Indiana State Board of Education

June 8, 2022

@EducateIN

Educator Pipeline Updates

IDOE STRATEGIC PRIORITIES

STUDENT
LEARNING & OPPORTUNITY

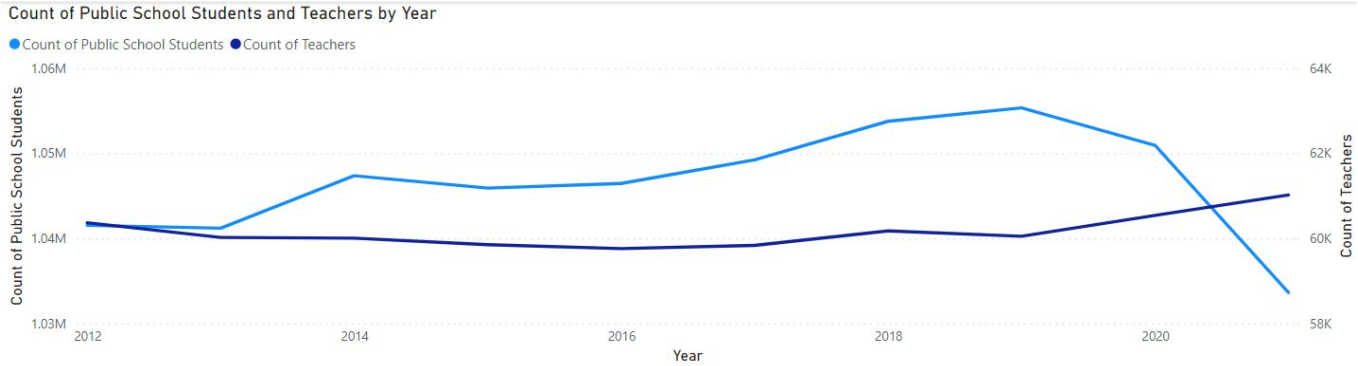
EDUCATOR
TALENT, QUALITY, & VALUE

SYSTEM
ALIGNMENT & CAPACITY

EDUCATOR PIPELINE DATA

Data shows:

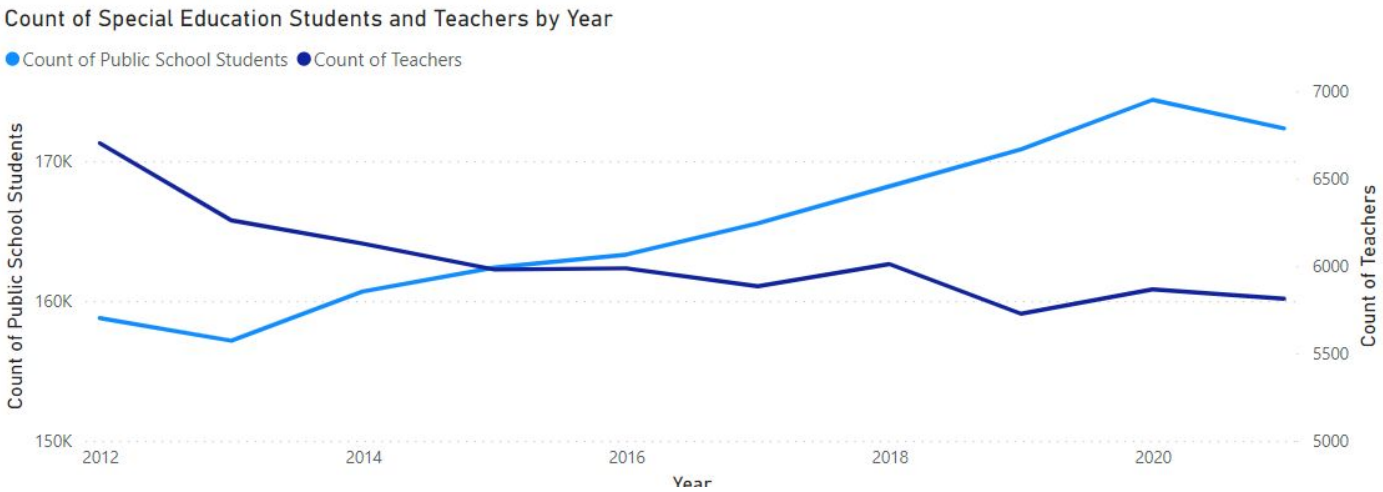
- 7,903 fewer public school students from 2012 to 2021.
- Increase of 654 teachers from 2012 to 2021.



EDUCATOR PIPELINE DATA

Data shows:

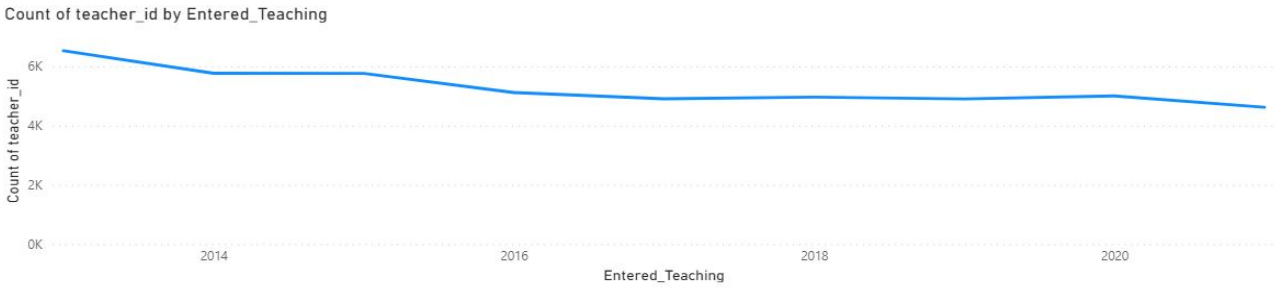
- From 2012 to 2021, there are 13,558 more students receiving special education services.
- Over the same time frame, there are 890 fewer special education teachers.

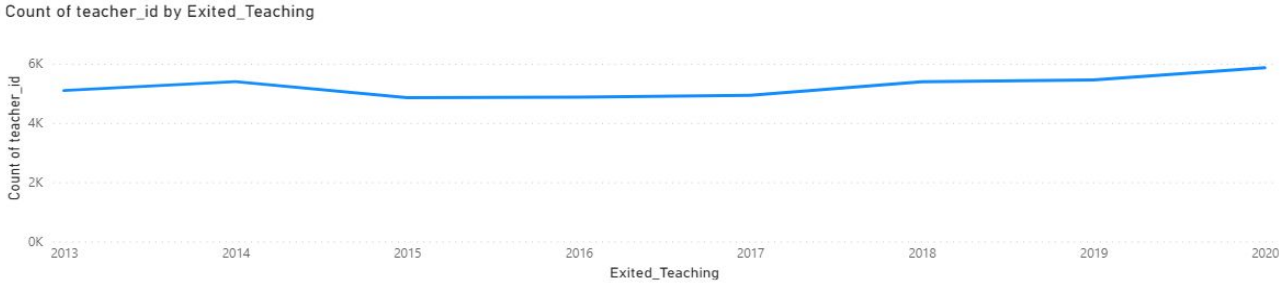


EDUCATOR PIPELINE DATA

Data shows:

- Slight downward trend of teachers entering the profession over the past decade.
- Slight upward trend of teachers exiting the profession.





PILLAR 2: EDUCATOR TALENT, QUALITY, & VALUE

Elevating and Supporting Indiana's Educators

- **Elevate the mission and value** of Indiana's K-12 educators
- **Recruit more of Indiana's best and brightest** to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas
- Work with educators to improve access to **effective professional and leadership development**
- Improve guidance, support, and accessible data, for those **recruiting, educating and mentoring rising educators**
- Create networks & other capacity for sharing **information, practices and ideas** with/among educators

EDUCATOR SUPPLY & DEMAND MARKETPLACE

Priority Strategy: ***Recruit more of Indiana's best and brightest*** *to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas;* Improve accessible data for those **recruiting educators**

Creating a comprehensive teacher supply and demand marketplace

- Provides **real-time data** on statewide openings in schools – including the most in-demand roles
- All K-12 schools can **opt-in** to the system at **no cost**.
- Connect educators and preparation programs with school openings in **real-time**.
  - Including racially and ethnically diverse teachers and teachers in high-need areas (special education and STEM).

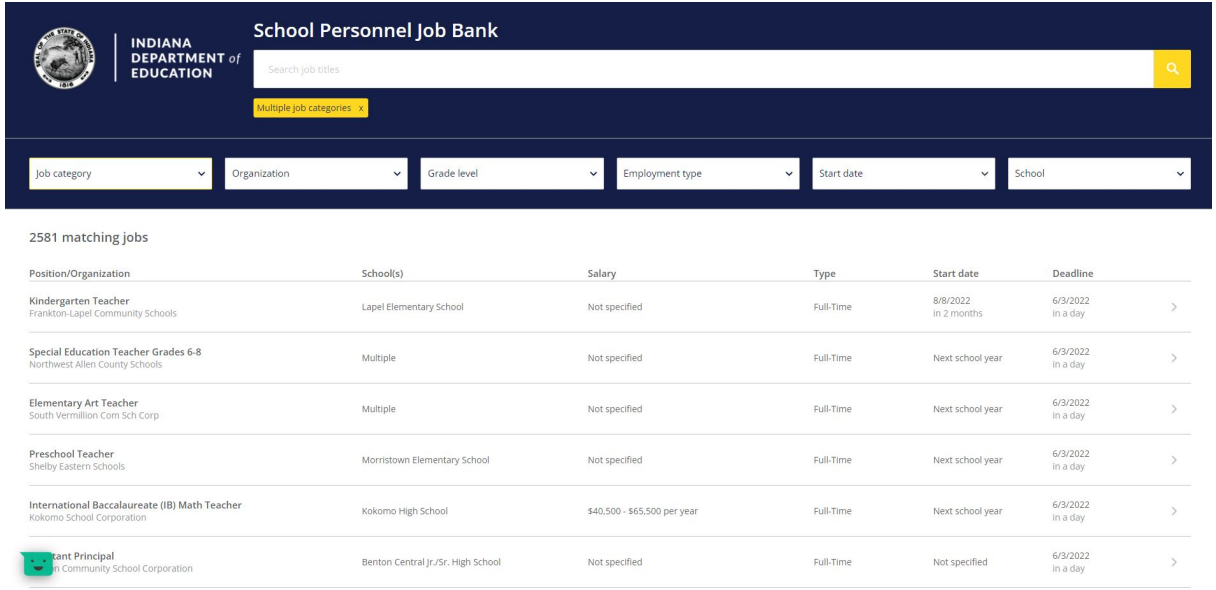
EDUCATOR SUPPLY & DEMAND MARKETPLACE

Priority Strategy: ***Recruit more of Indiana's best and brightest*** *to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas;* Improve accessible data for those **recruiting educators**

- **Phase 1-Demand Side (Pre-existing product, first statewide engagement)**
- **Phase 2-Supply Side (Brand new to be launched in the fall!)**
- **Local Adjunct Permit Guidance (To be available this summer)**

EDUCATOR SUPPLY & DEMAND MARKETPLACE

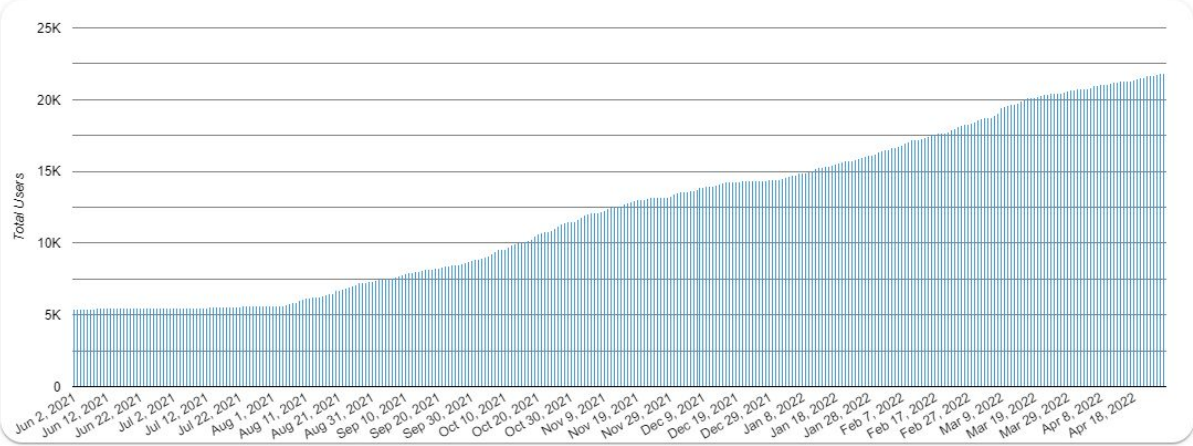
Priority Strategy: ***Recruit more of Indiana's best and brightest*** *to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas;* Improve accessible data for those **recruiting educators**



REAL-TIME PROFESSIONAL DEVELOPMENT

Priority Strategy: Work with educators to improve access to ***effective professional and leadership development;***
Create networks & other capacity for sharing **information, practices and ideas** with/among educators

LearningLab



Supporting Indiana's educators

The Indiana Learning Lab is a one-stop-shop for instructional resources, professional development, and other best practices to support our educators.

- Registration growing rapidly
- *More than 21,000 members*!
- Developed for Indiana educators, by Indiana educators.

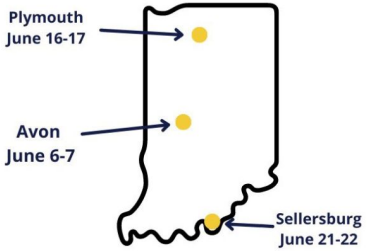
ATTRACT, PREPARE, & RETAIN - EDUCATOR PIPELINE

NEW OPTION!

Priority Strategies: **Recruit more of Indiana's best and brightest** to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas; Improve guidance, support, and accessible data, for those **recruiting, educating and mentoring rising educators;** *Create networks & other capacity for sharing* ***information, practices and ideas*** *with/among educators*

Attract, Prepare, & Retain Connection Point Summer Summit

- Indiana's Connection Point Summits are interactive events that bring together focus groups of PK-12, higher education, and teacher training stakeholders to address the challenges of **attracting, preparing, and retaining talented educators** in Indiana schools.
- Summits aim to foster **comprehensive conversations** and serve as a connection point to share **promising practices** and **replicable models** **(e.g. "Grow Your Own" Initiatives, Career Ladder opportunities, etc.)**.
  - **June 6-7, 2022** - Avon Middle School North, Avon, IN
  - **June 16-17, 2022** - Lincoln Junior High School, Plymouth, IN
  - **June 21-22, 2022** - Ivy Tech Community College, Sellersburg, IN



STRENGTHENING INDIANA'S SPECIAL EDUCATION EDUCATOR PIPELINE - I-SEAL

Priority Strategy: ***Recruit more of Indiana's best and brightest*** *to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas;* Improve accessible data for those **recruiting educators**

- Partnership with University of Indianapolis' Center of Excellence in Leadership (CELL) to **strengthen the educator pipeline** in high-need areas including special education, **helping more special education teachers reach full licensure.**

- Nearly **350 educators** are enrolled in a special education teacher prep program with the help of I-SEAL, with **over 150 districts participating**.
    - This means we will soon have an **additional 350 fully licensed** special education teachers

STRENGTHENING INDIANA'S SPECIAL EDUCATION EDUCATOR PIPELINE - ASSET

Priority Strategy: ***Recruit more of Indiana's best and brightest*** *to serve in the classroom and in leadership roles, including racially and ethnically diverse candidates and candidates for high-need subject areas;* Improve accessible data for those **recruiting educators**

- ASSET is a new transition to teaching program led by the *Indiana Council of Administrators of Special Education (ICASE)* designed as another innovative solution to the current special education teacher and leader shortage.
  - Educators with an active Indiana teaching license in any content area who are interested in adding mild interventions, intense interventions, or both to their existing teaching credentials.
  - Free to all participants.
  - 11-month program which includes a three-day intensive training in July and participation in monthly meetings and check-ins with field experts to ensure support and remediation where necessary.

ELEVATING THE EDUCATOR PROFESSION

Elevating the teaching profession

- In 2021, IDOE launched the Teachers Who Shaped Us Video Series to celebrate Indiana's teachers, shine a spotlight on the positive impact they make on students' lives and on our state, and continue to elevate our educator profession.

LICENSING UPDATES - OUT-OF-STATE RECIPROCITY

- **Leveling the playing field for out-of-state license applicants** (HEA 1093)
  - Makes the “license level” and “period of validity” for out-of-state applicants (for licenses issued under the reciprocity statute) mirror those of in-state applicants.
  - Current requirements limit opportunities for out-of-state applicants, despite degrees held or years of experience.
  - Levels the playing field for teachers coming to Indiana as long as the other qualifications in IC 20-28-5-18 are met.

LICENSING UPDATES - INITIAL PRACTITIONER LICENSES

- **Removal of age requirements for initial practitioner licenses** (SEA 356)
  - Individuals seeking initial practitioner licenses no longer must meet the 26-year-old age requirement as long as they:
    - Hold a bachelor's degree from an accredited postsecondary four-year institution;
    - Have completed an alternative teacher certification program, Praxis Subject Assessment, and one-year practical experience program or in-state alternative teacher certification program; and
    - Hold valid cardiopulmonary resuscitation certification and have attended youth suicide awareness and prevention training.
- **Special education is excluded from *this* provision.**
  - Individuals seeking to teach special education courses with initial practitioner licenses still must meet the 26-year-old age requirement.

LICENSING UPDATES - ADJUNCT

- **Establishing new adjunct teacher requirements** (HEA 1251)
  - Allows a school board to issue an adjunct teacher permit to an individual if requirements outlined in IC 20-28-5-27 are met.
    - 4 years of experience in the content area
    - Expanded criminal history and expanded child protection index check
  - Requires IDOE to establish an online adjunct teacher portal for corporations to post vacant adjunct teacher positions.
    - Adding a category through the new Educator Marketplace to streamline this process
  - Provides for local school corporations to establish stricter requirements.

THANK YOU!

Foster Care Education Outcomes

Key Findings, Action Plan and Resources

Presentation by:

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Foster Success

What is the Foster Care Education Outcomes Report?

What is the Foster Care Education Outcomes Report?

Required by Indiana Code: 021 Indiana Code Title 20. Education Article 19. State Administration of Elementary and Secondary Education Chapter 3. Department of Education 20-19-3-17. Report on Foster Care Youth Educational Outcomes.

17.(d) The state board shall, in collaboration with the department and the department of child services, annually prepare a report on foster care youth educational outcomes that includes the following:

1. The annual graduation rate of foster care youth, including the following information:
   a. The graduation rate for each of the following:
      i. Foster care youth who received a graduation waiver under IC 20-32-4-4.
      ii. Foster care youth who did not receive a graduation waiver under IC 20-32-4-4.
   b. The number and percentage of foster care youth who received each type of diploma.

2. The adjusted cohort graduation rate for foster care youth, including the adjusted cohort graduation rate for each of the following:
   a. Foster care youth who received a graduation waiver under IC 20-32-4-4.
   b. Foster care youth who did not receive a graduation waiver under IC 20-32-4-4.

3. The number and percentage for each of the following:
   a. Foster care youth who were promoted to the next grade level at the end of the school year.
   b. Foster care youth who were retained in the same grade level for the next school year.
   c. Foster care youth who were suspended during the school year.
   d. Foster care youth who were expelled during the school year.
   e. Foster care youth who met academic standards on statewide assessment program tests (as defined in IC 20-32-2-2.3) administered during the school year.

4. The information reported under this subdivision must also be disaggregated by race, grade, gender, free or reduced price lunch status, and eligibility for special education.
   a. The number and percentage of eligible foster care youth who are enrolled in the prekindergarten pilot program under IC 12-17.2-7.2.
   b. The number and percentage of foster care youth who passed the reading skills evaluation administered under IC 20-32-8.5-2.
   c. The number and percentage of foster care youth enrolled in schools, disaggregated by the category or designation of the school under IC 20-31-8-3.
   d. The number and percentage of foster care youth enrolled in schools, disaggregated by the type of school, including public schools, charter schools, and secure private facilities (as defined in IC 31-9-2-115).

2020 – 2021 Key Findings

- **The vast majority of foster students were enrolled in traditional public schools** in the 2020-2021 school year (90%), followed by charter schools (5.5%).
- **Foster students were less likely to graduate on time than all students** (54.2% vs. 86.7%), and foster students that did graduate were more likely to have a graduation waiver (31.4% of foster students vs. 10.1% of all students).
- **Foster graduates also were less likely to earn rigorous diplomas** – 20.1% of 2021 foster graduates received General diplomas, compared to 9.9% of all students, and 12.1% of foster graduates earned Honors diplomas, compared to 39.3% of all students. This suggests that foster graduates are likely to be less prepared than non-foster students for college or careers after high school.
- **Foster students were retained another year in their grade at a rate three times higher than all students**.
- **Foster students were twice as likely to be suspended** in the 2020-2021 school year than all students, and **four times more likely to be expelled.**

Action Plan Goals

1. Encourage districts to enact positive discipline practices and deliver resources to districts that will reduce the suspension and expulsion of students in foster care.

2. Broaden and intensify services and supports offered to students in foster care in order to increase graduation rates.

3. Create and share a variety of targeted professional development resources specific to the role of Foster Care Point of Contact (POC) clarifying the expectations and responsibilities of the POC and the specific needs of foster youth.

4. Create a blueprint of communication and processes to help and support increased collaboration among foster youth, foster families, DCS education services, LEAs, and community-based service providers. Successful models of collaboration will then have the opportunity to be replicated across the state.

More specific information regarding these goals can be found here.

Since January 2022

- Standard Operating Procedures
- Winter Webinars for Foster Care Points of Contact
- Transportation Training
- E-Blast with Education Resources for Foster Care Points of Contact
- Foster Care Flashcard

Foster Care Flashcard

TIP: Ask about their interests and goals. It could reassure them that they matter. Foster youth have faced a lot of rejection in their lives, which can result in disengagement, or acting out for attention.

TIP: Engage them in the learning environment no matter how long they have been in your classroom. Despite transferring schools more than their non-foster peers, school provides structure and stability.

TIP: Establishing an authentic relationship helps to accommodate their trauma history. A common assumption is that because of the trauma foster youth have gone through, they are irreversibly broken and their actions cannot be mitigated by traditional discipline.

TIP: Meet the child where they are at and ask if you do not know. Ask if you have to, but do not assume. Not every school's curriculum is the same, just like every child's learning style is different.

TIP: Be aware of anything you say regarding their family status. Not every child taken from their home wanted to leave, and while some biological families are not involved, others are working towards reunification.

TIP: Become a consistent person in their life by role modeling healthy communication and boundaries. Foster youth have a huge disadvantage in gaining social capital. Making consistent contact with adults crucial.

TIP: Get involved in their response plans. Be an adult advocate on their team. Youth spend more time at school than at home, so it's beneficial to be involved by advocating for what is and isn't appropriate in their response plan.

TIP: Show up by engaging continually, knowing it will take time. Trust is built over time by being there and collaborating with the child and their supports to establish a stable environment.

In the Works

- Distribution of the Foster Care Flash Card
- Training for Indiana judges on ESSA laws
- Foster Care Conference for Educators