

Mentoring

Establish a mentoring program that builds on Indiana's former program and incorporates broadened partnerships with IHEs to foster new teacher development and nurture the reflective practitioner. The state-supported program would last for at least two years, leverage the latest technology for delivery, and would include support for administrators, high-quality programming, guidance for mentors, metrics to measure ongoing program success, and compensation for both mentors and mentees.

Strategy Brainstorm

- Change performance award to fund mentor induction programs
- Create statewide policy for induction/mentoring
- Significant induction program (2 years for new teachers)
- Re-establishing a mentoring program (2 years, paid)
- Provide mentoring, possibly by reviving the program Indiana once had
- Broaden IHE support for teacher alumni (initiate)
- Expand administrator coaching
- Mentoring new teachers by exemplary teachers
- Teacher mentoring programs
- Re-establish a mentor program
 - At least 2 years
 - Funded
 - Include mentor program for administrators
 - Leverage technology for delivery
 - Determine metrics to measure program success
- Expand co-teaching
- Mentor/induction program (2 years; enhances image)
- State-wide model to be adapted
- Re-establish induction/mentor program
- Provide mentoring, possibly by reviving the program Indiana once had
- Used to have a mentoring program in Indiana. It went away. Bring this back or revise it?
- Mentoring program
 - Quality
 - Compensation
 - Clear expectations
- A systemic, ongoing, financially-supported mentor/induction program that fosters new teacher development, seeks to nurture the reflective practitioner, and is mutually beneficial.

Compensation

Reform the current compensation model by building a reliable pay scale that, including a base and index, increases regularly on the base while expanding opportunities for pay based on a career ladder and honors local control and the growth of teacher pay plans.

Strategy Brainstorm

- Reform the current compensation model
- Teach Title I schools for X years and receive loan forgiveness
- Support, count on increases
- (Expand) incentives to come into education
- Compensation as loan repayment or insurance perk
- Provide teachers with opportunities to become NBCT
- Promote and recognize advanced degrees with monetary incentives and rewards
- Stop limitations on teacher pay plans
- Stop unfair use of state tests for some (summative) and teacher rated tests for others regarding evaluations--hence compensation
- Career ladders and steps that are stable (increase regularly on *base*).
- Less allotment to stipends
- Clear pathway (without compromising local control)

Positive press

Develop a robust media campaign that leverages both traditional and social media and builds partnerships with teachers, students, the legislature, and new outlets to promote education and the profession of teaching in Indiana. The campaign may include radio spots, interviews with teachers, invitations to journalists and politicians to spend time in classrooms, more recognition of teachers' accomplishments, and teacher testimonials.

Strategy Brainstorm

- Promoting teaching in a positive way!
 - Via relationships with stakeholders
 - Public relations campaign
 - Sharing our passion for teaching
 - PSAs/testimonials
- Develop political partnerships: Improve the relationship with the legislature
- Develop political partnerships: Invite politicians to visit schools and engage with classrooms (e.g., "Bring your legislator to school" day)
- Increase partnerships among state and local businesses and schools
- Public relations class (high school students working in middle schools; share good news)
- Testimonials from passionate teachers, PSAs, "Why I teach..." (twitter, radio)
- Solicit teacher and student voice: Encourage schools to let their students interview teachers and report online through social media
- Cultivate partnerships with state and local news stations to promote positive stories about teaching
- Develop a strategic, state-wide campaign about education and teaching to raise the profile of the profession
- Using positive social media campaigns to promote your teaching, your school, and your profession
- Public relations campaign to show the difference a teacher can make in a child's life
- PR / Marketing public education
- Invite members of the media to spend time in schools and with teachers
- Explore other professions' (doctors, nurses) strategies for recruitment
- Launch a statewide PR/marketing campaign
- Statewide marketing campaign for teaching in Indiana
- Effective communication about *what* making teaching great, stop negative narration
- Creating a competitive selection process and recruiting top teachers
 - Positive narration
 - PR engagement
- Recognize teachers' accomplishments (e.g., Golden Apple awards, TN teacher ambassador)
- Stop negative narration

Career options/ladder and leadership opportunities/support for teachers

Develop a varied-level career lattice that allows teachers to move laterally and vertically, customizing their career paths to their interests. The lattice would include a multiple and varied leadership opportunities for teachers, including but not limited to moving into the administration.

Strategy Brainstorm

- Create a varied-level career lattice
- Review compensation model. Are all good? Districts provide career opportunities. Career lattice
- Providing opportunities for teacher leadership (career lattice)
 - Pay on
 - Subsidize the N
 - License
 - System
 - Degree
- Consider non-monetary benefits through adjusted roles and responsibilities
- Reward teachers with diverse experiences
- Provide summer internships in teachers' fields
- Expand licensure options so teachers may teach in multiple areas
- Expand teacher leadership systems
- Provide more opportunities for leadership among teachers
- Develop pathways for teachers who wish to advance in their career, but do not wish to leave the classroom space
- National board
- Add teacher leader license
- State-wide teacher leadership academy with endorsement
- Provide teachers with opportunities to become NBCT
- Encourage teachers to serve on local boards and leadership groups
- Build teacher leadership as advocates for their profession
- Stop programs that take the best teachers out of the classroom
- Support continuing education and provide a clear pathway to attaining a Master's degree.
- Provide summer internships in teachers' fields
- Promote education minors
- Provide professional development related to family involvement (e.g., communication with parents, cultural responsiveness)
- Promote and encourage creative curricula and lesson plan sharing by teacher leaders
- Promote increased cross-collaboration among regional ESCs
- Support leadership with ongoing professional development to build their capacity as leaders
- Allow teachers to direct their ongoing professional development (e.g., 123 PLC)

Streamline, pare down, and clarify role of standardized tests

Clarify the purpose and streamline the number of standardized assessments students must take each year so that teachers have more time for instruction.

Strategy Brainstorm

- Clarify the role and purpose of each standardized assessment and align the uses of the scores with those purposes
- Ensure student test scores are not the only measurement of teacher effectiveness
- Streamline or decrease the number of standardized tests students take each year
- Overhaul ECA Accuplacer
- Stop Accuplacer--Redundant, no new data
- Stop redundancy in testing; limit redundant testing
- Put focus of teaching back on the classroom and instruction and *off* assessment

Revise teacher evaluations (especially to not use or limit use of student test scores)

Develop a teacher evaluation system that emphasizes how teachers respond instructionally to students' test scores rather than the scores themselves and that involves other measures of teacher proficiency.

Strategy Brainstorm

- Develop a system in which teachers can show evidence of how they *respond* instructionally to student performance
- Clarify the role and purpose of each standardized assessment and align the uses of the scores with those purposes.
- Ensure student test scores are not the only measurement of teacher effectiveness.
- Don't tie student testing to teacher evaluation
- Stop tying testing to compensation
- *The group noted that they like accountability; they just don't think this kind of evaluation works.*
- Expand evaluation requirements to make more appropriate requirements of the frequency of observations for established and proficient educators
- Evaluations should vary according to proficiencies. Novice teachers need more; proven teachers less.

Recognize and support teachers' ongoing learning (e.g., Master's degrees, NBCT)

Recognize, promote, and support ongoing teacher learning and professionalism (e.g., advanced degrees, National Board Certification).

Strategy Brainstorm

- Bring back incentive to have advanced degree and additional compensation for NBCT, etc.
- Consider non-monetary benefits through adjusted roles and responsibilities
- Review PGP criteria
- Recognize teachers' accomplishments (e.g., Golden Apple awards, TN teacher ambassador)
- Provide teachers with opportunities to become NBCT
- Support continuing education and provide a clear pathway to attaining a Master's degree
- Promote and recognize advanced degrees with monetary incentives and rewards
- Follow lead of a state with positive experience of performance based model
- Subsidize National Board feed (i.e., candidate pays 10%; state or district supports 90%)
- Bring back value (incentive) of an advanced degree
- Reform the current compensation model

Offset costs of preparation programs

Offset the costs of teacher preparation for new teachers, teacher candidates, and high school seniors through scholarships, grants, and loan forgiveness.

Strategy Brainstorm

- Offset the costs of teacher preparation and continuing education with scholarships and loan forgiveness
- Expand opportunities for new teachers or high school seniors to pay for education (scholarships, loan forgiveness, grants)

Clinical experiences for teacher candidates

Strengthen partnerships among P-12 schools and IHEs and require pre-service clinical experiences prior to licensing.

Strategy Brainstorm

- Revise licensing policies to require all routes to teacher licensing include quality clinical experiences prior to licensing
- Expand pre-service clinical experiences that require universities and P-12 schools to partner in developing shared responsibility for P-12 learners and teacher preparation.
- Developing strong clinical model with quality mentoring and multiple experiences
 - College/district partnerships
 - Boston Model
- Create IHE/LEA pilot of partnerships for clinical experiences
- LEA/prep program relationships
- Improve relationships among schools and IHEs

Revise PD (e.g., increase collaboration, different topics, revise PGP)

Develop a system of high quality professional development offerings that teachers and administrators may navigate, customizing their experiences to fit their needs. The offerings should include opportunities for collaboration. If PGP points are retained, the system should be more selective of what is acceptable for renewal.

Strategy Brainstorm

- Teacher induction programs
- Be more selective on what is accepted for PGP points for renewal
- Support leadership with ongoing professional development to build their capacity as leaders
- Promote collaboration and cooperation among teachers through professional development opportunities, such as lesson study, that allows them to observe and help one another.
- Allow teachers to direct their ongoing professional development (e.g., 123 PLC)
- Provide professional development related to family involvement (e.g., communication with parents, cultural responsiveness)
- Provide professional development to teachers and administrators on topics relevant and interesting to them (e.g., cultural responsiveness, lesson study)
- Fund professional development for teachers and administrators
- Review PGP criteria