

Recruiting and Retaining High
Achievers for the Teaching Profession:
Options Beyond Financial Aid

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Education

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Contents

Executive Summary	2
Recommendations for Action.....	2
History and Context.....	5
A Holistic Approach for Recruiting, Educating, and Retaining Teacher Candidates	6
The College and Career Pathway.....	7
Recruitment to the Field	8
Education for the Field	12
Retention to the Field.....	16
Appendix A: A Holistic Approach for Recruiting, Educating and Retaining Teacher Candidates.....	20
Appendix B: Indiana High Schools with IDOE Approved Cadet Teaching Programs	22
Appendix C: Indiana Department of Education Summary Report of Responses Received from Institutions Regarding Minority Recruitment Efforts.....	26
References.....	36

Executive Summary

Teaching is one of the first careers children are exposed to due to their regular interactions with teachers from an early point in life. And although many children will pretend to be teachers through play and will talk about being teachers when they grow up, the number of high school students expressing an interest in teaching as a career pathway has steadily declined over the past several years.

While not every school district in Indiana will report challenges in recruiting highly qualified individuals to fill open teaching positions, there are gaps in finding qualified individuals to teach in specific subjects (math, science, special education) and specific communities (often communities with high poverty rates). Knowing these challenges exist, in 2015, the Indiana Legislature commissioned an Interim Study Committee on Education and the Indiana Department of Education convened a Blue Ribbon Commission each focused on a number of challenges in education across the state, including strategies for teacher recruitment and retention.

To accomplish the suggestions of each of these reports as well as the recommendations made in the following pages, it is critical to recognize there is no one agency or institution that can or should implement these programs independently—it requires a collaborative community of organizations. To build this community and ensure a pipeline of highly qualified individuals studying education and moving into and staying in K12 classrooms across the state, the Indiana Commission for Higher Education (CHE), the Indiana Department of Education (IDOE), post-secondary teacher preparation programs, and local school districts must work together, with support from the Indiana Legislature, and be engaged throughout the college and career continuum for any teacher recruitment and retention program to be successful.

Specifically, to recruit and retain high-achieving students and educators into the teaching profession these groups must focus on:

- Growing marketing and outreach initiatives to ensure that high-school students, college students and their influencers are aware of the benefits of teaching.
- Providing opportunities for students to engage in teaching based experiences through career and college exploration coursework during high school.
- Increasing alternative pathways to careers in education to recruit college students and college graduates to teaching.
- Creating communities of support that include students, faculty, and beginning teachers and master teachers.
- Building statewide induction and mentoring systems for beginning teachers.
- Reallocating existing funds to support institutions in growing recruitment and retention programs.
- Developing a system to better track and document where teachers go after leaving a district.

Nationally, 61% percent of teachers teach in schools within 15 miles of where they grew up and went to school.

Recommendations for Action

In order to attract high-achieving students to careers in education and to ensure their retention in teaching in the State of Indiana, local school districts, teacher preparation programs across the State, the Indiana Department of Education and the Indiana Commission for Higher Education must collaborate to attract the best and the brightest to the field and ensure these students successfully move through their academic program into a teaching career in Indiana.

Specific recommendations to grow tomorrow's teachers for Indiana include:

Grow marketing and outreach initiatives.

In addition to growing general outreach messaging about teaching as a career pathway, it is necessary develop targeted marketing and outreach activities to reach high-achieving high school and college students. At the high school and at the post-secondary level, the Indiana Commission for Higher Education should identify individuals who have completed the Career Explorer Assessment whose scores demonstrate a disposition toward teaching or a related field and send direct communication via email, mail, text, or personal phone calls to encourage them to consider teaching as a career option. Additional communication targeted toward the counselors and advisors for these students at both the high school and post-secondary levels should be a parallel activity.

Provide opportunities for students to engage in teaching based experiences during high school.

As part of the college and career pathway courses offered at high schools across the state, local school districts should offer the Education Professions I and II and/or Cadet Teachings courses provided by IDOE to allow students the opportunity to explore teaching as a career option at an early point in their career exploration.

Colleges and universities should explore the feasibility of bringing high school students to campus for shadow days, education focused summer camps, and other professional and leadership development opportunities that would introduce high school students to their teacher education programs and teaching as a career pathway.

Grow opportunities to recruit current college students or career changing professionals to teaching.

Increasing opportunities to recruit current college students and/or professionals looking to change careers into teaching will continue to strengthen education in and create unique Grow Your Own Teacher models for Indiana. This is especially important given the fact that 61% of teachers are teaching in schools with 15 miles of where they grew up and attended school. For career changers, this number is likely higher. The IUPUI STEM Summer Internship program and IU Bloomington's Community of Teachers are program examples that could be replicated on other campuses.

Create communities of support that include students, faculty, and current teachers.

Formal mentoring programs that provide continuous support across the education and career continuum are key to helping students and new teachers feel engaged, supported and committed to teaching as a career. Mentoring programs that build relationships with pre-service teachers, new teachers and experienced teachers require coordination at the state and local level, but will provide a continuum of support for all educators regardless of which school district they teach in following graduation.

Build statewide induction and mentoring systems for beginning teachers.

To recruit and retain teachers in Indiana, the state should consider recommendations from the Indiana Legislature's Interim Study Committee on Education and recommendations from the Indiana Department of Education's Blue Ribbon Commission to build a statewide framework and provide financial incentives for teachers who serve as mentors. To start, efforts could be more specifically focused on teachers in high poverty

school districts where induction and mentoring programs traditionally are weakest and where there is highest teacher turn over from year to year.

At a statewide level, these programs can connect teachers with others across the state and allow them to be supported by a network beyond their own building or school district which is important to retaining these teachers to the field and to their districts.

Focus existing funds to support recruitment and retention of teachers in STEM disciplines.

In addition to seeking additional resources to support teacher recruitment and retention programs, all agencies and institutions should consider how existing resources can be reallocated to support these initiatives. For example, examining how grants made through the STEM Teacher Recruitment Fund, currently administered by the Commission for Higher Education, can focus on serving multiple purposes at once; building programs to introduce high school or college students to STEM teaching opportunities; and allowing institutions and organizations to provide support to those already teaching in STEM disciplines through further education and professional development opportunities.

Develop a system to better track and document where teachers go after leaving a district.

Current reporting systems suggest that Indiana has the third highest attrition rate for teachers choosing to leave the classroom for reasons other than retirement. While this is alarming, it also may not be accurate. Current reporting on teacher retention connects teachers to a specific school district rather than connecting them to the field of teaching or to teaching in Indiana. With this reporting system, if teacher moves from one school district to another, the teacher is counted as a loss to teaching in Indiana rather than as a loss to a specific district. To better focus resources, it would serve the state well to build a system that allows for better tracking of teachers in and out of the field and across districts. Developed at a state level, this would allow for tracking of retention of teachers from district to district.

History and Context

In the fall of 2015, an Indiana Legislative Interim Study Committee on Education convened to address a number of issues including concerns related to teacher shortages in Indiana. At the same time, Indiana's Superintendent of Public Instruction and the Indiana Department of Education convened a Blue Ribbon Commission focused on the Recruitment and Retention of Excellent Educators in Indiana.

Recommendations from each of these groups informed legislation considered during the 2016 Session of the Indiana General Assembly including HEA 1002 which established the Next Generation Hoosier Educator Scholarship. Under HEA 1002, beginning in fall 2017, this scholarship will provide up to \$7,500 each year (for up to four years) to high achieving students who study education in Indiana and agree to teach in Indiana for at least five years immediately following graduation. To help the Commission effectively administer the scholarship, HEA 1002 tasked the Commission to "research and identify programs offered in other states to provide state scholarships or loan forgiveness to high-achieving students who intend to enter the teaching profession upon graduation."¹

To meet this and other requirements of HEA 1002, the Indiana Commission for Higher Education (CHE), divided the work into three areas:

1. Marketing to and recruiting students
2. Creating and implementing an application process and requirements for scholarship recipients
3. Identifying additional incentives and support systems for students

To accomplish the first task, CHE partnered with an external firm to develop and implement a marketing and communications plan to ensure that Hoosier students and their influencers are aware of the Next Generation Hoosier Educator Scholarship and career pathway options into teaching. This campaign launched in October 2016. For the second task, CHE staff members have developed an application and selection process for the program. The application was available to interested students beginning in November 2016 and the selection process will take place over the following six months. Applicants will be notified of their award status in spring 2017. To accomplish the final task, in August 2016, CHE partnered with Thomas P. Miller and Associates (TPMA) to identify non-financial incentives to recruit and retain individuals in the teaching profession in Indiana. The following report highlights best practices from across the country and provides recommendations for key partnerships and activities to advance these recommendations.

A Declining Interest in Teaching as a Career

When talking with teachers who have been in the classroom for years and who continue to return each fall, their passion for teaching, as well as having a purposeful and emotional connection to their work and to their students, are evident.² However, when trying to build interest amongst high school students who are considering what they will study when entering college and determining their own career path, this can be difficult to articulate. Rather than messages of commitment, joy, and reward, the messages that students hear reflect three out of four teachers complaining "that high stakes testing takes too much classroom time away from actual teaching" and echo nearly nine out of ten teachers verbalizing "that linking teacher evaluations to students' test scores is 'unfair.'"³ In a comparison study across 14 professions, teaching ranked last among respondents when asked if teachers' "opinions seem to count," or if teaching provided workplaces with "an environment that is trusting and open."⁴ Given these messages, on top of perceptions of low pay and low standards for admission to the field, it is no surprise that the number of students interested in teaching as a career option is declining. Of students who completed the ACT and graduated in 2014, only 5% indicated that they intended to pursue a career in education (down from 7% just four years earlier).⁵

Additionally, as a need for teachers in STEM and Special Education classrooms increases, Steven Kappler, a vice president at ACT, shares that “teaching is failing to attract top talent. Students interested in education have below-average achievement on the ACT, particularly in math and science.”⁶

Counter Messaging-Changing Perceptions and Reality

In order to change these perceptions and help encourage students to consider teaching as a career option, there must be a robust marketing campaign focused on helping students understand that they can make a difference in the classroom and that they will not “just be teaching to the test.” The messaging must start as students are beginning to explore career options and continue throughout their post-secondary career to ensure that students see teaching as a viable career pathway throughout their own education.

In addition to improving students’ perceptions about teaching, there must be increased support and incentive systems put in place to encourage and motivate individuals to consider teaching as a career option and to stay in the field once they enter it.

A Holistic Approach for Recruiting, Educating, and Retaining Teacher Candidates

Post-secondary student persistence across all fields of study is heavily tied to a sense of engagement or belonging to the university and academic and/or professional community.⁷ For many, this search for community and connectedness begins to emerge as early as middle and high school when students are exploring post-secondary education and career opportunities.

The journey to becoming a career educator is no different. Teaching is one of the first careers children are exposed to due to their regular interactions with teachers from an early point in their life. While salary can be a factor in deciding one’s path to a teaching career, it is often one of many factors, and more often than not, of lower in importance than others.⁸ Repeatedly, what is mentioned in the discussion of teacher recruitment and retention is the desire for a professional community and for support in the day-to-day world of the classroom and teaching.⁹

To build this community and support system for teachers in Indiana, collaboration across all organizations and agencies focused on education in the state is necessary. For effective recruitment of individuals to and retention of individuals in the teaching profession, the Indiana Commission for Higher Education (CHE), the Indiana Department of Education (IDOE), post-secondary teacher preparation programs, and local school districts must work together. While CHE offers a variety of financial assistance and resources to students interested in the teaching profession, it is necessary that all parties are engaged in the recruitment, support, and retention activities for any teacher recruitment and retention program to be successful.

The practices and recommendations presented in the following pages focus on building community from early in education and career exploration process through the end of a career. To ensure retention to the classroom beyond the first years of teaching, many of the programs mentioned can and should be carried on as best practices across a career continuum which includes experienced and masterful educators sharing ideas and wisdom with beginning teachers along the way.

The College and Career Pathway

In order to successfully recruit and retain students in the teaching profession in Indiana, it is necessary to consider engagement and support activities across a future teacher's education and career continuum. With 61% of teachers securing jobs within 15 miles of their hometowns,¹⁰ it is important that future teachers have a connection to the communities from which they come and to the professional community that they will join. With this in mind, recommendations are made based on the following points in time relative to a future teacher's college and career pathway.

1. **Recruitment.** To attract students to the teaching profession in general and back to local school districts, there must be intentional outreach and engagement with students during their middle and high school years. Ideally this comes from teachers and counselors in their own schools as well as from faculty and students at local colleges and universities with teacher preparation programs.
2. **Education.** Once students are enrolled in a teacher preparation program, it is necessary to engage them in the classroom early to retain the students. This early engagement activity helps students confirm that this is the right field of study and career choice for them, as well as helps them feel more committed to the profession from the beginning of their studies. Additionally, any programs that foster a sense of community either at the college/university level, program (cohort) level, or community (local school) level will be critical to the retention, graduation, and Indiana based placement of these students.
3. **Retention.** A critical tipping point for retaining teachers in the education field comes at the close of five years.¹¹ Whether looking to support teachers in their first five years, or further into their careers, there are additional incentives and support systems that should be considered to build community, advance professional development, and create a stronger commitment to schools, school districts, and Indiana.

Recruitment to the Field

To attract high-achieving students to the teaching profession, there must be intentional outreach and engagement with students as they begin to explore career pathways during their middle and high school years. Ideally this comes from faculty and students at local colleges and universities through teacher preparation programs as well as encouragement from teachers and administrators within their own schools. As a career pathway in education is introduced to students, there are multiple program models to consider ranging from passive information sharing and awareness programs to hands-on, engaged learning, and para-professional experiences for high school students. Each provides different benefits and opportunities to increase awareness and interest in teaching as a career pathway.

Early Outreach Programs

Early outreach activities are designed to increase college awareness in students at the elementary, middle, and high school levels and enlarge the pool of college bound students interested in a teaching career. Some outreach activities focus on highly talented students in fields such as math, science, or even teacher preparation, while others are more general in nature. Early outreach programs should inform middle and high school students about the value of teaching and the need (both related to location and teaching specialization) for teachers in Indiana. Programs such as Teacher Cadets and Grow Your Own Teachers along with education focused student organizations including Future Teachers of America and Future Educators of America, give students opportunities to work with experienced teachers as interns, set personal goals, and develop leadership skills to prepare them for studies and work in education.¹²

Butler University's College of Education works with several school corporations in Central Indiana and meets with "Future Teacher" student groups to introduce them to Butler's teacher preparation program.

While information about career options often comes from a college and career counselor at the student's high school, or from another teacher or adult, colleges and universities can play a role not only in recruiting students to their campus, but specifically in recruiting students into the teaching profession. For example, in central Indiana, Butler University's College of Education works with several school corporations to meet with "Future Teacher" student groups and to host events on campus for these students to learn more about their teacher preparation program and the Butler campus.¹³

Lessons Learned from Nursing

Much like the curriculum in a teacher preparation program, the curriculum in a nursing program is fairly prescriptive and requires students to select their education and career pathway early in their college career. As the nursing community has been challenged to recruit individuals into their field over the years, post-secondary institutions, health care systems, and school systems have partnered to introduce the nursing career pathway in middle and high school and have provided a portfolio of opportunities for engagement throughout high school for students. Due to changing education and credentialing requirements and through intentional outreach and recruitment, applications for nursing programs have increased significantly and many nursing programs now face a different challenge--limited, qualified faculty. This shortage prevents many nursing programs from growing and as a result they find themselves turning away highly qualified individuals.¹⁴

External Marketing and Messaging. While there are different programs that have helped increase awareness of opportunities in nursing, studies suggest that the increased media attention which has marketed nursing as a financially rewarding and desirable career, has led more students to apply over the years.¹⁵

Simply by showcasing nursing as a “lucrative, secure field that offers a variety of practice opportunities beyond traditional roles” it has increased the awareness of the career opportunities available in nursing and in turn increased the number of students seeking admission to nursing programs.¹⁶ Focusing resources to grow the marketing and awareness of teaching as a viable and rewarding career opportunity could have a similar impact on the teaching profession.

Campus Driven Programs. The increase in media attention is only the first part of the early engagement strategy. It is important that colleges and universities have programs to build investment and interest in nursing as a career option as students learn about the career opportunities. Different campuses have taken different approaches, but many are providing para-professional engagement opportunities for students even before they enroll in a nursing program. Each of these programs could be replicated to attract students into the teacher preparation programs.

Summer Residential Camps for High School Students. The University of California - San Francisco’s pre-College Nursing Internship Summer Program offers a week-long residential program to high school students who are interested in the nursing profession.¹⁷ This program provides high school students, specifically those from minority backgrounds, direct contact with nursing care environments (hospitals and community clinics) to educate them about and attract them to the profession. This week-long, residential program enhances students’ interest in undergraduate nursing programs by offering informational, experiential, financial, and social opportunities.

High School and Post-Secondary Partnerships. Indiana University recently entered into a collaborative agreement with the local public school system to link the school's faculty, graduates, and students with high school students interested in a nursing career.¹⁸ A similar, pre-college partnership program between local high schools and the state’s teacher preparation programs focused on bringing students to campus for visits with faculty, staff, and current students could be an important first step to connecting students to the university, its teacher preparation program, and the teaching community.

Recruiting Underrepresented Populations. Finally, it is worth noting that the nursing profession has created targeted programs to attract underrepresented groups of students to nursing by reconsidering admission and enrollment processes and requirements. For example, through a Basic Nurse Education and Practice grant funded by the U.S. Department of Health and Human Services' Health Resources and Services Administration (HRSA), the University of Missouri-Kansas City School of Nursing launched a three-year project to increase enrollment in the nursing bachelor's degree program (BSN), specifically targeting minority groups.¹⁹ Through the program, students received supplemental academic preparation and were evaluated for admission by a holistic assessment process that examined their aptitude for nursing, rather than only looking at standardized test scores and grades as the criteria for admission. This model not only informed students about nursing as a career opportunity, but also provided an opportunity for a holistic screening of students prior to admission to ensure that qualified students weren’t missed in the traditional application process.

Career Pathways into Teaching

Career Pathways into Teaching describes a variety of programs designed to encourage students to advance from high school into post-secondary education opportunities and to consider teaching as a career option by helping to strengthen relationships between students’ academic studies and their educational aspirations and career goals.

College and Career Pathway Coursework

Within the Indiana Department of Education’s high school curriculum students are given space for up to 6 elective credits and are encouraged to take them through a series of courses that focus on college and career pathways. While the specific course offerings for these credits vary from school to school, the Indiana

Ivy Tech Community College, Purdue University and Vincennes University are exploring programs that would allow high school students to earn dual-credit for college and career coursework focused on careers in education.

Department of Education has developed an Academic Standards Course Framework for two courses--*Education Professions I* and *Education Professions II* (IDOE lists these approved courses as EDUCATION PROFESSIONS I, II 5408 (ED PROF I, II)—which provide the foundation for employment in education and related careers and prepares students for study in higher education.²⁰ Additionally, these high school courses can be aligned with post-secondary curriculum so that students can earn college credit while enrolled in high school through an approved dual-credit program.²¹

Cadet Teaching Programs

Cadet Teaching Programs, first established over 30 years ago, provide an innovative and immersive experience that “encourages academically talented, high-achieving, high school students” to consider careers in teaching.²² Additionally, for students who participate in the program, but do not go into teaching as a career, they report having a different perspective and understanding of education and the teaching profession and often carry this education advocacy mindset into whatever work they pursue.²³

In South Carolina, the Teacher Cadet Program, established in 1985, currently is offered in 68 of the 82 public school districts. The program provides hands-on, classroom-based experiences for high school students and requires them to enroll in a course at their high school (which often counts as dual- credit enrollment through a local college or university). After participating in the program, close to 40% of the participants indicated that they would pursue teaching as a career. Of these students, approximately 25% of students reported being undecided or interested in a different career pathway prior to the cadet teaching experience, suggesting that the program positively impacted a decision to pursue teaching as a career for these students.²⁴

While Teacher Cadet Programs are helpful programs to allow high school students the opportunity to explore teaching as a career option while earning high school and college credit, in order to ensure quality classroom experiences and potential dual-credit enrollment opportunities, programs of this nature require significant support and collaboration from both local school districts and teacher preparation programs across the state.²⁵

Franklin College has reached out to high schools with cadet teaching programs in and around Marion and Johnson counties to recruit students for its teacher preparation program.

The Indiana Department of Education has an approved curriculum for Cadet Teaching (IDOE lists this approved courses as CADET TEACHING EXPERIENCE 0502 (CADET TCHG)). Currently, as many as 120 high schools across Indiana, in communities including Mishawaka,²⁶ Indianapolis,²⁷ and LaPorte²⁸ have launched Cadet Teaching programs which students can participate in as early as their junior year of high school. Franklin College has reached out to high schools with cadet teaching programs in and around Marion county to recruit students for its teacher preparation program. (See Appendix A for a full list of Indiana schools with Cadet Teaching Programs.)

Summer Programs

As described earlier in reference to nursing programs, summer camps and summer academies, often weeklong experiences offered by colleges and universities, can provide academic advising, tutoring services, and career development programming to students interested in teacher preparation programs. The Teachers College of Emporia State University (KS) provides a weeklong summer academy for students interested in the teaching profession.²⁹ The academy provides high school juniors and seniors the opportunity to attend sessions that encourage them to consider the challenges and rewards associated with the profession of teaching and interact with faculty and students from the teacher preparation program to help them better understand what to expect when in college and when working in the teaching profession. For colleges that host these programs, it can provide direct recruitment opportunities to the students who participate. For students who participate in these programs, it can give them unique insights to the education and work requirements for a career in teaching early in their career discernment process.

Grow Your Own Teachers

With 61% of teachers securing jobs within 15 miles of their hometowns,³⁰ Grow Your Own Teachers programs are critical to building a pipeline of teachers—especially for school districts in less densely populated sections of the state. While the Grow Your Own Teachers program in Illinois is focused on encouraging adults to make career changes to enter the teaching profession and teach in their own, under-served communities across the state, ideas from this initiative could inform a similar program for high school students. GYOT Illinois is designed to recruit and retain a diverse teacher population in low-income communities across the state by educating parents, community members, and paraprofessionals to be teachers in their own communities. GYOT Illinois supports the education and excellence of GYOT teacher candidates and graduates; advocates for policies that facilitate increasing the number of teachers of diverse geographic, racial, and socio-economic backgrounds; and coordinates and aligns the work of innovative partnerships of universities, community colleges, school districts and community organizers that host GYOT programs.³¹ If local school districts in Indiana would actively recruit high-achieving high school students in their schools to consider teaching and provide support for them throughout their college experience and upon graduation, there could be an incentive for these students to return to their own community and school after graduation.

61% of teachers will secure jobs within 15 miles of their hometown.

One of the biggest challenges that GYOT Illinois has faced is related to the readiness of potential students for the teacher preparation programs. As school districts and colleges consider GYOT programs, it is important to provide the necessary support and resources to ensure that all admitted students can be successful both in the college classroom and in the classroom where they will teach in the future.

Education for the Field

Once students are recruited into a teacher preparation program, to retain the students in the program and grow their commitment to the profession, it is necessary to engage them in schools and classrooms early in their academic career. Over the years, early engagement opportunities in teacher preparation programs have increased and attention to these experiences helps students confirm that this is the right field of study and career choice for them, as well as help them feel more committed to the profession. Additionally, any programs that create a sense of community either at the college/university level, community level, or program level will be critical to the retention, graduation, and Indiana based placement of these students.³²

Early Classroom Experiences for Teacher Education Students

Many programs recognize the value of getting students in classrooms and schools very early in their teacher preparation program, often as early as the student's freshman year of college, in order to allow the students to become more acquainted with the profession, more comfortable in the classroom, and more understanding of community contexts. These experiences can take place in a number of ways including observations, providing classroom support, or engaging in service learning or volunteer opportunities. Programs including the Tomorrow's Teacher program through Kansas State University³³ and the Golden Apple program³⁴ in Illinois begin placing their teacher preparation students in the classroom in their first year of college as part of their scholarship and curriculum requirements.

In addition, programs like Teach Tomorrow³⁵ in California and the Urban Teacher Enhancement Program³⁶ in Alabama have created partnerships with nearby school districts to provide support to the school districts while also providing increased classroom-based experiences for students. Often these partnerships connect future teachers with local school districts, which provides a pipeline of students into high-need school districts.

In Indiana, most campuses, including Indiana University-Bloomington, Ball State University, Purdue University and Indiana State University each report working to place education majors into the classroom as early as their first or second semester in the teacher preparation program. These classroom-based experiences often continue throughout the student's experience on campus. Through an intensive internship experience, Indiana State University's TOTAL (Teachers of Tomorrow Advanced Learning) program, students are able to work with a coaching teacher in a local school the semester before student teaching.³⁷ This additional classroom-based experience provides students one more immersion experience in their degree and helps better equip them for their student teaching experience.

To provide an additional immersion experience for education students, Indiana State University's TOTAL program, provides an intensive internship experience where students are able to work with a coaching teacher in a local school the semester before student teaching.

Professional School Model

The Professional Development School model partners universities with school sites that exhibit state-of-the-art practices and trains novices in the classrooms of expert teachers while they are completing coursework.³⁸

Indiana State University's Bayh College of Education Professional Development School (PDS) partnership provides field experiences for students that allow the university and its students to support local schools by providing quality support to the teachers and their classrooms, which can positively impact learning and collaboration among the PDS partner schools.³⁹

At Marian University, students pursuing a teaching license are required to spend a year in a classroom and work closely with a "master teacher" through the university's one-year residency program.

At Marian University, students pursuing a degree in a subject/content area (e.g. history, chemistry, math, English) and are seeking a teaching license, or those students who already have completed another degree and are returning to earn a teaching license are required to participate in the university's one-year residency program. The residency program, one of five national Teaching Fellows programs in the country,⁴⁰ puts

the student in a classroom to work closely with a "master teacher" through an entire school year.⁴¹

Summer Programs

Summer programming (e.g. internships, professional development) can serve as an additional way to prepare students for the profession of teaching. In the North Carolina Teaching Fellows program, students participated in *discovery trips* after their freshman year. Through these trips, students traveled across the state and visited different schools across different settings in order to gain an in-depth understanding of the diversity of education and school districts in the state. Experiences of this nature, help students understand the landscape of education beyond their own school district and better understand the needs of varied districts in order to better advocate and support education at the statewide level.

The Golden Apple program's Summer Institute provides scholarship recipients with a 5-week internship which provides students professional development opportunities and places them in high-need school districts.⁴² Programs like this could be implemented in partnership with under-staffed school districts and/or under-staffed fields within education (e.g. science, math, special education).

In addition to travel or internship based experiences, some programs provide additional, focused coursework for students during the summer to allow students to more deeply engage in discussions around policy or other issues in today's education system. For example, the Mississippi Excellence in Teaching Program, at the University of Mississippi and Mississippi State University, provides additional coursework focusing on contemporary issues in education for a small cohort of high achieving teacher education students.⁴³

In addition to providing opportunities for currently enrolled students to further enhance their education and experiences through summer academies and internships, these programs also can provide space for students not majoring in education to explore the field and discern if teaching is an appropriate career pathway. For example, IUPUI currently offers a STEM Summer Internship Program funded by the Center for the Advancement of STEM Education (UCASE) at IUPUI. The program engages students currently pursuing degrees in Science, Technology, Engineering and Mathematics (STEM) in purposeful activities to allow

IUPUI offers a STEM Summer Internship Program to engage students currently pursuing degrees in STEM fields in activities to allow them the opportunity to explore teaching careers in science in middle or high schools.

them the opportunity “to examine their interest in and disposition for teaching science in middle or high schools.”⁴⁴ STEM Education Interns receive \$3000 stipends for working full-time in seven-week summer internship positions at IUPUI and with other non-profit organizations in Indianapolis.

Building Communities of Future Teachers

Communities of support are important for retaining students in any program including education and build the foundation of the professional community that will continue to support students as they transition from student/pre-service teacher to beginning teacher. Some communities are built through formal programs (cohort models, learning communities) for which universities provide professional support and fiscal resources; some communities develop organically and through the desire of individual students. Each has its own value and place in providing support and a sense of community for students.

At Ball State University, freshman students can live in an Early Elementary Education Living-Learning Community. In this program, education majors and non-education majors with an interest or curiosity in education take classes, meet education faculty and participate in field trips to local schools together.

Cohort Programs and Student Organizations

Building cohorts and peer groups of students to move through the curriculum and enter the teaching profession together is important to create a sense of belonging amongst students which in turn builds buy-in to education as a field of study and work.

One of the founders of the North Carolina Teaching Fellows program said that the “opportunities for the Fellows to get to know one another...created a sense of something bigger”, citing it as the greatest impact of the program.⁴⁵ Implementing a cohort model in the Mississippi Teacher Fellowship Program, the Urban Teacher Enhancement Program, and Tomorrow’s Teacher at Kansas State also were regarded as successful in retention, persistence, completion and eventual employment of teacher candidates.

Indiana University’s *Community of Teachers* was designed to build long-lasting personal and professional relationships and connections between education students at all levels of their licensing and education.

Indiana University – Bloomington has created a unique, cohort-based, Community of Teachers, whose agenda is determined by the member students and meets weekly for topical seminars. Designed to build a long-lasting, personal, and professional community of support for students, the Community of Teachers cohort is comprised of 15-18 students who are at varied points on their teacher preparation and/or licensing curriculum including sophomores and juniors beginning their studies, recent college graduates and mid-career professionals who have returned school to earn a teaching license, and/or full-time middle

and high school teachers working on license additions and graduate degrees. Interested students must apply to participate in the program and are required to participate in weekly seminars with topics for discussion based on current events and student interests. Program coordinators and participants report that the program creates relationships among students, faculty, and existing teachers who are working on graduate degrees and license additions.⁴⁶ This community will continue to support one another through their varied experiences as students and teachers.

At Indiana State University, the Indiana Student Educators Association (student organization) serves to supplement the experience of the school’s teacher education program by providing opportunities for current students to engage with “fellow education students and educators who are currently in the field” through professional development, community service, and relationships with other students.⁴⁷

Living-Learning Communities

Living-Learning Communities or Residential Learning Communities are extension of cohort-based education programs where students not only are enrolled in courses together, but share a common living space, often a themed floor of a university residence hall or small house owned by a university. Learning Communities and Living-Learning Communities have been identified as a *high impact practice* that can help retain students not only at their institution, but also in their field of study.⁴⁸

Several schools in Indiana already have implemented educationally themed living-learning communities as a means to engage students studying (or exploring studying) education. Ball State University⁴⁹, the University of Southern Indiana,⁵⁰ Indiana State University,⁵¹ and Indiana University⁵² each have created living-learning spaces where education and non-education students who might want to study education can participate in service learning and volunteer experiences, attend relevant seminars, and take classes together to build community and a commitment to teaching. IU's INSPIRE Living-Learning community provides opportunities for students to explore questions including:⁵³

- What does it mean to be a 21st century learner and leader in education?
- What makes an effective teacher in today's highly diverse and technological society?
- In what ways can we address core challenges affecting schools and communities?

In Indiana State's College of Education Academic Learning community, students take a course within their major together. An upper class student who already has completed this class serves as the teaching assistant for the class and as the academic peer advocate for the floor which provides continuity from the classroom conversations to the out of classroom conversations for students. Additionally, faculty from the College of Education regularly interact with students on this floor through out-of-class workshops and other gatherings in the residence hall.⁵⁴

At Indiana State University, students who join the Education Academic Learning community have an upper class peer mentor and additional interaction with faculty to support their educational pathway to becoming

Opportunities for Additional Courses and Professional Development

Some teacher preparation programs partner with local school districts, to provide a pipeline of teachers to teach in these communities and/or content areas. The teacher education programs in these cases are typically focused on preparing students to teach in these areas, as evidenced by the Teach Tomorrow⁵⁵ program in California, as well as the Urban Teacher Enhancement Program⁵⁶ in Alabama. Programs such as these are expected to have higher retention rates, in part, because their curriculum features more rigorous training for teaching in diverse settings than traditional education programs.

Other universities offer additional professional development opportunities for students in a specific scholarship or program cohort. This could include exclusive opportunities such as: additional coursework, seminars, and study abroad opportunities. It also could include opportunities mentioned earlier, such as summer internships and early classroom experience as evidenced by the North Carolina Teaching Fellows, the Golden Apple Program in Illinois, Tomorrow's Teacher program at Kansas State University among others.

Retention to the Field

A critical tipping point for retaining teachers in the education field comes at the close of five years. Having a financial incentive tied to a scholarship will be helpful in ensuring that students are employed as teachers in Indiana for at least five years and likely longer, but there are additional incentives that should be considered to build community, advance professional development, and create a stronger commitment to their schools, school districts, and Indiana.

Improve Hiring and Working Conditions

For students who complete their academic and certification requirements, the hiring process can actually hinder entry and/or retention in the profession.⁵⁷ Currently, Indiana ranks among the worst in teacher retention, retaining only 82% of their educators from school year to school year. A study using national teacher survey data found that teachers' perceptions of their school's working conditions and environment "were the most significant predictors of beginning teacher's morale, career choice commitment and plans to stay in teaching."⁵⁸

If Indiana is committed to ensuring that the state retains teachers, then there are several areas for consideration when looking at hiring conditions which could potentially reduce the drop between degree completion and entering the classroom. The biggest obstacles to recruitment of teachers appear to be lack of information and delayed hiring.⁵⁹ The late approval of state and local budgets, difficulty in predicting teacher needs, and providing an opportunity to transfer teachers in the district before hiring new teachers, negatively affect teacher recruitment, retention, and student achievement.

Indiana has the third highest reported rate of teachers leaving the field for reasons "other than retirement."

Among the most significant obstacles in the retention of hiring is a perceived lack of support from administrators and a high-belief that test scores impact employment security.⁶⁰ Indiana has the third highest reported level (8.5%) of teachers leaving the field for reasons "other than retirement."⁶¹ Twenty-six

percent of Indiana teachers responded "strongly agree" to the statement "(I) worry about the security of my job because of the performance of my students or my school on state and/or local tests." This was the highest percent of teachers responding "strongly agree" across the country.⁶²

It is important to note, that retention of teachers currently is calculated based on the number of teachers retained to a specific district and does not account for teachers who retire or seek teaching opportunities in another school district.⁶³ To truly measure teacher retention, as well as district transfer trends and true needs for teachers, it is necessary that the state find a way to track teachers as they transfer from one district to another, leave the field due to retirement and/or re-enter the field at a later point in life. This information will help the state better understand what communities and what fields truly have a need for additional recruitment efforts.

Differentiated Pay

Financial incentives can be a successful tool for recruiting new teachers into high need school districts and/or fields. These may come as signing bonuses or through regular, differentiated salaries. As recently as 3 years ago, only 13% of school districts across the country reported allowing for differentiated pay to recruit or retain teachers in areas where shortages existed.⁶⁴ To address continued gaps in teacher shortages, support for allowing district administrators the flexibility needed to reduce the need must be provided.

In the summer of 2016, several school districts across the country reported offering signing bonuses to special education and STEM teachers who agreed to work in the district for a predetermined number of years. Specific examples include:⁶⁵

- The San Francisco Bay Area school district offered a \$4000 signing bonus to special education teachers.
- The Pittsburg Unified School District in Contra Costa County, California, offered a \$5000 bonus for special education, math, science, and Spanish bilingual or dual-immersion teachers.
- The Liberty County School System in Georgia offered a signing bonus for state-certified math, science, and special education teachers.
- Mobile County Public Schools in Alabama offered a \$10,000 signing bonus for certified math and science teachers who agree to teach at specific schools for three years.
- Roanoke City schools in Virginia offered North Carolina special education, math, health/physical education, English, Spanish, and French teachers signing bonuses ranging from \$2000 to \$10,000.

The Indiana Legislature’s Interim Study Committee on Education recommended that the state further study “increased salary flexibility” in teacher shortage areas as well as introduce legislation that would provide incentives for “STEM grant programs to focus resources directly on the most critical teacher shortage areas.”⁶⁶ At the same time, IDOE’s Blue Ribbon Commission recommended that the Indiana General Assembly “expand local opportunities for career paths, including the attainment of advanced degrees and/or additional licensure in education or related content areas.”⁶⁷ This could be specifically focused to encourage teachers to seek licensing in specific fields and/or teach in specific communities.

Professional Community Building

While incentive or differentiated pay can attract some teachers into high need communities or fields, their success seems to be exponentially stronger when paired with other highly engaging support systems—including mentoring and professional development network building—for new teachers.⁶⁸ Intentional professional development opportunities and programs can increase collegiality and collaboration among teachers, which in turn often results in greater job satisfaction and a greater likelihood that a teacher will remain in his or her current school.⁶⁹

Induction Programs

Just as increased hands-on, classroom-based experiences at the post-secondary level can improve classroom and career readiness for new teachers, the same holds true once students become teachers and enter their own classrooms. In the past year, the Indiana Legislature’s Interim Study Committee on Education and IDOE’s Blue Ribbon Commission recommended increased resources—including compensation for master teachers who serve as mentors to new teachers and the establishment of mentoring frameworks to support induction programs for new teachers.

The support and development must continue as new teachers enter the classroom. Formal, structured, statewide induction programs for entering teachers is a vital piece of teacher training and retention, both to reduce turnover and to improve student outcomes. A strong induction and support program for new teachers may reduce attrition by up to 50 percent.⁷⁰ And while it can take three to seven years for teachers to reach proficiency or mastery level in the classroom, economists suggest that investing in comprehensive induction programs can yield \$1.37 for every \$1.00 invested.⁷¹

Even with these outcomes, only a small minority of teachers receive these supports. Although mentoring and induction programs have become more widely available to teachers in the United States over the past two

decades, there is great variability in the quality of these programs across schools and school districts; unfortunately schools with high student poverty, tend to have both higher teacher turnover and weaker induction programs.⁷² Because of this, it is critical to consider a statewide program, based on statewide standards and with statewide support that could and should be administered locally.

Comprehensive induction programs have cut attrition rates in half and have helped develop novice teachers into high-quality professionals who impact student achievement. To ensure that new teachers have the support they need to be successful in the classroom and increase the likelihood that they will stay in the field, identifying a mentor and providing a stipend for the mentor can be useful.

Beginning Teacher Learning Communities

Professional Learning Communities, including those focused on beginning teachers, have been associated with improvement in teacher practice; positive changes in a school culture (e.g., increased collaboration, focus on student learning, and continuous teacher learning); improved student achievement; and support for school reform and improvement efforts.²⁵

Beginning Teacher Learning Communities (BTLC) provide mentors and other supports for beginning teachers in their first two years. BTLCs are often organized within the schools or school districts and have been proven to increase educator effectiveness and results for all students.

Career Mentoring

Carefully designing mentoring systems can lead to teacher retention exceeding 90% in the first several years of teaching.⁷³ While mentoring programs can vary greatly, overall “high quality mentoring and performance-based induction systems” have improved retention rates for beginning teachers.⁷⁴ The California Beginning Teacher Support and Assessment Program, a state program that is managed at the local district level, provides mentors and other supports for beginning teachers in their first two years, is one example of a strong mentoring program.⁷⁵

In the past year, the Indiana Legislature’s Interim Study Committee on Education and the Indiana Department of Education’s Blue Ribbon Commission recommended increased resources including compensation for master teachers who serve as mentors to new teachers and the establishment of mentoring frameworks to support induction programs for new teachers.

There are a variety of mentoring relationships that have been shown to be effective in providing support at various points in a teacher’s professional development. Many successful career mentoring programs actually begin when students are still enrolled in teacher preparation programs. A mentoring relationship between veteran teachers and students in a teacher education program can help the student navigate his or her career and provide a deeper knowledge of the field of education. A mentoring relationship between veteran teachers and beginning teachers can provide the necessary support helping a young teacher navigate the critical first few years of teaching (e.g. Golden Apple program in Illinois, Urban Teacher Enhancement Program). Although not always the case, mentor teachers are sometimes paid a small stipend as compensation for the additional time spent working with newer teachers.

Teacher Advancement Program (TAP). TAP is a national program that is currently supporting teacher mentoring and evaluation programs in 28 schools across 14 Indiana school corporations and there is a desire to grow its reach through state funds.⁷⁶ TAP pairs experienced teachers with new teachers in an intentionally structured mentoring relationship. “The key to the program’s success is assuring teachers that they aren’t in it alone.”

In the fully implemented TAP model, new teachers, mentor and master teachers and school and school district administrators are working in tandem to ensure that the new teachers’ goals support the school’s vision for student improvement. Mentors receive \$5,000 annual stipends (and master teachers may receive \$10,000) to help new teachers develop goals for their teaching.⁷⁷

Alumni Networks

Although not specifically connected to employment retention for teachers, alumni networks either for alumni of specific colleges and universities, and/or for special programs can create new professional relationships, serve as a support network, and inform members of job openings. Ball State University has an alumni network for Teacher’s College alumni established “to stimulate the interest and support of all graduates and former students of Ball State University who were enrolled in any educator preparation or Teachers College program or have been actively engaged in the field of education and furthering the educational, professional, and social interest of the Teachers College collectively by:

- Developing a wider acquaintance and fellowship between the members of the Society and the professional education faculty of the University.
- Serving in an advisory and support capacity with regard to programs in education and other human service fields that mutually benefit the alumni, students and the University.
- Taking appropriate action when needed for the continued improvement of the education professions and providing input into the professional offerings and services of the Teachers College.
- Inspiring a greater devotion, loyalty and appreciation towards the Teachers College, its culture and traditions, and what it has to offer at the local, state, national and international levels.”⁷⁸

Appendix A: A Holistic Approach for Recruiting, Educating and Retaining Teacher Candidates

To truly build a pipeline of K12 educators for the state of Indiana, the state must provide incentives and connections to teaching as a career option throughout an individual’s college and career pathway, starting when students are in middle and/or high school. And none of these activities can be completed solely by one organization or agency. The programs and ideas listed below require CHE, IDOE, local school districts and colleges and universities across the state to work together to increase awareness of, interest in, and a connection to teaching as a career opportunity for high achieving students across the state of Indiana.

Pre-College Experiences

Recruitment to the Field

To attract high-achieving students to the teaching profession, there must be intentional outreach and engagement with students during their middle and high school years. Ideally this comes from faculty and students at local colleges and universities with teacher preparation programs. During this same time, INCHE should be marketing the Next Generation Hoosier Educators Scholarship program as well.

	CHE	IDOE	Local Schools Districts	Colleges and Universities
Early Outreach Programs	X	X	X	X
Increased Statewide Marketing Activities	X	X		
College and Career Pathway Coursework		X	X	
Cadet Teaching Programs		X	X	
Summer Programs			X	X
Grow Your Own Teachers Programs			X	X
Post-Secondary/Post-Graduation Recruitment Activities	X	X		

College Experiences

Education for the Field

Once students are recruited into the teacher preparation program, to retain the students, it is necessary to engage them in the classroom early. This early engagement activity will help students confirm that this the right field of study and career choice for them, as well as help them feel more committed to the profession from the beginning of their studies. Additionally, any programs that can help create a sense of community either at the college/university level, community level, or program (Next Generation Hoosier Educators cohort) level will be critical to the retention, graduation and Indiana based placement of these students.

	CHE	IDOE	Local Schools Districts	Colleges and Universities
Early Classroom Experiences			X	X
Professional School Programs	X			X
Summer Programs	X			X
Building Communities of Future Teachers	X	X	X	X
Additional Courses and Professional Development				X

Post College Experiences and Programs

Retention to the Field

A critical tipping point for retaining teachers in the education field comes at the close of five years. Having a financial incentive tied to the scholarship will be helpful in ensuring that students are employed as teachers in Indiana for at least five years and likely longer, but there are additional incentives that should be considered to build community, advance professional development, and create a stronger commitment to their school, school district and Indiana.

	CHE	IDOE	Local Schools Districts	Colleges and Universities
Streamlined Hiring Systems			X	
Differentiated Pay		X	X	
Stronger Induction Programs		X	X	
Professional Community Building		X	X	
Career Mentoring		X	X	

Appendix B: Indiana High Schools with IDOE Approved Cadet Teaching Programs

The following list is based on communication between Thomas P. Miller & Associates and the Indiana Department of Education in November 2016.

CORPORATION_NAME	IDOE_CORPORATION_ID	SCHOOL_NAME	IDOE_SCHOOL_ID
Anderson Preparatory Academy	9790	Anderson Preparatory Academy	5092
Archdiocese of Indianapolis	9200	Roncalli High School	C320
Archdiocese of Indianapolis	9200	Seccina Memorial High School	C710
Archdiocese of Indianapolis	9200	Seton Catholic High School	D842
Avon Community School Corp	3315	Avon High School	2737
Bartholomew Con School Corp	0365	Columbus North High School	0397
Bartholomew Con School Corp	0365	Columbus East High School	0399
Beech Grove City Schools	5380	Beech Grove Sr High School	5449
Benton Community School Corp	0395	Benton Central Jr-Sr High School	0445
Bloomfield School District	2920	Bloomfield Jr-Sr High School	2419
Brown County School Corporation	0670	Brown County High School	0573
Brownstown Cnt Com Sch Corp	3695	Brownstown Central High School	3126
C A Beard Memorial School Corp	3455	Knightstown High School	2869
Caston School Corporation	2650	Caston Jr-Sr High School	2159
Centerville-Abington Com Schs	8360	Centerville Sr High School	8981
Central Noble Com School Corp	6055	Central Noble Junior Senior HS	6453
Clinton Prairie School Corporation	1160	Clinton Prairie Jr-Sr High School	0977
Covered Bridge Spec Ed Dist	8035	South Vermillion High School	8432
Crawfordsville Community Schools	5855	Crawfordsville Sr High School	6277
Crothersville Community Schools	3710	Crothersville Jr-Sr High School	3121
Daviess-Martin Special Ed Coop	1440	Barr Reeve Middle/High School	1069
Decatur County Community Schools	1655	South Decatur Jr-Sr High School	1263
DeKalb Co Ctl United Sch Dist	1835	DeKalb High School	1345
DeKalb Co Eastern Com Sch Dist	1805	Eastside Junior-Senior High School	1317
Diocese of Evansville	9215	Washington Catholic Mid/High Sch	A660
Diocese of Evansville	9215	Rivet Middle & High School	B560
Diocese of Evansville	9215	Reitz Memorial High School	D535
Diocese of Lafayette Catholic Sch	9210	Guerin Catholic High School	B249
Dugger Union Community School Corp	9950	Dugger Union Community School Corp	7952
Duneland School Corporation	6470	Chesterton Senior High School	6925

CORPORATION_NAME	IDOE_CORPORATION_ID	SCHOOL_NAME	IDOE_SCHOOL_ID
East Allen County Schools	0255	Heritage Jr/Sr High School	0081
Eastern Hancock Co Com Sch Corp	3145	Eastern Hancock High School	2585
Eastern Pulaski Community Sch Corp	6620	Winamac Community High School	6997
Elkhart Community Schools	2305	Elkhart Central High School	1749
Elkhart Community Schools	2305	Elkhart Memorial High School	1750
Elwood Community School Corp	5280	Elwood Jr-Sr High School	5149
Flat Rock-Hawcreek School Corp	0370	Hauser Jr-Sr High School	0410
Fort Wayne Community Schools	0235	R Nelson Snider High School	0102
Fort Wayne Community Schools	0235	Northrop High School	0219
Franklin Township Com Sch Corp	5310	Franklin Central High School	5193
Greater Clark County Schools	1010	New Washington Middle/High School	0809
Greenwood Community Sch Corp	4245	Greenwood Community High Sch	3473
Hamilton Southeastern Schools	3005	Fishers High School	2487
Hamilton Southeastern Schools	3005	Hamilton Southeastern HS	2499
Irvington Community School	9330	Irvington Community School	1537
John Glenn School Corporation	7150	John Glenn High School	7453
Knox Community School Corp	7525	Knox Community High School	7833
Lanesville Community School Corp	3160	Lanesville Jr-Sr HS	2613
LaPorte Community School Corp	4945	LaPorte High School	4741
Lawrenceburg Community School Corp	1620	Lawrenceburg High School	1177
Loogootee Community Sch Corp	5525	Loogootee High School	6003
M S D Bluffton-Harrison	8445	Bluffton High School	9089
M S D Boone Township	6460	Hebron High School	6813
M S D Decatur Township	5300	Decatur Central High School	5177
M S D North Posey Co Schools	6600	North Posey High School	6975
M S D of New Durham Township	4860	Westville High School	4701
M S D Shakamak Schools	2960	Shakamak Jr-Sr High School	2445
M S D Steuben County	7615	Angola High School	7893
M S D Wabash County Schools	8050	Northfield Jr-Sr High School	8651
Madison-Grant United School Corp	2825	Madison-Grant Jr./Sr. High School	2321
Medora Community School Corp	3640	Medora Jr & Sr High School	3093
Mitchell Community Schools	5085	Mitchell High School	4925
Monroe County Community Sch Corp	5740	Bloomington High School South	6166
Monroe County Community Sch Corp	5740	Bloomington High School North	6168
Monroe-Gregg School District	5900	Monrovia High School	6321

Indiana Commission for Higher Education: Final Report

CORPORATION_NAME	IDOE_CORPORATION_ID	SCHOOL_NAME	IDOE_SCHOOL_ID
Mooresville Con School Corp	5930	Mooresville High School	6369
Muncie Community Schools	1970	Muncie Central High School	1421
No Corporation	-22	Columbus Christian School Inc	A450
No Corporation	-22	Lakewood Park Christian School	A740
No Corporation	-22	Christian Academy of Indiana	B045
No Corporation	-22	Seymour Christian Academy	B455
No Corporation	-22	Covenant Christian High School	B469
No Corporation	-22	Heritage Christian School	C275
No Corporation	-22	Cornerstone Baptist Academy	C281
No Corporation	-22	Central Christian Academy	C575
No Corporation	-22	Lighthouse Christian Academy	C927
No Corporation	-22	Greenwood Christian Academy	C966
No Corporation	-22	Victory Christian Academy	D073
No Corporation	-22	Faith Christian School	D452
Noblesville Schools	3070	Noblesville High School	2517
North Daviess Com Schools	1375	North Daviess Jr-Sr High School	1121
North Judson-San Pierre Sch Corp	7515	N Judson-San Pierre Jr Sr High Sch	7849
North Lawrence Com Schools	5075	Bedford-North Lawrence High School	4911
North West Hendricks Schools	3295	Tri-West Senior High School	2731
Northeast Dubois Co Sch Corp	2040	Northeast Dubois High School	1545
Oak Hill United School Corp	5625	Oak Hill High School	6069
Orleans Community Schools	6145	Orleans Jr-Sr High School	6573
Penn-Harris-Madison School Corp	7175	Penn High School	7353
Perry Central Com Schools Corp	6325	Perry Central Jr-Sr High School	6708
Perry Township Schools	5340	Southport High School	5309
Pike County School Corp	6445	Pike Central High School	6763
Pioneer Regional School Corp	0775	Pioneer Jr-Sr High School	0645
Portage Township Schools	6550	Portage High School	6853
Porter County Education Services	6455	Washington Twp Middle/High School	6849
Rush County Schools	6995	Rushville Consolidated High School	7285
School City of Whiting	4760	Whiting High School	4353
Shelby Eastern Schools	7285	Morristown Jr-Sr High School	7661
Smith-Green Community Schools	8625	Churubusco Jr-Sr High School	9193
South Central Area Special Ed	8225	Springs Valley Comm High School	6589
South Dearborn Community Sch Corp	1600	South Dearborn High School	1179
South Harrison Com Schools	3190	Corydon Central High School	2640

CORPORATION_NAME	IDOE_CORPORATION_ID	SCHOOL_NAME	IDOE_SCHOOL_ID
South Harrison Com Schools	3190	South Central Jr & Sr High School	2670
South Spencer County Sch Corp	7445	South Spencer High School	7795
South Vermillion Com Sch Corp	8020	South Vermillion High School	8432
Southeast Dubois Co Sch Corp	2100	Forest Park Jr-Sr High School	1583
Southwestern Con Sch Shelby Co	7360	Southwestern High School	7701
Southwestern-Jefferson Co Con	4000	Southwestern High School	3337
Springs Valley Com School Corp	6160	Springs Valley Comm High School	6589
Union School Corporation	6795	Union Junior & High School	7119
Wabash City Schools	8060	Wabash High School	8693
Washington Community Schools	1405	Washington High School	1125
West Clark Community Schools	0940	Silver Creek High School	0777
West Clark Community Schools	0940	William W Borden High School	0813
West Noble School Corporation	6065	West Noble High School	6489
West Washington School Corp	8220	West Washington Jr-Sr High School	8869
Westview School Corporation	4525	Westview Jr-Sr High School	3697
White River Valley School District	2980	White River Valley High School	2429
Whitko Community School Corp	4455	Whitko High School	9191
Zionsville Community Schools	0630	Zionsville Community High School	0512

Appendix C: Indiana Department of Education Summary Report of Responses Received from Institutions Regarding Minority Recruitment Efforts



August 2015

Indiana Educator Preparation Programs
Minority Recruitment Efforts
Summary of Responses Received from Institutions Regarding Efforts

Background:

During the summer of 2015, Indiana Educator Preparation Program (EPP) representatives were asked to provide the IDOE with information regarding minority recruitment efforts within their education program. More specifically, what efforts or strategies are they using and what links, resources, or other information could they share with us? Several institutions responded to our request and we have included a summary of their responses below. We hope to add more information to the table below as institutions continue to share with the IDOE efforts they are making to recruit and retain minority teacher candidates.

Questions?

Please contact:

Scott Bogan

Coordinator of Educator Preparation

sbogan@doe.in.gov

(317) 232-9178

Institution	Description	For more information:
<p>Anderson University</p>	<p>Office of Admission recruiting efforts are important to college. AU sponsors the Early College at Tindley. Other examples:</p> <ul style="list-style-type: none"> • Partnership with Charles A. Tindley Accelerated Charter School. AU provides all college courses for the Early College students at no cost to them. • Partnership with the Center for Leadership Development in Indianapolis. AU offers one full tuition scholarship each year and attend fairs, workshops, etc. • Partnership with the National Association of Church of God - the branch of the ChoG that is predominantly African American. Attend camps, workshops, etc. and offer one full tuition scholarship. • The Massey Scholarship - offer 50K per year in scholarships to building a culture of intercultural competency and leadership. Most recipients are students of color. <p>The SOE works in collaboration with the admissions department with these large initiatives. The Dean of the SOE works directly with Tindley. Recruitment for Teacher Preparation Program is difficult at the present moment with all populations. AU's most successful endeavor is with Asian students for Teacher Education.</p>	<p>http://www.anderson.edu/</p> <p>http://www.anderson.edu/diversity/goals.html</p> <p>http://www.anderson.edu/admissions/discover/videos/education.html</p>
<p>Ball State University</p>	<p>Teachers College works with the Admissions Office personnel to recruit minority students into teacher preparation program. Additionally, Teachers College at BSU has a new college wide Advising and Recruiting Center. Staff members in this office recruit minority students by attending high school college fairs, contacting guidance counselors, and working with Cadet Teaching organizations. Staff members also host students visiting campus and BSU preview days for families and students. Staff members attend various diverse meetings on campus to recruit undecided majors or students who are in the process of changing majors. The purpose of attending those meetings is to talk about teacher preparation programs on campus.</p>	<p>http://cms.bsu.edu/academics/collegesanddepartments/teachers</p>
<p>Butler University</p>	<p>College of Education (COE) works with several area school corporations' "Future Teachers" student groups. COE hosts events on campus and works with alumni to identify potential students. COE also has a scholarship dedicated to supporting minority students in teacher education.</p>	<p>https://www.butler.edu/coe</p>

Institution	Description	For more information:
<p>Franklin College</p>	<p>Contact high schools with cadet teaching programs and target schools that rim Marion County as well as Marion County schools. Contact graduates of color who are teaching in Indianapolis and ask for help in recruitment efforts. Hosting a MLK day Meet/Greet event. Include a current student panel to showcase some of the highlights of the FC program. Contact FC multicultural student organizations to feature diversity activities for prospective students. Hosting an information session during Ben Franklin Scholars Week for top scholars on MLK Day. Book an admission counselor for a 30-minute info. session. Encourage the use of the Minority Teaching Scholarship http://www.in.gov/sfa/2342.htm To attend Franklin College on this scholarship.</p>	<p>http://www.franklincollege.edu/academics/majors/#education</p>
<p>Hanover College</p>	<p>Hanover College has funded an Office of Multicultural Affairs and hired a talented and enthusiastic director and staff to help recruit a more diverse student body to its rural campus. It has been very successful for the whole college and allows it to support minority students in its education program. Last year 20% of its candidates were not of European heritage with more in the pipeline. Hanover College also offers urban student teaching placements in diverse schools for students wanting to go back to their home communities to teach and gets the Hanover College name in front of diverse high school or elementary students who may someday choose Hanover as their undergraduate school. Hanover College also has three very active clubs that support diverse student cultures: Kaleidoscope, International Club and Love Out Loud.</p>	<p>https://www.hanover.edu/academics/programs/education</p> <p>https://www.hanover.edu/about/profiles?e=greenm</p> <p>https://www.hanover.edu/admission/diversity#templeton</p> <p>https://www.hanover.edu/admission/diversity</p>
<p>Indiana State University</p>	<p>At Indiana State University (ISU), recruitment to date has primarily come from its Office of Admissions and overall minority recruitment strategy. However, with a new program beginning in fall 2015, ISU will be intensifying recruitment efforts. The program, Bayh College of Education Scholars to Teachers (BEST), provides scholarships to high-achieving students seeking to enter the teaching profession as well as mentoring and leadership development programming. With a full-time program director, a primary focus of the program will be on increasing the representation of people of color and men in teacher preparation programs.</p>	<p>http://www.indstate.edu/education/home</p>

Institution	Description	For more information:
<p>Indiana Tech</p>	<p>There are two different approaches at Indiana Tech. First, its admissions team makes it a point to emphasize recruitment in urban centers, including areas like Detroit, Indianapolis, and Chicago and within regions that traditionally consist of high proportions of ethnic and racial minorities. Second, the institution offers an exploratory program designed to help students who are academically underprepared, again a common concern in urban centers, to develop the academic knowledge and skill for admission to its teacher education program.</p>	<p>http://www.indianatech.edu/ http://catalog.indianatech.edu/preview_program.php?catoid=2&poid=285&returnto=80</p>
<p>Indiana University Bloomington</p>	<p>Objective: To recruit, yield and retain a diverse population to the Teacher Education program. Particular focus is given to students from underrepresented backgrounds (African American, Hispanic and Native American).</p> <p>The IU Bloomington School of Education employs a recruitment team that includes a full time professional staff member focused on minority recruitment and retention initiatives.</p> <p>Core Recruiting Efforts</p> <ol style="list-style-type: none"> 1. Outreach Efforts <ol style="list-style-type: none"> a. High School Outreach: visiting high schools with higher percentage of underrepresented students, encouraging them to consider teaching as a career, and to introduce them to the advantages available at the IU School of Education b. High School Counselor Outreach: building partnerships and relationships with counselors at key feeder schools for minority students- working with them to encourage their students to consider teaching as a career c. Pathways Program: outreach, involvement and scholarship opportunities with students graduating from partner schools; Emmerich Manual and Arsenal Technical in Indianapolis and Riley High School in South Bend d. Collaboration with IU Undergraduate Admissions Office at its off campus recruitment events 2. On Campus Recruitment <ol style="list-style-type: none"> a. Participation in Admissions Office on campus recruitment programs for underrepresented students; promote the field of teaching and introduce students to opportunities in the School of Education 3. Coordination with the Balfour Pre-College Academy <ol style="list-style-type: none"> a. The Balfour Pre-College Academy is a summer program housed in the School of Education; 	<p>http://education.indiana.edu/</p>

	<p>while students are interested in a variety of majors, staff take the opportunity to encourage them to consider teaching as a career and provide guidance and support to make that happen</p> <p>4. Scholarships</p> <p>a. Scholarships are available to help recruit and retain students from underrepresented programs</p> <p>5. Inclusive marketing and communication messages</p> <p>a. Targeted print pieces and mailings are sent to underrepresented prospects and admits.</p> <p>6. Retention Efforts</p> <p>a. Coordination with the Groups Scholars program and the Hudson Holland Scholars program allows staff to connect with students interested in studying education</p> <p>b. The Director of Recruitment and Retention for Underrepresented students advises students and works with them closely to provide support and guidance through the Teacher Education program</p>	
<p>Indiana University Northwest</p>	<p>Indiana University Northwest’s urban location in Gary, IN, Urban Teacher Education Program, and field experiences in city schools are long-standing arrangements with the Northwest Indiana community. The Director of Fiscal and Administrative Operations is a yearly summer guest speaker for the Office of Diversity, Equity and Multicultural Affairs (ODEMA) Brother2Brother (B2B) / The Student African American Brotherhood [SAAB] Organization. The goal is to recruit minority males into the School of Education.</p>	<p>http://www.iun.edu/education/</p>

<p>Indiana University Purdue University (IUPUI)</p>	<ol style="list-style-type: none"> 1. Increased the number of "Direct Admit" Minority Scholarships for incoming freshmen. 2. Partnered with Lawrence Township, IPS and Crown Mentoring to develop a mentoring program for Elementary School age students. Pilot kicks off the second week of October. Pilot will begin with 50 students from each elementary school and will add 50 new students per semester. 3. Partnered with Summer Advantage USA, Phalen Academy, Sports World and The Educate Me Foundation to begin "Minority Teacher Pipeline" for Middle and High School students. The program will capture and provide programming every year through graduation. Upon completion of high school, the program Graduate will receive direct admittance into IUPUI's School of Education and a fully endowed scholarship. 4. Active supporter and participant in the Teachers of Color Recruitment Fair 5. Further developing twitter, FB, snapshot, LinkedIn accounts for the SOE. 6. Partnered with Study Metro to develop pipeline for International Students. 7. Increased the number of "Open Houses" for the School of Education for the next calendar year. 8. Added an "Minority Overnight" Experience 9. Added a Latino Community Outreach "Open House" 10. Added an Early College Experience "Discovery Day" 11. Project TEAM where underrepresented students received financial and mentoring support during their time in the teacher education program. 	<p>http://education.iupui.edu/</p>
<p>Indiana University Southeast</p>	<p>Hired a part-time recruiter to help with recruiting efforts which included a focus also on recruiting minority students to education. They do not have the position for next year, but some of what was done will continue (item # 2)</p> <p>Recruiter had 2 "Meet and Greet" meetings for IUS Minority Students (one in the fall and one in the spring). Minority students met with faculty and staff about the SOE programs and also had presentations from other student support offices like the Mentoring office.</p> <p>The IUS Mentoring Program does a summer program for new minority and first generation students (fall freshmen). This summer program has been going on about 3-4 years.</p>	<p>https://www.ius.edu/</p>
<p>Indiana University South Bend</p>	<p>The School of Education at IU South Bend been active in the area of recruiting diverse candidates. First and foremost, an endowment was secured to assist in the establishment of the Underrepresented Teacher Scholarship that supports the recruitment and retention of African American, Hispanic and Native American teachers. They are currently in a very active</p>	<p>https://www.iusb.edu/</p> <p>http://bulletins.iu.edu/iusb/2015-2016/schools/school-</p>

	<p>phase of fundraising. They are also developing an electronic nominations form that high counselors and teachers can use to nominate eligible candidates. The Scholarship needs continued support. There is hope the IDOE can assist in this effort. IU South Bend has been fortunate to receive news coverage on the scholarship at the national and local level! The following links illustrate the news coverage: (provided under links -->)</p> <p>They also hired a recruiter who spends time facilitating relationships with students in area schools that are quite diverse. They invite elementary, middle and high school students from diverse area schools to campus to learn about their offerings. In doing so, they often pair these students with their teacher education candidates. A recruiter is working on establishing “future teachers’ clubs” at each of these schools. Their dean spent a fair amount of time giving motivational talks to area students at diverse schools and was regularly called upon to mentor students of color across campus. Finally, the School of Education also oversees the IU South Bend Thresholds Learning Community program which supports students who are conditional admits. Faculty work quite closely with diverse students from a variety of academic programs on getting acclimated to the college environment, developing study skills etc. This presents yet another opportunity to recruit diverse candidates into the teacher education program.</p>	<p>education/index.shtml</p> <p>New York Times Story: http://www.nytimes.com/2015/04/12/sunday-review/where-are-the-teachers-of-color.html? r=0</p> <p>IU Story on the New York Times Article: http://news.iu.edu/newsletters/archives/iu-in-the-news/2015-04-13/index.html</p> <p>Local TV Station, WSBT Story on the Scholarship Program:</p> <p>http://www.wsbt.com/news/local/iu-south-bend-recruiting-minority-male-teachers/31346470</p>
<p>Indiana Wesleyan</p>	<p>1st Response: Indiana Wesleyan will be attempting to develop funding opportunities, networking channels and collaborative relationships that will expand the educational opportunities for this underserved population. 2nd Response: IWU corporate representatives do work booth events at targeted minority events such as Indiana Black Expo and the Hispanic Summer Festival. On a broader scale they work to build relationships with organizations that can potentially open doors for recruitment. As an example, IWU is a corporate sponsor for the Indiana Black Expo Education Conference. They host the reception after the keynote speaker each year, giving them a chance to build relationships with black educators and the education community. They are the only school who exhibits in the hallway on that day.</p>	<p>https://www.indwes.edu/</p>
<p>Marian University</p>	<p>Currently Marian University partners with two national programs, Teach For America and the New Teacher Project, which focus on recruiting high achieving minority students to teach in Indiana. They also work with the human resource offices of local school districts to identify prospective minority teacher candidates for their transition to teaching programs.</p>	<p>http://www.marian.edu/academics/school-of-education-and-exercise-science</p> <p>http://www.marian.edu/academics/academy-for-teaching-</p>

		<p>and-learning-leadership</p> <p>http://www.marian.edu/academics/academy-for-teaching-and-learning-leadership/who-we-are/faculty-and-staff/erika-wise</p>
<p>Purdue University Calumet</p>	<p>The unit’s plan for recruitment has taken active steps to provide resources necessary to achieve a more diverse candidate population. To accomplish this goal, COE professional staff and faculty annually recruit talented students for whom English is a new language and students of color through the Hammond Area College Fair, East Chicago Health Career Fair Day, Gary Area College Fair, Hammond High School and East Chicago High School, as well as through Educational Talent Search. The primary focus of the unit’s retention activities is through its Diversity Center, which: provides support for candidates; houses multicultural education materials and data bases; hosts specialty celebrations; posts symbols of inclusion, and; advertises themes of diversity. Additional activities that resulted from the unit’s plans for recruitment and retention include a diversity forum with ongoing topics for the university community, grant writing activities seeking support to prepare candidates of working class families and candidates of color to take the Pre-Professional Skills Test, and a model/mentoring program for candidates who are culturally different. In addition, faculty and staff refer candidates to Student Support Services and other services, when appropriate, and promote candidate involvement in student organizations such as Pride Alliance, Los Latinos, and the Black Student Union. Recruitment and Retention of Students Interested in Education Majors, but Facing Barriers Programs regularly monitor the diversity of candidates to ascertain if there are systemic barriers preventing these candidates from entering into and matriculating thru the programs. If barriers are identified, policies are reviewed and amended if needed to eliminate them. Additionally, supports are put in place to retain these candidates once admitted.</p>	<p>http://webs.purduecal.edu/education/</p>

Purdue University West Lafayette	Activity	Middle	Freshman	Sophomore	Junior	Senior	High Ability	URM	International	Timeline	Notes	Website
	Destination Purdue: Admitted minority student admissions event.						x	x	x	x	February	Joint effort with Purdue Admissions
Explore Purdue: Admissions program targets prospective URM.	x	x	x	x	x	x	x	x	x	April	Joint effort with Purdue Admissions	http://admissions.purdue.edu/explorepurdue/
Our Purdue: Three day visitation program for admitted URM students. This program is invite only.						x	x	x		April	Joint effort with the Division of Diversity and Inclusion	http://www.purdue.edu/diversity-inclusion/index.html
EXCITE: Five-day residential camp that provides student with experiences to motivate, inspire and encourage them to discover teaching as a career.				x	x	x	x	x	x	July	Targeted toward URM, but open to all students. Invites sent to rising 10, 11, 12 graders.	http://www.education.purdue.edu/student_services/diversity/excite.html
*S.E.E.D: Student organization with a mission to enhance diversity opportunities in education. These students assist with programs throughout the COE and hold meetings on a regular basis.						x	x	x	x	August-May	* Indicates that S.E.E.D. students help in recruitment efforts, but their mission and values are geared toward enhancing diversity in education.	http://www.education.purdue.edu/student_services/diversity/SEED.htm
Explore Purdue: Admissions program targets prospective URM.	x	x	x	x	x	x	x	x	x	October	Joint effort with Purdue Admissions	http://admissions.purdue.edu/explorepurdue/

<p>Saint Mary-of-the-Woods College</p>	<p>Saint Mary-of-the-Woods College has recruited at the CASY event at the HYTE Center and conferences. As a team they also recruit at all college fairs across the state. Admission has also tried very hard in the Midwest to recruit for minority populations in the military as well. Potential recruitment of minorities conducted in inner city high schools when in field supervising current SMWC students.</p>	<p>http://www.smwc.edu/academic/education/</p>
<p>University of Evansville</p>	<p>UE has included this piece as part of its Sustained Improvement Pathway Plan. They are going to conduct a case study with local schools to determine the challenges and obstacles faced by minorities and teachers in high need areas (STEM) to both recruitment and retention in the profession.</p>	<p>https://www.evansville.edu/majors/education/</p>
<p>University of Indianapolis</p>	<p>School of Education is working closely with Admissions and Marketing to increase efforts to recruit students of color to teacher education. Efforts made to be more visible in high need districts and use that work for recruitment purposes. Improving and enhancing recruitment efforts at both the campus and state level will be focus of attention.</p>	<p>http://www.uindy.edu/education</p>
<p>University of Southern Indiana</p>	<p>Created a Teacher Education Diversity Committee – a sub-committee of the Teacher Education Council (the body that coordinates all teacher preparation programs across the colleges). The goal of the committee is to expand efforts to recruit and retain candidates from under-represented populations. Unfortunately, when the chair of the committee left USI, the committee ceased to function. Committee recently re-activated. The committee with interface with the University Diversity Committee that reports directly to the President’s Council. Staff confident that with the two new faculty members co-chairing the Teacher Education Diversity Committee they will have something more definitive to report next year.</p>	<p>http://www.usi.edu/science/teacher-education</p>

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