We focus not only on program quality, but candidate quality and completer impact on P-12 student learning. Therefore, we require all EPPs to seek national accreditation through CAEP **and** national recognition status for all programs for which a national accrediting organization or "Specialized Professional Association" (SPA) is available. If no SPA is available, then the state conducts a periodic review of the program during the EPP's regular accreditation cycle (usually every seven years). A list of SPAs is available at <http://www.doe.in.gov/licensing/accreditation> (see "Non-SPA State Review Process"). A copy of the Indiana-CAEP agreement is available at <http://caepnet.org/working-together/state-partners/state-partnership-agreements>.

EPPs must model standards for beginning teachers as incorporated within the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (511 IAC 13-1-1). These standards illustrate what teachers "across all content and grade levels should know and be able to do to be effective in today's learning contexts" (http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html).

The Indiana Department of Education is responsible for conducting reviews for any new EPP or program proposal, as well as monitoring future accreditation and SPA or non-SPA (state review) status. New proposals confirmed as meeting all standards are referred to the Indiana State Board of Education for final approval and state-recognition. Though EPPs must seek and attain CAEP accreditation, final state-recognition status and duration is determined by the state board.

Existing EPPs submit an annual report to CAEP using the online "Accreditation Information System" (AIMS) at <http://caepnet.org/aims>. EPP annual reports include:

- Contact information for EPP and programs (ensures contact information is accurate);
- Number of program completers;
- Description of any substantive changes to EPP and/or any program (if applicable);
- Display of candidate performance data;
- Candidate and program measures (assessments, data, etc.)
- Description or summary of how EPP and/or program(s) has/have addressed any areas for improvement (AFIs) and/or stipulations. AFIs are recommendations for improvement but less serious than a stipulation. Stipulations must be addressed and can adversely impact continued accreditation status;

- Summary of progress made toward goals or target level of performance as identified during previous accreditation visit.

The department reviews the above reports annually; EPPs not yet CAEP accredited but approved by the state board follow the same report format as above; reports submitted directly to IDOE for an annual review.

Both initial licensure programs (instructional areas) and advanced licensure programs (such as building and district administration) are required to adhere to CAEP Initial or CAEP Advanced Standards. Indiana Educator Standards (CORE) are aligned to state and national standards, including any available SPA standards. Table at end of each standard document shows alignment. Educator licensure assessments (basic skills, content, and pedagogy) developed using the same standards; “assessment blueprint” included within preparation materials; show candidates how assessments are aligned to standards and the percentage according to each domain. See http://www.in.nesinc.com/TestView.aspx?f=HTML_FRAG/IN021_PrepMaterials.html for example.

Indiana administrator preparation programs are expected to meet educator standards and address the following (511 IAC 13-1-1, Sec. 1, (e)):

- (1) Human capital management.
- (2) Instructional leadership including evaluating instructional staff.
- (3) Behavior that sets the tone for all student and adult relationships in the school.
- (4) Culture of achievement aligned to the school's vision of success for every student.
- (5) Using data to attain student achievement goals.
- (6) Using technological tools and systems to support effective management of the organization.
- (7) Financial management including building-level budgeting.
- (8) School safety and emergency preparedness.
- (9) Rights and responsibilities of students, families, and school staff.

ii. *Teacher Candidates*

Teacher candidates must pass all three Indiana CORE Academic Skills Assessments (CASA) in Mathematics, Reading, and Writing before they can be admitted into an educator preparation program. There are state board-approved alternatives for the Indiana CASA:

- ACT with a score of at least 24 based on Math, Reading, Grammar, and Science;
- SAT with a score of at least 1100 based on Critical Reading and Math;
- GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11;
- GRE with a score of at least 301 based on Verbal and Quantitative on or after 8/1/11;
- Praxis I composite score of at least 527 based on Reading, Writing, and Math if taken prior to 9/1/13; or
- Master's degree or higher from a regionally accredited institution.

Teacher candidates who complete an Indiana educator preparation program will have been prepared according to the Indiana Rules for Educator Preparation and

Accountability (REPA) developmental and content standards (<http://www.doe.in.gov/licensing/repa-educator-standards>). Prior to license recommendation, candidates must meet all degree, testing, and student teaching/practicum requirements, as well as show evidence of successful training in CPR-Heimlich Maneuver-AED certification and child suicide prevention. Indiana is in transition from REPA to REPA 3; the last date on which individual may complete a REPA program is August 31, 2019. Both rules are available for review at <http://www.doe.in.gov/licensing/repa>.

iii. *Low-income and Minority Students*

The following CAEP standards specify the educator preparation program requirements related to serving low-income and minority students.

CAEP Standard 2 Clinical Partnerships and Practice: The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

CAEP Standard 3.1 The admitted pool of candidates reflects the diversity of America's P-12 students.

The following Indiana Code citations specify the educator preparation program requirements related to serving low-income and minority students. EPPs are required to provide documentation to the IDOE indicating how they address each of these requirements.

IC 20-28-3-0.3 Definitions

Sec. 0.3. As used in this chapter:

(1) "culturally responsive methods" refer to methods that use the cultural knowledge, experiences, social and emotional learning needs, and performance styles of diverse students to ensure that classroom management strategies and research based alternatives to exclusionary discipline are appropriate and effective for the students; and

(2) "exclusionary discipline" includes in school suspension, out of school suspension, expulsion, school based arrests, school based referrals to the juvenile justice system, and voluntary or involuntary placement in an alternative education program

IC 20-28-3-3 Guidelines for teacher education

Sec. 3. (a) The department shall develop guidelines for use by accredited teacher education institutions and departments in preparing individuals to:

(1) teach in various environments; and

(2) successfully apply positive classroom behavioral management strategies and research based alternatives to exclusionary discipline in a manner that serves the diverse learning needs of all students.

(b) The guidelines developed under subsection (a) must include courses and methods that assist individuals in developing cultural competency (as defined in IC 20-31-2-5). As added by P.L.1-2005, SEC.12. Amended by P.L.246-2005, SEC.149; P.L.220-2015, SEC.6.

IC 20-28-3-3.5 Incorporation of methods to establish culturally responsive school climates

Sec. 3.5. The guidelines developed under section 3 of this chapter must incorporate methods that assist individuals in developing competency in employing approaches to create positive classroom and school climates that are culturally responsive, including: (1) classroom management strategies; (2) restorative justice; (3) positive behavioral interventions and supports; (4) social and emotional training as described in IC 12-21-5-2, IC 20-19-2-10, IC 20-19-3-12, and IC 20-26-5-34.2; and (5) conflict resolution. As added by P.L.220-2015,

iv. *Teacher and School Leader Residencies*

How might we draw on opportunities to use Title II, Part A funds to facilitate the development of practice-rich teacher preparation and promote the incorporation of pre-service residencies across LEAs?

v. *Alternative Routes*

C. Licensure

The mission of the Office of Educator Licensing is to establish and maintain high standards for licensing educators to work in Indiana's P-12 schools. In order to enhance the quality of learning that takes place in our schools, we must have qualified individuals preparing and delivering instruction to our students. The division will accomplish this by working with higher education preparing programs and incorporating a sound license program based on professional development activities and training. Further, the division will develop alternative certification programs to get the best and brightest in their field to instruct the students in our state.

Indiana takes measures to ensure that teachers are learner-ready at many levels. First, the Rules for Educator Preparation and Accountability, REPA, standards for educator preparation programs were implemented in May of 2010. The REPA standards are aligned to the Indiana Academic Content Standards used in accredited Indiana schools and the national standards, including national Specialized Professional Association (SPA) standards where available. A dual focus of pedagogical and content area preparation is embedded within educator preparation programs. The assessments required for licensure, Indiana CORE tests developed by Pearson, can be traced back to the very REPA standards programs used to train educators. All assessments are written specifically for Indiana licensure. Furthermore, Indiana educators and Indiana preparation program educators partook in item selection of these assessments and assisted with score setting. Indiana has also expanded the content areas for testing and in an area for which a test is available, taking and passing it is required for initial licensure or making an addition to one's license. Indiana has also safeguarded 7 crucial areas where taking an assessment for addition is not sufficient. A traditional program or transition program is required in addition to testing for the following areas: Early Childhood, Elementary Generalist, Fine Arts, Communication Disorders, Exceptional Needs, English as a New Language and High Ability.

We have also expanded the requirements for teaching reading instruction to include "interventions that are direct, explicit and multi-sensory" as a component of research-based reading.

Indiana ensures that educators seeking licensure for building or district level leadership have at least two years of classroom experience. This means educators admitted to administrative preparation programs have accomplished two years of experience and are eligible for or have obtained a 5 year proficient license. New administrators go through a mentoring period where they must either complete IMAP or submit a 40 point Professional Growth Plan to convert to a five year Practitioner License.

Should we consider using funds to reform our teacher and school leader certification and licensing system to strengthen entry into the profession and ensure all teachers are learner-ready and leaders are school-ready on day one?

5.2 Support for Educators

Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:

- i.* Increase student achievement consistent with the challenging State academic standards;
- ii.* Improve the quality and effectiveness of teachers and principals or other school leaders;
- iii.* Increase the number of teachers and principals or other school leaders who are effective in improving student academic achievement in schools; and
- iv.* Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the provisions described in the State’s plan for educator equity.

A. Induction and Mentorship

NON-REGULATORY GUIDANCE

SEAs and LEAs are encouraged to use Title II, Part A funds to establish and support high quality educator induction and mentorship programs that where possible are evidence-based and are designed to improve classroom instruction and student learning and achievement and increase the retention of effective teachers, principals, or other school leaders. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)).

i. Framework

Will we require/how will we support induction for all beginning teachers and principals during their first two years?

ii. Roles and Responsibilities

Will we require/how will we support a rigorous mentor/induction coach selection process?

Will we establish/how will we support criteria for how and when mentors/induction coaches are assigned to beginning teachers, and determining the training they will receive to serve in this role?

Will we require/how will we support regular observation by mentors/induction coaches and opportunities for new teachers to observe classrooms?

B. Evaluation and Support Systems

i. Evaluation Systems

If the SEA or its LEAs plan to use funds under one or more of the included programs for this purpose, describe how the SEA will work with LEAs in the State to develop or implement State or local teacher, principal, or other school leader evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA.

The Department encourages SEAs and LEAs to establish and continuously improve human capital management systems, including educator evaluation and support systems. Title II, Part A funds may be used by SEAs and LEAs to develop, implement, and improve rigorous, transparent, and fair evaluation and support systems if these systems are based in part on evidence of student achievement, which may include student growth, and must: (1) include multiple measures of educator performance, such as high-quality classroom observations, and (2) provide clear, timely and useful feedback to educators. (ESEA sections 2101(c)(4)(B)(ii) and 2103(b)(3)(A)).

How could the SEA use funds to refine or revise our teacher and leader evaluation system?

a. Context

In 2011, the Indiana General Assembly (IGA) mandated the implementation of annual staff performance evaluations for all certificated employees, including teachers, principals and superintendents in LEAs across the state beginning in the 2012-13 school year. Required by Indiana Code (IC) 20-28-11.5, performance evaluation systems must be implemented to provide all educators continuous feedback to increase educator effectiveness and ultimately improve student achievement. Additionally, these annual evaluations must result in the designation of each certificated employee in one of the following categories which correspond with a numeric rating: Highly Effective (4), Effective (3), Improvement Necessary (2), or Ineffective (1). Also required by statute, aggregate school- and LEA-level educator evaluation data is posted annually on the IDOE website at www.doe.in.gov/evaluations.

b. The IDOE has four years of statewide evaluation data for all certificated employees in LEAs with up-to-date staff performance evaluation systems per collective bargaining agreements. Statewide, nearly 88% of all educators were rated Highly Effective and Effective for the 2014-15 school year.

c. Core Components

Student Achievement and Growth
Stakeholder Involvement
Evaluator Training

d. Implementation

Coordinators in the Division of Educator Effectiveness provide guidance to LEAs on the implementation of educator evaluation legislation and locally-developed

educator evaluation models based on multiple measures, including student performance on assessments. The coordinators specifically provide ongoing support and feedback regarding the alignment of school- and LEA-wide professional learning with educator evaluation results.

Educator evaluations must serve to support professional growth; if teachers are not provided quality professional learning opportunities that respond to their identified areas of need, it's unlikely that student performance will improve. The goal of implementing comprehensive educator evaluation systems is to provide professional learning to impact student achievement and growth rather than solely holding educators accountable. Specifically Educator Effectiveness staff recommends ongoing, job-embedded, and differentiated professional learning to improve teachers' and administrators' knowledge and practice as a strategy that also incentivizes educator retention.

ii. *Professional Growth and Improvement*

Consistent with 2101 and 2102 of the ESEA, describe the State's educator development, retention, and advancement systems, including at a minimum:

i. The State's system of professional growth and improvement, which may include the use of an educator evaluation and support system, for educators that addresses induction, development, compensation, and advancement for teachers, principals, and other school leaders if the State has elected to implement such a system. Alternatively, the SEA must describe how it will ensure that each LEA has and is implementing a system of professional growth and improvement for teachers, principals, and other school leaders that addresses induction, development, compensation, and advancement.

iii. *Skills to Address Specific Learning Needs*

Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students consistent with 20101(d)(2)(J) of the ESEA, including strategies for teachers of, and principals or other school leaders in schools with: low-income students; lowest-achieving students; English learners; children with disabilities; children and youth in foster care; migratory children, including preschool migratory children and migratory children who have dropped out of school; homeless children and youths; neglected, delinquent, and at-risk children identified under title I, part D of the ESEA; immigrant children and youth; students in LEAs eligible for grants under the Rural and Low-Income School Program; American Indian and Alaska Native students; students with low literacy levels; and students who are gifted and talented.

a. Students with Disabilities

Indiana Resource Networks (IRNs)

Indiana Center on Teacher Quality

In partnership with schools, families, agencies and communities, the Indiana Center on Teacher Quality (ICTQ) seeks to improve educational outcomes for students by ensuring their access to a pre-k through 12 continuum of instruction from high quality teachers. ICTQ intends to 1) increase the number of high quality teachers

serving students with disabilities by providing job embedded professional development at the state, regional and district levels; 2) increase the number of students with disabilities who have access to a high quality teacher by improving recruitment, support and retention of all teachers who teach students with disabilities across the LRE continuum (general education and special education); and 3) to improve school transitions and post-school outcomes for students with disabilities through partnerships and collaborations among schools, community agencies, higher education and families in a pre-K-12 system of support by aligning the policies and practices of key educational stakeholders across the lifespan serving individuals with disabilities.

Indiana IEP Resource Center

Focus: To increase Indiana educators' knowledge and skills that will (a) support the use of Indiana IEP to develop legally compliant IEPs that follow Article 7 requirements, (b) provide technical assistance and professional development for Indiana educators and staff who are involved in the development of high quality IEPs and (c) support Local Educational Agencies (LEAs) in the development and use of procedures to ensure compliance and the fidelity of implementation of IEP goals and services that will result in high quality instruction and programming evident by data review and progress monitoring.

Project Success

Project SUCCESS supports teachers and administrators in the design and implementation of Indiana Academic Standards in curriculum and instruction for students with significant cognitive disabilities. This includes providing critical background information and access to instructional and resource materials developed by NCSC. Project SUCCESS provides monthly professional development sessions to participating teams and on-site technical assistance as needed.

Pass Project: Promoting Achievement for Students with Sensory Loss

Focus: To provide professional development opportunities for educators that will improve instructional quality, promote academic achievement and foster successful post-secondary transition outcomes for students with sensory loss.

Indiana Secondary Transition Resource Center

Focus: To create and enhance professional development activities and resources in order to build capacity to improve school and post-school outcomes. The center's work focuses on student-focused planning activities and self-determination skill development; improved Transition IEPs and use of transition assessments; access to effective academic and life-skills instruction, quality work-based learning; interagency collaboration; and family involvement.

b. English Learners and Migrant Students

WIDA Professional Development Series

The Office of English Learning and Migrant Education partners with the WIDA consortium to provide annual, targeted professional development to improve the

capacity of teachers, principals, and other school leaders. The trainings are chosen with input from the field to address areas of need, including leadership, assessment, data, collaboration, and instruction.

English Learner Leadership Group

The Office of English Learning and Migrant Education convenes quarterly meetings and professional development with the English learner directors and related staff across the state representing LEAs with a wide range of English learner and immigrant populations. This group works closely with statewide associations, such as the Indiana Teachers of English to Speakers of Other Languages (INTESOL), to provide support to the field regarding research-based best practices, leadership development, effective implementation of EL services, and meaningful communication with parents and communities.

Request for IDOE Technical Assistance and Professional Development

The Office of English Learning and Migrant offers recurring technical assistance and professional development opportunities to LEAs on an as-needed or requested basis. The technical assistance provides effective implementation of state and federal grants for English learners and application of laws and regulations pertaining to English learners. LEA grants must include an emphasis on professional development. The requested onsite or virtual professional development address individual LEA or regional needs for English learners or immigrant students, such as leadership, assessment, data, collaboration, and instruction.

Migrant Education

Identification and Recruitment (ID&R) Training

The Office of English Learning and Migrant Education, directly and through external partners, provides training to recruiters to accurately identify and provide initial services to address the needs of eligible migratory children.

Program Evaluation

The Office of English Learning and Migrant Education conducts an evaluation of the Migrant Regional Center regular school year (RSY) and summer school year (SSY) programs to identify areas of strength and need in the provision of instructional, support, and referral services.

Migrant Regional Center Director Meetings and Professional Development

The Office of English Learning and Migrant Education convenes quarterly meetings and professional development with the migrant regional directors and related staff. This group works closely with other organizations that serve migrant workers, such as Teaching and Mentoring Communities (TMC) that serves preschool migratory children or Proteus, Inc that serves adult migrant workers. These meetings provide support to the field regarding research-based best practices, leadership development, and effective implementation of migrant services, and meaningful communication with parents and communities.

Request for IDOE Technical Assistance and Professional Development

The Office of English Learning and Migrant offers regularly recurring technical assistance and professional development opportunities to migrant regional centers on an as-needed or requested basis. The technical assistance provides effective implementation of federal grants and application of laws and regulations pertaining to migratory children. Local operating agency grants must include an emphasis on professional development. The requested onsite or virtual professional development address individual LEA or regional needs for migratory children, such as leadership, assessment, data, collaboration, and instruction. This includes specific needs related to out of school youth (OSY) and preschool migratory children.

C. Teacher Leadership

NON-REGULATORY GUIDANCE

Sustainable teacher career paths should give teachers the opportunity to exercise increased responsibility and to grow professionally, while keeping effective teachers in the classroom. Moreover, the availability of teacher leadership opportunities positively impacts teacher recruitment and retention, job satisfaction, and student achievement.

Title II, Part A funds may be used to support “time banks” or flexible time for collaborative planning, curriculum writing, peer observations, and leading trainings; which may involve using substitute teachers to cover classes during the school day. (ESEA sections 2101(c)(4)(B)(v) and 2103(b)(3)(E)). Furthermore, funds may be used to compensate teachers for their increased leadership roles and responsibilities. (ESEA sections 2101(c)(4)(B)(vii)(I) and 2103(b)(3)(B)).

i. *Competencies and Standards*

How could we support peer-led, evidence-based professional development in LEAs and schools?

ii. *Career Pathways*

How could we develop career opportunities and advancement initiatives for effective teachers that promote professional growth and emphasize multiple career paths?

D. School Leadership

NON-REGULATORY GUIDANCE

Under Title II, Part A of the ESEA, SEAs have broad authority and flexibility in the use of State activities funds. SEAs may use some of these funds to improve the quality and retention of effective teachers. However, we strongly encourage each SEA to devote a significant portion of its State activities funds to improving school leadership; and in doing so consider its flexibility to reserve an additional 3 percent of Title II, Part A LEA subgrants for States activities that support principals or other school leaders. (ESEA section 2101(c)(3)).

i. *Professional Learning for Principals and Other School Leaders*

How could the SEA partner with organizations, such as institutions of higher education, to provide leadership training and opportunities for principals and other school leaders to hone their craft and bring teams together to improve school structures?

Will the SEA offer community of learning opportunities where principals and other school leaders engage with their school teams to fully develop broad curriculum models?

ii. *Additional Funding (optional 3% set-aside)*

The SEA could pursue the optional 3% set-aside in addition to the 5% state activities reservation? Currently 100% of available Title II funds are given to LEAs, strong emphasis in Indiana is towards local choice and local control.

5.3 Educator Equity

A. Definitions

Provide the SEA's different definitions, using distinct criteria so that each provides useful information about educator equity and disproportionality rates, for the following key terms:

i. *Required*

Ineffective teacher: An *ineffective teacher* receives a summative effectiveness rating of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by Indiana Code 20-28-11.5 An *ineffective teacher* consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Out-of-field teacher: An *out-of-field teacher* does not meet all applicable Indiana teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate / license / endorsement issued by Indiana) in the subject area and grade level in which they are teaching. A teacher with an emergency or temporary credential is not considered to meet these requirements and would be considered an "out-of-field" teacher.

Inexperienced teacher: An *inexperienced teacher* is in the first or second year of teaching. The number of years of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences. An inexperienced teacher is reported as having zero or one year(s) of experience.

Low-income student: A low-income student is eligible for the federal free- and reduced-price lunch programs, as was defined per the Indiana Department of Education’s approved equity plan, Ensuring Equitable Access to Excellent Educators in Indiana.

Minority student: A minority student, used interchangeably with “student of color”, identifies as American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or two or more races.

ii. *Optional Definition*

Excellent educator: An *excellent educator* receives a summative effectiveness rating of “Highly Effective” or “Effective” as determined through the local performance evaluation system that meets the requirements established by Indiana Code 20-28-11.5.

A *highly effective* teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher’s students, in aggregate, generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

An *effective* teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher’s students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

B. Rates and Reporting

Using the definitions provided in section 5.3A and data, demonstrate whether low-income and minority students enrolled in schools that receive funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A. In making this demonstration, the State must calculate and report student-level data on a statewide basis.

	Ineffective teacher rate	Disproportionality
Low-income students	4%	4%
Non-low-income students	0%	
Minority students	3%	3%

Non-minority students	0%	
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	Out-of-field teacher rate*	Disproportionality
Low-income students	6	3
Non-low-income students	3	
Minority students	7	5
Non-minority students	2	

*Number of emergency permits

	Inexperienced teacher rate	Disproportionality
Low-income students	24%	12%
Non-low-income students	12%	
Minority students	24%	12%
Non-minority students	12%	

C. Public Reporting

Consistent with §299.18(c)(5), describe where the SEA will publish and annually update:

- i.* the rates and disproportionalities calculated in section 5.3.B;
- ii.* the percentage of teachers categorized in each LEA at each effectiveness level established as part of the definition of “ineffective teacher,” consistent with applicable State privacy policies;
- iii.* the percentage of teachers categorized as out-of-field teachers consistent with §200.37; and
- iv.* the percentage of teachers categorized as inexperienced teachers consistent with §200.37.

D. Root Cause Analysis

If the analysis in section 5.3.B demonstrates that low-income or minority students enrolled in schools receiving funds under Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, describe the root cause analysis, including the level of disaggregation of disproportionality data (e.g., statewide, between districts, within district, and within school), that identifies the factor or factors causing or contributing to the disproportionate rates demonstrated in section 5.3.B.

Stakeholders discussed a wide range of possible root causes for the lower retention rates of Effective and Highly Effective teachers in high poverty and minority schools. An initial list of root causes included: lack of teacher mentoring and support; nonexistent or nonresponsive professional development; inadequate educator preparation; compensation; limited

recruitment efforts; negative school climate or environment; increased accountability; lack of quality or consistency of leadership; and negative public and political perceptions.

Upon review of these many possible root causes, stakeholders grouped and narrowed the ideas, referring back to the disparities in retention.

Educator Effectiveness ratings data and the Excellent Educator retention data drove the root cause analysis and strategy development. In consideration of the greater needs of students in high poverty and minority schools, stakeholders determined that Highly Effective and Effective teachers were more likely to leave their schools as a result of deficiencies in professional development (including mentorship and support), working conditions, and a negative public and political perception. The resulting strategies and progress monitoring plans were based on these three identified root causes.

Strategies were then categorized by responsibility and implementation timeline; each strategy includes an indication of SEA, LEA, or “other” responsibility for development and implementation as well as a goal, annual target, and evaluation and progress monitoring methods. The 90-day, one year, two year, and three year timelines were determined based in part upon the availability of additional educator Effectiveness data.

E. Identification of Strategies

Each SEA that demonstrates that low-income or minority students enrolled in schools receiving funds under title I, part A of the ESEA are taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers must provide its strategies, including timelines and funding sources, to eliminate the disproportionate rates demonstrated in section 5.3.B that are based on the root cause analysis and focuses on the greatest or most persistent rates of disproportionality demonstrated in this section, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under §200.19 that are contributing to those disproportionate rates.

To address high quality responsive professional development, including mentorship and induction programs, stakeholders suggested several strategies that incorporate higher education, the Indiana Education Service Centers (ESCs), and the National Board for Professional Teaching Standards.

Stakeholders proposed that the SEA provide guidance and recommendations on compensation models that include credit for teachers taking on professional development roles within their schools, which includes additional compensation for “mentor” and “master” teachers. It was recommended that the SEA consider this model as a starting point for providing such guidance and recommendations. Additional recommendations included the development of an official mentoring program – similar to the one that was previously funded by the state which was dismantled in 2006 – and a communications protocol to share resources and best practices to the identified high poverty and minority schools. In an effort to disseminate these communications, the IDOE will continue its partnership with the ESCs to relay information within their regions regarding opportunities for professional development sessions as well as peer-to-peer support teacher cohorts.

At the LEA level, stakeholders recommended a calibration of evaluation practices, particularly in terms of providing feedback and targeted support. Indiana does not mandate a particular

evaluation model, but does mandate several components that must be included in the chosen model. Specifically, LEAs must focus their efforts on three requirements: recommendations for improvement; targeting professional development; and other improvement supports to specific areas of need.

The IDOE Community “Developing New Indiana Evaluations” can be found at: <https://learningconnection.doe.in.gov/UserGroup/GroupDetail.aspx?gid=1652> and is free and open to join. IDOE Communications Office shares information about ESEA waiver flexibility requirements relative to evaluations and accountability through social media and the Educator Effectiveness staff regularly present at conferences and public meetings around the state. Data and information specific to LEAs and their performance is readily accessible to parents and communities on the IDOE website. Discussions with the State Board of Education relative to the ESEA flexibility waiver and educator Effectiveness are streamed live and archived on the State Board of Education website.

In addition to over 60 resources available via IDOE’s website, educators can access guidance, FAQs and post questions and comments in professional communities and forums on the Learning Connection. *The Learning Connection IDOE Community: Developing New Indiana Evaluations* currently has 2,386 members. This Community is informed on announcements, guidance and resources. This Community also has a forum where educators can discuss concerns or questions related to the new evaluation requirements. Information on Indiana’s Equity Plan will also be posted in this learning community. Currently, the Community has over 26 files on different resources for educators related to the compliance and implementation of IC 20-28-11.5. These resources include WebEx recordings, RISE training modules, legal guidance on the six evaluation requirements, rubrics, and sample documents that LEAs can use to comply with the law. To gauge educators’ reactions to the first year of statewide implementation for teacher and principal evaluation, IDOE surveyed educators in Fall 2013. Over 700 educators responded, providing IDOE with data used to improve guidance on the Learning Connection and the website.

Higher education institutions were also identified as a possible partner for developing and expanding mentoring and induction opportunities or requiring a fifth year internship or residency program that provides a full year of clinical practice. Some Indiana universities, such as Butler University, currently have a program that supports its teacher education graduates into their first couple of years of employment in Indiana schools. The IDOE is working to highlight this support program to give other teacher preparation programs ideas on how to put together more support programs within the teacher preparation community.

Particularly for teachers working in the highest poverty schools, research¹ demonstrates that a palatable school culture and climate are crucial for retaining high quality educators. To improve working conditions in these schools, stakeholders recommended a state-level collection of climate surveys, promotion of teacher leadership and success stories, and support for building-level administrators. The IDOE has partnered with AdvancED to assist Focus and Priority schools in school improvement planning. AdvancED currently has a staff climate survey that schools in improvement complete and the IDOE will have access to these surveys and results. The IDOE will build upon these surveys and make a survey available via the Equity Plan website. The IDOE

¹ Keeping Irreplaceables in D.C. Public Schools; TNTP 2012

Educator Effectiveness staff gathered representative Indiana Teachers of the Year, Milken Educators, and National Board Certified Teachers to form the Teacher Leader Group which meets four times a year to share questions and concerns they are hearing from the field. The IDOE does not currently collect working conditions data but has already begun collaborating with the GTL Center to develop and disseminate climate surveys.

Stakeholders also recommended that LEAs develop and support health and wellness awareness programs to assist with response to stress and encouraged them to engage in team- and consensus-building among all teachers and administrators.

Finally, local businesses and community organizations were identified as possible partners to provide schools and teachers with financial and material resources integral for improving their working environments.

To increase positive perception of teachers, stakeholders encouraged more support for and advertisement of teacher recognition programs as well as a communications plan for highlighting teacher successes. The Superintendent of Public Instruction (SPI) sends a weekly newsletter (DOE Dialogue) to all superintendents and principals with a wide range of information from both inside and outside the IDOE. However, this communication is sent only to the aforementioned administrators. Stakeholders shared that a farther reach and more public notification would support such an increase in positive perception.

5.4 Performance Management and Technical Assistance for Supporting Excellent Educators

Narrative forth coming

A. System of Performance Management

Describe the SEA's system of performance management for implementation of State and LEA plans for supporting excellent educators.

B. Review and Approval of LEA Plans

Describe the SEA's process for supporting the development, reviewing, and approving the activities in LEA plans in accordance with statutory and regulatory requirements, including a description of how the SEA will determine if LEA activities align with the specific needs of the LEA and the State's strategies described in its consolidated State plan for supporting excellent educators.

C. Collection and Use of Data

Describe the SEA's plan to collect and use information and data, including input from stakeholders, to assess the quality of SEA and LEA implementation of strategies and progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

D. Monitoring

Describe the SEA's plan to monitor SEA and LEA implementation of included programs using the data in section 5.4.C to ensure compliance with statutory and regulatory requirements related to supporting excellent educators.

E. Continuous Improvement

Describe the SEA's plan to continuously improve implementation of SEA and LEA strategies and activities that are not leading to satisfactory progress toward improving student outcomes and meeting the desired program outcomes related to supporting excellent educators.

DRAFT



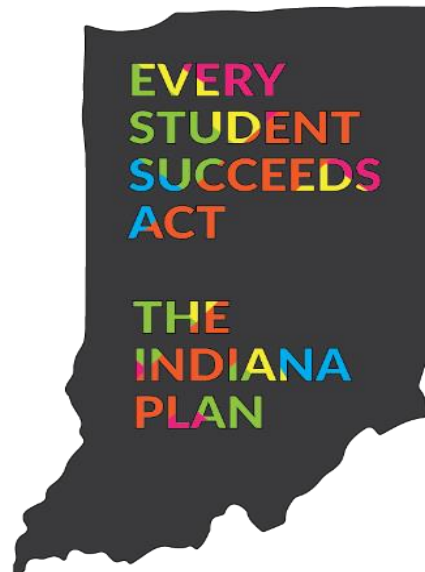
IMAGINING
the possibilities.
MAKING THEM HAPPEN.



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Supporting Excellent Educators



Office of Educator Effectiveness
Fall 2016

ESSA Statutory Requirements

Definitions and reporting for the following educator types:

- Ineffective
- Out-of-field
- Inexperienced
- Low-income
- Minority

State reservations on Title II funds

- 1% for SEA responsibilities
- 5% for state activities with link to development of education workforce
- 3% for strengthening school leadership (optional set-aside)
 - *Current practice in Indiana strongly supports LEA receiving 100% of available funds for local options



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Indiana Superintendent of Public Instruction

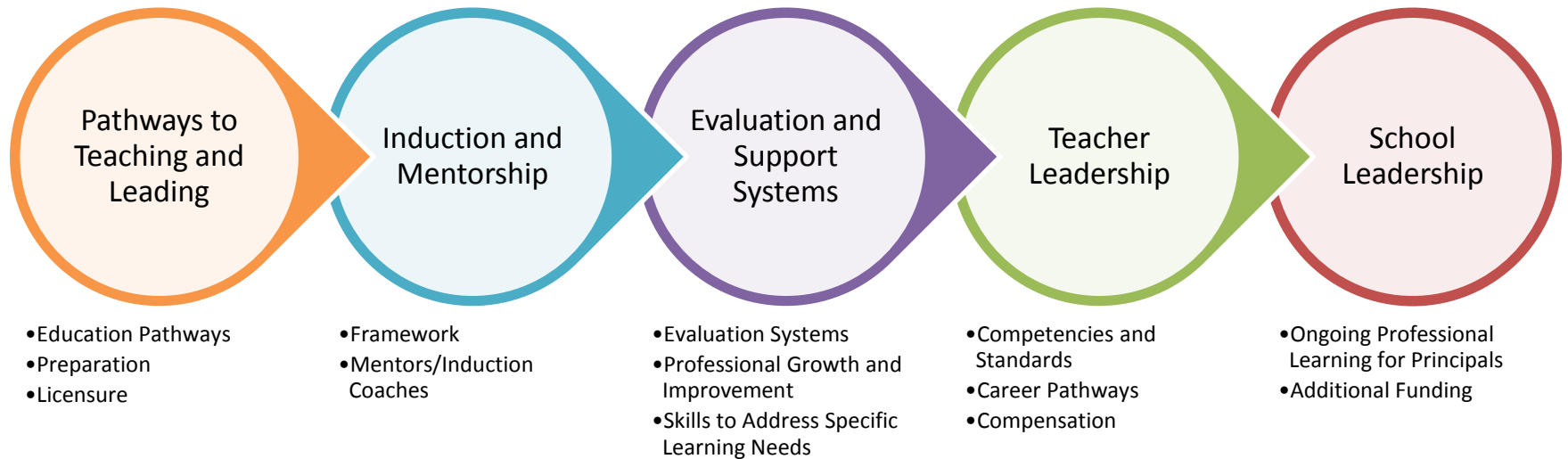
Title II, Part A Funding Priorities

Allowable Uses of Funds

- Certification or preparation program standards and approval processes, including residency programs
- Evaluation and support systems
- Equitable access to excellent educators
- Recruitment and retention initiatives
- Career opportunities and advancement initiatives
- Induction and mentoring programs
- Professional development programs for principals
- Early childhood transition and school readiness



Educator Development, Retention, and Advancement



Educator Equity

	Ineffective rate	Disproportionality	Out-of-field rate	Disproportionality	Inexperienced rate	Disproportionality
Low-income students	4%	4%	6	3	24%	12%
Non-low-income students	0%		3		12%	
Minority students	3%	3%	7	5	24%	12%
Non-minority students	0%		2		12%	



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Indiana Superintendent of Public Instruction

Consultation

Key Questions

- What is the overarching goal for the state's education workforce?
- How should we define required terms? Should we include and define additional terms? (**definitions and reporting**)
- What support would you recommend to attract, prepare, develop, and retain excellent educators?
- How can we ensure all students have consistent access to excellent educators?

