

State Policies on Human Capital Resource Management

Indiana



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Why This Brief?

Training, recruiting, developing, and supporting talented and effective educators throughout their careers is known as human capital resource management (HCRM) in education. HCRM has been identified in recent literature as one of the ways in which districts and states may increase school effectiveness¹ and improve student learning (Heneman & Milanowski, 2004; Odden & Kelly, 2008; Wurtzel & Curtis, 2008). Often, however, HCRM policies are designed piecemeal, lacking alignment and cohesion (Odden & Kelly, 2008). This brief is part of a series that describes state-level policies in four key HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. Each brief in the series examines state-level HCRM policies in one of the seven states served by the Regional Educational Laboratory (REL) Midwest: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, or Wisconsin.

The impetus for this project emerged from a request by five of the seven REL Midwest chief state school officers (CSSOs). The CSSOs attended a regional meeting on HCRM in education during which they were presented with several frameworks taken from the HCRM literature describing ways in which states support educators. From these frameworks, the CSSOs identified the four focus areas mentioned above, each of which was deemed an area of high importance in their respective states. The CSSOs then requested that REL Midwest catalogue state-level policies in each of the areas. The two REL Midwest CSSOs absent from the regional meeting also requested a statewide report of HCRM policies.

The request for this descriptive snapshot stemmed from a need for state education agencies to understand policies for educators that are being implemented at the state level. Since HCRM policies often are created by multiple actors who may not always be working in tandem, the CSSOs expressed a consensus that establishing a baseline understanding of existing statewide policies is vital to informing future policy development. Although this brief describes state-level policies in Indiana specifically, policymakers in other state and local education agencies may benefit from learning what policies can be offered at the state level for HCRM and the channels through which states have implemented them.

¹ Although there is a growing literature on HCRM, the impact of these policies on school effectiveness has not been subjected to rigorous study.

Research Question and Approach

The study aimed to answer the following research question:

What are current state policies in Indiana in the human capital resource management areas of preparation and licensure, recruitment, induction and professional development, and compensation and working conditions?

To answer this question, researchers conducted a scan of publicly available information related to the four HCRM areas in Indiana. Publicly available information as it related to the HCRM areas in Indiana was found by reviewing a variety of sources, including legislation, statutes, administrative rules and code, and other formally adopted policies; state union contracts; relevant state or national standards for educators; peer-reviewed journal articles; state agency and organizational reports; and descriptions of and information about programs or initiatives that relate to HCRM topic areas.

To limit the scope of the study, only information relating to K–12 educators (that is, teachers, principals, and school leaders) was considered. In addition, policies were included only if they were supported by any personnel or monetary funds from a state-level board or agency at some stage of policy development.

The information collected was then codified by HCRM area and information type. Researchers defined policies as comprising three broad groups: (1) programs and initiatives, (2) legislation, and (3) statutes, administrative code, and other formally adopted policies. Programs and initiatives are defined as planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials. Legislation is defined as legislation passed by the General Assembly and signed into law by the governor in Indiana. The third category is defined as state statutes, administrative code, and other formally adopted policies by state agencies or governing boards.

The HCRM areas were defined as the four areas of the research question: preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. For convenience, the definitions used to categorize policies in these four areas are provided in each HCRM section. A more detailed description of the methodology and definitions used to code data are in the Appendix.

Scope of HCRM Policies

Many of the policies in Indiana that relate to HCRM address more than one HCRM component. Tables 1–3 show the distribution of these programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies among HCRM components. The policies are described in more detail in the sections that follow.

Table 1. Programs and Initiatives as They Relate to HCRM Areas

Program or Initiative	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Rules 2002	✓			
Rules for Educator Preparation and Accountability (REPA)	✓			
Minority Teacher and Special Education Scholarship	✓	✓		✓
Woodrow Wilson Teaching Fellowship	✓	✓		✓
Transition to Teaching Program	✓	✓		
Revised State Extension Plan: Meeting the Highly Qualified Teacher (HQT) Goal		✓		
Improving Teacher Quality Grant Program			✓	
Indiana Mentoring and Assessment Program (IMAP)			✓	
Accountability System for Academic Progress (ASAP)			✓	
Teacher Quality and Professional Improvement Program			✓	✓
Learning Connection				✓

Table 2. Legislation as It Relates to HCRM Areas

Legislation	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Public Law 2-2007, Section 254	✓	✓		✓
Public Law 10-2009, Section 1		✓		
Acts 1977, Public Law 53, Section 2		✓		
Public Law 1-2005, Section 4			✓	✓
Public Law 1-2005, Section 12	✓	✓	✓	✓
Public Law 1-2005, Section 15			✓	
Public Law 1-2005, Section 17				✓

Table 3. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to HCRM Areas

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Indiana Code 21-13-2	✓	✓		✓
Indiana Code 20-28-4	✓	✓		
Indiana Administrative Code Title 515 1-1	✓			
Indiana Administrative Code Title 515 3-1-3	✓			
Indiana Code 20-28-2	✓	✓	✓	
Indiana Administrative Code Title 515 4	✓		✓	
Indiana Administrative Code Title 515 8	✓			
Indiana Administrative Code Title 515 12	✓			
Indiana Code 5-10.2-4-8		✓		
Indiana Code 20-20-31			✓	
Indiana Code 20-31-6			✓	
Indiana Code 20-28-9-1				✓
Indiana Code 20-20-13				✓
Indiana Code 20-33-8				✓

Statute, Administrative Code, or Other Formally Adopted Policy	Preparation and Licensure	Recruitment	Induction and Professional Development	Compensation and Working Conditions
Indiana Code 20-28-10-19				✓
Indiana Code 20-20-22			✓	✓
Indiana Administrative Code Title 410 6-5.1-5				✓

HCRM Policies in Indiana

The tables that follow list and describe all the state-level policies found that relate to the four HCRM areas of interest.

Preparation and Licensure

Tables 4–6 describe state-level policies in Indiana related to preparation and licensure. These policies are categorized as such because they relate either to (1) training educators (i.e., teachers and school leaders) to develop the knowledge and skills necessary to be effective professional educators, (2) defining the knowledge and skills necessary to be effective professional educators, or (3) establishing qualifications for obtaining and maintaining certification levels.

Table 4. Programs and Initiatives as They Relate to Preparation and Licensure

Policy	Description
Rules 2002 ²	<ul style="list-style-type: none"> The Rules 2002 system of teacher licensure is a three-tiered system established by the Division of Professional Standards. The certification tiers are the <i>initial</i> two-year license, the <i>proficient</i>, a five-year license, and the <i>accomplished</i>, a 10-year license that must be renewed every five years after the initial 10 years. Information on initial practitioner licenses can be found in Indiana Administrative Code Title 515 8, proficient practitioner license can be found in Indiana Administrative Code Title 515 4, and accomplished practitioner license can be found in Indiana Administrative Code Title 515 12 (see Table 6). Rules 2002 has five license categories: preschool, elementary/primary, elementary/intermediate, middle school/junior high, and high school education. If approved, the Rules for Educator Preparation and Accountability (REPA) regulations would replace the Rules 2002 system.

² Both Rules for Educator Preparation and Accountability (REPA) and Rules 2002 are included in this report even though they will never coexist because this report was published during a time of transition in policy. Although it is likely that REPA will be passed and enacted shortly after publication of this report, currently teachers in Indiana still are required to follow the Rules 2002 legislation. It would be inaccurate to include only a description of one of these teacher licensure systems. The current Indiana Administrative Code reflects the Rules 2002 guidelines; passage and adoption of REPA would change the Indiana Administrative Code.

Policy	Description
Rules for Educator Preparation and Accountability (REPA)	<ul style="list-style-type: none"> Indiana's Rules for Educator Preparation and Accountability (REPA) were approved by the Advisory Board for Professional Standards on January 7, 2010, and await final approval by state government agencies. If approved as expected, REPA is anticipated to be effective August 1, 2010. These regulations focus on teacher content knowledge, requiring graduates of preparation programs to demonstrate content knowledge on Praxis II tests. They would require elementary teachers to have a major in education and a minor in a subject area, or vice versa. Secondary teachers would be required to have a major in a subject area and a minor in education. Teachers also can add content areas to their licenses by demonstrating content mastery on standardized tests. The teacher certification tiers for REPA would remain the same as under Rules 2002: the <i>initial</i> two-year license, the <i>proficient</i>, a five-year license, and the <i>accomplished</i>, a 10-year license that must be renewed every five years after the initial 10 years. REPA would implement five license categories for teachers: PK-3, K-6, 5-9, 5-12, and PK-12. These categories differ from Rules 2002 because the previous categories use school setting (e.g., elementary) to define the licensure groups, whereas REPA uses grade numbers. REPA also allows school boards to apply for temporary superintendent licensure for superintendents who do not have backgrounds in education.
Minority Teacher and Special Education Scholarship	<ul style="list-style-type: none"> Minority teacher and special education teacher scholarships were established originally by the General Assembly in 1988 and 1990, respectively, but its current incarnation was enacted by Public Law 2-2007, Section 254 (see Table 5) in Indiana Code 21-13-2, Sections 1-15 (see Table 6). The purpose of the minority teacher scholarship fund is to encourage qualified black and Hispanic applicants to become teachers. The purpose of the special education scholarship fund is to encourage qualified individuals to teach special education in Indiana. Applicants must be Indiana residents enrolled full time at an institution of higher education, pursuing a degree that will lead to teacher certification. Scholarship recipients are required to agree to teach in Indiana for three of the first five years after attaining teacher licensure. Recipients receive up to \$1,000 each year for the special education scholarship and up to \$4,000 each year for the minority teacher scholarship and must reapply for the scholarship every year.

Policy	Description
Woodrow Wilson Teaching Fellowship	<ul style="list-style-type: none"> • The Woodrow Wilson National Fellowship Foundation launched the Woodrow Wilson Teaching Fellowship in Indiana in 2007 to encourage the state's top talent to seek long-term teaching careers in high-need classrooms. • The program is open to college seniors and career-changers who have demonstrated exceptional success in their major of mathematics or science. Participants must be willing to teach mathematics or science in high-need schools in Indiana for three years. This fellowship is supported financially by the Woodrow Wilson National Fellowship Foundation and the Lilly Endowment. • The Woodrow Wilson Teaching Fellowship in Indiana will create 80 new mathematics and science teachers each year, providing participants with a \$30,000 stipend to complete a year-long master's program at Ball State University, Purdue University, the University of Indianapolis, or Indiana University-Purdue University Indianapolis.
Transition to Teaching Program	<ul style="list-style-type: none"> • Each Indiana teacher preparation institution is required to offer a Transition to Teaching alternative certification program—they may offer it in collaboration with other institutions. • The requirements of the Transition to Teaching Program are described in Indiana Code 20-28-4 (see Table 6). • Participants in the program can earn an elementary or a secondary education license. • The Transition to Teaching Program requires participants to have a bachelor's degree with a 3.0 grade point average in their major and overall or to have a bachelor's degree with a 2.5 grade point average in their major and overall, in addition to five years of professional experience. Participants seeking a secondary education license also may qualify by having a graduate degree. • Required coursework for the Transition to Teaching Program is in education, although candidates may be required to take additional coursework depending on their experience and intended area of licensure.

Table 5. Legislation as It Relates to Preparation and Licensure

Policy	Description
Public Law 2-2007, Section 254	<ul style="list-style-type: none"> Enacts Indiana Code 21-13-2 (see Table 6). Establishes minority teacher and special education teacher scholarships, which seek to increase the number of minorities in education and the number of special education teachers.
Public Law 1-2005, Section 12	<ul style="list-style-type: none"> Enacts Indiana Codes 20-28-4 and 20-28-2 (see Table 6). Creates and describes the authority of the Division of Professional Standards over the education, licensing, and professional development of teachers. Describes the Transition to Teaching Program, the goal of which is to encourage qualified individuals who work outside of education to pursue a career in education and to provide an alternate route to certification to allow those individuals to become licensed teachers (see Table 4).

Table 6. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Preparation and Licensure

Policy	Description
Indiana Code 21-13-2	<ul style="list-style-type: none"> Establishes minority teacher and special education teacher scholarships (see Table 4). The minority teacher scholarship was created originally by the Indiana General Assembly in 1988; the scholarship program was expanded in 1990 to include special education teachers. The current version of the policy was created by Public Law 2-2007, Section 254.
Indiana Code 20-28-4	<ul style="list-style-type: none"> Establishes the Transition to Teaching Program, the goal of which is to encourage qualified individual who work outside of education to pursue a career in education and to provide an alternative route to certification to allow those individuals to become licensed teachers (see Table 4). Requires each Indiana teacher preparation institution to offer a Transition to Teaching alternative certification program that prepares participants to earn an elementary or a secondary education license. Requires participants in the Transition to Teaching Program to have a bachelor's degree with a 3.0 grade point average in their major and overall or to have a bachelor's degree with a 2.5 grade point average in their major and overall, in addition to five years of professional experience. Participants seeking a secondary education license may also qualify by having a graduate degree.
Indiana Administrative Code Title 515 1-1	<ul style="list-style-type: none"> Requires candidates in all licensure areas to hold a bachelor's degree from a teacher education program at an institution of higher education. These licensure areas include early childhood, elementary/primary, elementary, middle school/junior high, secondary, senior high/junior high/middle school, and all grades education licenses.

Policy	Description
Indiana Administrative Code Title 515 3-1-3	<ul style="list-style-type: none"> States that the performance-based process for the accreditation of teacher preparation institutions is based on standards developed by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Indiana Advisory Board of the Division of Professional Standards. Requires teacher preparation institutions to develop an assessment system to determine the quality of the program and its participants by looking at qualifications of participants and performance of graduates.
Indiana Code 20-28-2	<ul style="list-style-type: none"> Creates and describes the authority of the Division of Professional Standards as the department with “sole authority and responsibility” over the education, licensing, and professional development of teachers. Describes the required 18-person membership of the advisory board of the Division of Professional Standards, including a superintendent, two principals, a special education director, a member of the business community, three members of institutions of higher education, and nine teachers. The members of the group are appointed by the governor and are responsible for advising the state superintendent and State Board of Education on matters related to the education, licensing, and professional development of teachers.
Indiana Administrative Code Title 515 4	<ul style="list-style-type: none"> Describes how a teacher can move from an initial practitioner license to a renewable five-year proficient practitioner license with the successful completion of two years in the Indiana Mentoring and Assessment Program (IMAP) (see Table 10).
Indiana Administrative Code Title 515 8	<ul style="list-style-type: none"> Requires candidates seeking to be teachers in Indiana to complete an approved teacher preparation program to attain an initial practitioner license for teachers. Initial teacher licenses are good for five years and may not be renewed—teachers must move to a proficient practitioner license during that time, at the successful completion of two years in the Indiana Mentoring and Assessment Program (IMAP) (see Table 10).
Indiana Administrative Code Title 515 12	<ul style="list-style-type: none"> Describes how a teacher can move from a proficient practitioner license to an accomplished practitioner license, a 10-year license that must be renewed every five years after the initial 10 years by either attaining a master’s degree and being recommended for the license by the degree-granting institution or by attaining certification by the National Board for Professional Teaching Standards.

Recruitment

Tables 7–9 describe state-level policies related to recruitment in Indiana. State-level policies on recruitment were identified from information related to attracting educators to the field, particularly recruitment for subject areas, geographical locations, schools, and districts, as well as recruitment of candidates with certain demographic characteristics.

Table 7. Programs and Initiatives as They Relate to Recruitment

Policy	Description
Minority Teacher and Special Education Scholarship	<ul style="list-style-type: none">• The minority teacher scholarship was created originally by the Indiana General Assembly in 1988; the scholarship program was expanded in 1990 to include special education teachers. The current version of the policy was created by Public Law 2-2007, Section 254 (see Table 4).• The purpose of the minority teacher scholarship fund is to recruit qualified minority applicants to become teachers; the purpose of the special education scholarship fund is to encourage qualified individuals to teach special education in Indiana.
Woodrow Wilson Teaching Fellowship	<ul style="list-style-type: none">• The Woodrow Wilson National Fellowship Foundation launched the Woodrow Wilson Teaching Fellowship in Indiana in 2007 at the direction of Governor Mitch Daniels to encourage the state's top talent to seek long-term teaching careers in high-need classrooms (see Table 4).• The Woodrow Wilson Teaching Fellowship in Indiana will create 80 new mathematics and science teachers each year, providing participants with a \$30,000 stipend to complete a year-long master's program at Ball State University, Purdue University, the University of Indianapolis, or Indiana University–Purdue University Indianapolis.
Transition to Teaching Program	<ul style="list-style-type: none">• Each Indiana teacher preparation institution is required to offer a Transition to Teaching alternative certification program, the goal of which is to encourage qualified individuals who work outside of education to pursue a career in education and to provide an alternative route to certification to allow those individuals to become licensed teachers (see Table 4).• Districts are allowed to hire educators who are enrolled in but have not completed a Transition to Teaching Program to teach under a three-year transition to teaching permit if the individual is teaching in a subject area or geographic area designated by the state as having a shortage of teachers.

Policy	Description
Revised State Extension Plan: Meeting the Highly Qualified Teacher (HQT) Goal	<ul style="list-style-type: none"> The Indiana Department of Education submitted the Revised State Extension Plan: Meeting the Highly Qualified Teacher (HQT) Goal to the U.S. Department of Education in November 2006. In the plan, Indiana reports by the percentage of highly qualified teachers in each school and subject. In high schools that made adequate yearly progress (AYP), 95 percent of teachers were highly qualified, whereas 93.7 percent of teachers in high schools that did not make AYP were highly qualified. In middle schools that made AYP, 93.7 percent of teachers were highly qualified, whereas 92 percent of teachers in high schools that did not make AYP were highly qualified. In elementary schools that both made and did not make AYP, 90.9 percent of teachers were highly qualified. The Indiana Department of Education describes “information on technical assistance, programs, and services” that the state will provide to districts in completing local highly qualified teacher plans.

Table 8. Legislation as It Relates to Recruitment

Policy	Description
Public Law 2-2007, Section 254	<ul style="list-style-type: none"> Enacts Indiana Code 21-13-2, Sections 1-15. Establishes minority teacher and special education teacher scholarships (see Table 4). These scholarship programs seek to attract candidates to teaching who have certain demographic characteristics and are willing to teach in special education.
Public Law 1-2005, Section 12	<ul style="list-style-type: none"> Enacts Indiana Codes 20-28-4 and 20-28-2. Describes the Transition to Teaching Program, the goal of which is to recruit qualified individuals who work outside of education to pursue a career in education and to provide an alternative route to certification to allow those individuals to become licensed teachers (see Table 4).
Public Law 10-2009, Section 1	<ul style="list-style-type: none"> Adds Section 11 to Indiana Code 20-28-2 to address initiatives concerning teacher recruitment and retention. States that the Division of Professional Standards also must collaborate with the Commission for Higher Education, state education institutions, and nonprofit organizations to recruit and retain teachers from underrepresented populations.
Acts 1977, Public Law 53, Section 2	<ul style="list-style-type: none"> Enacts Indiana Code 5-10.2-4-8 (see Table 9). States that retired teachers may be reemployed after retirement and continue to collect retirement benefits if the teacher is reemployed more than 30 days after retirement, expanding the candidate pool of certified teachers.

Table 9. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Recruitment

Policy	Description
Indiana Code 21-13-2	<ul style="list-style-type: none"> Establishes minority teacher scholarships and special education scholarships, which seek to attract candidates to teaching who have certain demographic characteristics or are willing to teach in special education (see Table 4).
Indiana Code 20-28-4	<ul style="list-style-type: none"> Enacts the Transition to Teaching Program, the goal of which is to encourage qualified individuals who work outside of education to pursue a career in education and to provide an alternative route to certification to allow those individuals to become licensed teachers (see Table 4).
Indiana Code 20-28-2	<ul style="list-style-type: none"> Creates and describes the authority of the Division of Professional Standards as the department with “sole authority and responsibility” over the education, licensing, and professional development of teachers (see Table 6). Section 11 was added to Title 20, Article 28, Section 2 of the Indiana Code in 2009 by Public Law 10, Section 1 (see Table 8) and states that the Division of Professional Standards also must collaborate with the Commission for Higher Education, state education institutions, and nonprofit organizations to identify and implement teacher recruitment and retention initiatives from underrepresented populations. Requires state education institutions to develop a support system and research agenda to identify and confront issues faced by underrepresented populations to increase the retention and graduation rates of students in these groups.
Indiana Code 5-10.2-4-8	<ul style="list-style-type: none"> Created originally by Acts 1977, Public Law 53, Section 2 (see Table 8) and most recently updated by Public Law 115-2009, Section 8. States that teachers who have retired may be reemployed and earn money while continuing to receive the retirement benefits to which they are entitled if the retired teacher is reemployed more than 30 days after retirement. If a teacher is reemployed within 30 days of retirement, that teacher no longer will be paid retirement benefits and will be required to continue to contribute to the retirement fund. There is no salary cap on what a retired individual can earn while reemployed, so there is no disincentive for an experienced educator to return to work.

Induction and Professional Development

Tables 10–12 describe policies found in Indiana related to educator induction and professional development. Evidence of policies that support educator induction and professional development consisted of activities designed to transition educators from preparation programs to a particular position within the school system and activities designed to develop and maintain the knowledge and skills necessary to be effective educators, as well as the standards for what knowledge and skills are necessary to be effective educators.

Table 10. Programs and Initiatives as They Relate to Induction and Professional Development

Policy	Description
Improving Teacher Quality Grant Program	<ul style="list-style-type: none"> The Indiana Commission for Higher Education uses federal Title II, Part A funds to operate the Improving Teacher Quality Grant Program. To be eligible for a grant, the teacher preparation department and a subject area department in an institution of higher education in Indiana must partner with a high-need school district. During the fall 2009 application process, eight school districts qualified as being high need for this grant (East Chicago, Hammond, South Bend, Switzerland County, River Forest, Hamilton, Gary, and Cannelton districts). Institutions of higher education and school districts create and define the terms and structure of the partnership; each partnership is required to have an outside evaluator. The purpose of the program is to improve the quality of instruction in core subjects in the high-need district through high-quality research-based professional development provided by the institution of higher education. A committee consisting of a member of the Commission for Higher Education, state education agency staff, and educators are responsible for reviewing proposals and making recommendations to the commissioner about which programs to fund.
Indiana Mentoring and Assessment Program (IMAP)	<ul style="list-style-type: none"> The Indiana Mentoring and Assessment Program (IMAP) is a two-year induction program for new teachers, principals, and school service personnel. Teachers, principals, and school service personnel with an initial practitioner license are required to participate in the program to advance to a proficient practitioner license. Districts, not state requirements, determine what IMAP looks like during the two years of the program for teachers, principals, and school service personnel. Recent changes to the IMAP system no longer require districts and schools to match a new employee with a mentor for the completion of IMAP; whether a new employee receives a mentor is left up to district discretion. The Professional Standards Advisory Board approved the IMAP Assessment Tool in November 2009 to replace the previous portfolio requirement for new teachers and new school service personnel. During their second year of the program, the new employee provides a copy of the appropriate tool to his or her building-level administrator. The building-level administrator identifies employee behavior as developing, progressing, or proficient. When the new teacher scores “proficient” on eight of the 10 teacher assessment principles or the new school service personnel scores “proficient” on five of the seven school service principles, the building-level administrator writes a letter of completion of IMAP that the new employee is required to submit with the proficient practitioner license application.

Policy	Description
Accountability System for Academic Progress (ASAP)	<ul style="list-style-type: none"> The Accountability System for Academic Progress (ASAP) provides information about eight topics concerning school quality in Indiana, including academic standards, accountability, accreditation, best practice, professional development, school data, school improvement plans, and state profile. It states that a professional development program is a required part of the school improvement plan. The professional development program must be aligned with needs identified by local data and must help teachers meet the needs of the local, diverse student population. The professional development program also must show evidence that it results in improvement in student learning.
Teacher Quality and Professional Improvement Program	<ul style="list-style-type: none"> The Teacher Quality and Professional Improvement Program requires the State Board and districts to examine and develop a career ladder plan for educators, including professional development and field-testing career ladders in three districts. Requires the State Board to collaborate with districts to: <ul style="list-style-type: none"> “(4) Create programs that provide additional professional development opportunities for individual teachers, including the following programs: <ul style="list-style-type: none"> (A) Continuing education scholarships for teachers. (B) Professional development training for teachers. (C) Paid sabbatical leave for teachers. (D) Teacher fellowships. (E) Grants to schools for extended teacher contracts. (F) Grants for inschool projects for upgrading curriculum or improving instruction.”

Table 11. Legislation as It Relates to Induction and Professional Development

Policy	Description
Public Law 1-2005, Section 4	<ul style="list-style-type: none">• Enacts Indiana Codes 20-20-31 and 20-20-22 (see Table 12).• Establishes the Teacher Quality and Professional Improvement Program, requiring the State Board and districts to develop a career ladder plan for educators, which includes providing professional development for teachers based on individual needs (see Table 10).• Requires schools to develop a professional development program as part of the strategic and continuous school improvement and achievement plan (see Table 12).
Public Law 1-2005, Section 12	<ul style="list-style-type: none">• Enacts Indiana Code 20-28-2 (see Table 12).• Creates and describes the authority of the Division of Professional Standards over the education, licensing, and professional development of teachers.
Public Law 1-2005, Section 15	<ul style="list-style-type: none">• Enacts Indiana Code 20-31-6 (see Table 12).• Requires the State Board and districts to take actions to increase the cultural competency of educators by providing materials and targeted professional development, respectively, based on school environment.

Table 12. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Induction and Professional Development

Policy	Description
Indiana Code 20-28-2	<ul style="list-style-type: none"> Creates and describes the authority of the Division of Professional Standards as the department with “sole authority and responsibility” on the education, licensing, and professional development of teachers (see Table 6).
Indiana Administrative Code Title 515 4	<ul style="list-style-type: none"> Describes the requirements for a teacher to move from an initial practitioner license to a proficient practitioner license, including the requirements of the Indiana Mentoring and Assessment Program (IMAP) (see Table 10). New teachers are required to complete the two-year IMAP as a prerequisite for moving from an initial to proficient license.
Indiana Code 20-20-31	<ul style="list-style-type: none"> Requires each school to develop a professional development program and requires school professional development programs to focus on student achievement, to be integrated with the strategic and continuous school improvement and achievement plan, and to be developed by the strategic and continuous school improvement and achievement plan committee. Requires the state superintendent of instruction to review the school professional development program and the State Board of Education to approve it. Approval is based on the extent to which the program meets the State Board of Education criteria for professional development, uses a variety of resources, includes all stakeholders, is job-embedded, and includes research-based strategies to improve educator practice. Requires the State Board to establish an evaluation system for professional development programs that measure student achievement using multiple measures and a method for analyzing collected data to make decisions.
Indiana Code 20-31-6	<ul style="list-style-type: none"> Addresses cultural competency in educational environments by requiring the Indiana Department of Education to create materials available to school districts to help them develop cultural competency; requiring school plans to include a cultural competency component that describes a plan for improving cultural competency of teachers, leaders, parents, students, and staff; and requiring school plans to identify ways to increase the achievement of all student groups in the school using culturally appropriate strategies and to recommend related professional development.
Indiana Code 20-20-22	<ul style="list-style-type: none"> Establishes the Teacher Quality and Professional Improvement Program, requiring the State Board and districts to develop a career ladder plan for educators and implement it in three pilot district, which includes providing professional development for teachers based on individual needs (see Table 10).

Compensation and Working Conditions

Tables 13–15 describe state-level policies related to recruitment in Indiana. State-level policies on recruitment were identified from information related to educator salaries and benefits, incentives used to attract and retain high-quality educators, and the environment in which educators carry out their duties.

Table 13. Programs and Initiatives as They Relate to Compensation and Working Conditions

Policy	Description
Minority Teacher and Special Education Scholarship	<ul style="list-style-type: none"> Minority teacher and special education teacher scholarships were established originally by the General Assembly in 1988 and 1990, respectively, but its current incarnation was enacted by Public Law 2-2007, Section 254 (see Table 5) in Indiana Code 21-13-2, Sections 1–15 (see Table 6). The minority teacher and special education teacher scholarships provide funding to eligible teachers, providing initial financial compensation that can attract qualified educators to the profession (see Table 4).
Woodrow Wilson Teaching Fellowship	<ul style="list-style-type: none"> The Woodrow Wilson National Fellowship Foundation launched the Woodrow Wilson Teaching Fellowship in Indiana in 2007 at the direction of Governor Mitch Daniels to encourage the state's top talent to seek long-term teaching careers in high-need classrooms (see Table 4). The Woodrow Wilson Teaching Fellowship in Indiana will create 80 new mathematics and science teachers each year, providing participants with a \$30,000 stipend to complete a year-long master's program at Ball State University, Purdue University, the University of Indianapolis, or Indiana University–Purdue University Indianapolis.
Teacher Quality and Professional Improvement Program	<ul style="list-style-type: none"> The Teacher Quality and Professional Improvement Program requires the State Board and districts to develop a career ladder plan for educators, including field-testing career ladders in three districts. Requires the State Board to collaborate with districts to: <ol style="list-style-type: none"> “(1) Examine and develop a plan for the implementation of a comprehensive career ladder system.... (2) Examine the implications of the career ladder system on the collective bargaining process under IC 20-29-6 and determine the effect of the collective bargaining process on the implementation of a career ladder system. (3) Develop and implement recommendations for basic pay increases for teachers to be phased in with a career ladder system of rewards for teachers. (4) Create programs that provide additional professional development opportunities for individual teachers.... (5) Develop visible and meaningful ways to foster greater respect for the teaching profession and confer honor on individual teachers in Indiana. (6) Examine ways to implement a system of rewarding school corporations that improve the work environment by fostering collaborative working arrangements among teachers.”

Policy	Description
Learning Connection	<ul style="list-style-type: none"> Learning Connection is a Web portal that connects the Indiana Department of Education with educators throughout the state and provides resources and data for school improvement. Tested in 2009, the system launched in early 2010, and its development was funded by a statewide longitudinal data systems grant. Teachers can use the portal to access student data, to collaborate with other educators in the state, and to receive information from the Indiana Department of Education. Learning Connection is one way the Department of Education is working to ensure that Indiana teachers have the resources and data necessary to teach. Access is available for educators, parents, and students.

Table 14. Legislation as It Relates to Compensation and Working Conditions

Policy	Description
Public Law 2-2007, Section 254	<ul style="list-style-type: none"> Enacts Indiana Code 21-13-2 (see Table 15). Establishes minority teacher and special education teacher scholarships (see Table 4). These scholarships serve as a financial incentive to attract potential minority teachers and special education teachers to the profession.
Public Law 1-2005, Section 4	<ul style="list-style-type: none"> Enacts Indiana Codes 20-20-13 and 20-20-22 (see Table 15). Describes the Educational Technology Program and Grants and the Teacher Quality and Professional Improvement Program.
Public Law 1-2005, Section 12	<ul style="list-style-type: none"> Enacts Indiana Codes 20-28-9-1 and 20-28-10-19 (see Table 15). Establishes guidelines for computing a teacher's minimum salary, requiring salary to be based on the education, experience, and degree a teacher has on the first day of employment. States that teachers must get a 30-minute break each day, between 10 a.m. and 2 p.m.
Public Law 1-2005, Section 17	<ul style="list-style-type: none"> Establishes Indiana Code 20-33-8 (see Table 15). Establishes district and staff responsibilities for supervision and disciplining of students.

Table 15. Statutes, Administrative Code, and Other Formally Adopted Policies as They Relate to Compensation and Working Conditions

Policy	Description
Indiana Code 21-13-2	<ul style="list-style-type: none"> Establishes minority teacher and special education teacher scholarships (see Table 4). These scholarships serve as a financial incentive to attract potential minority teachers and special education teachers to the profession. The minority teacher scholarship was created originally by the Indiana General Assembly in 1988; the scholarship program was expanded in 1990 to include special education teachers. The current version of the policy was created by Public Law 2-2007, Section 254.
Indiana Code 20-28-9-1	<ul style="list-style-type: none"> Established by Public Law 1-2005, Section 12 and amended by Public Law 246-2005, Section 165. States guidelines for computing a teacher's minimum salary, saying "a teacher's minimum salary each school year must be computed based on the teacher's education, experience, and degree completed as of the teacher's first day of service."
Indiana Code 20-20-13	<ul style="list-style-type: none"> Established by Public Law 1-2005, Section 4. Describes the Educational Technology Program and Grants, which enable districts to apply for technology grants on behalf of schools. Grant funding comes from the Senator David C. Ford Educational Technology Fund and "the program may include grants to school corporations for the purchase of: <ul style="list-style-type: none"> (A) equipment, hardware, and software; (B) learning and teaching systems; and (C) other materials that promote student learning, as determined by the department." Requires districts to submit a technology plan for a school to receive grant funding; the technology plan must describe how technology will be integrated into the district curriculum, what professional development will be provided, how the technology will be maintained, and what criteria were used to identify the technology that was chosen.

Policy	Description
Indiana Code 20-33-8	<ul style="list-style-type: none"> Established by Public Law 1-2005, Section 17. Describes regulations concerning student discipline, an essential aspect of educator working conditions, stating that districts may discipline students to promote behavior conducive to education. Staff members including teachers, other school staff members, principals, and superintendents are able to take action to avoid student interference with the education of students. The governing body of a school district is required to establish written rules and discipline policies. These policies “must apply when a student is: <ol style="list-style-type: none"> (1) on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; (2) off school grounds at a school activity, function, or event; (3) traveling to or from school or a school activity, function, or event; or (4) using property or equipment provided by the school.”
Indiana Code 20-28-10-19	<ul style="list-style-type: none"> States that teachers must be given at least 30 minutes of free time each school day between 10 a.m. and 2 p.m.
Indiana Code 20-20-22	<ul style="list-style-type: none"> Establishes the Teacher Quality and Professional Improvement Program, requiring the State Board and districts to develop a career ladder plan for educators (see Table 13).
Indiana Administrative Code Title 410 6-5.1-5	<ul style="list-style-type: none"> Requires that all school buildings “be located, constructed, and maintained to protect the health and safety of the students, and shall include provisions for the physically handicapped.”

Conclusion

This technical brief identified and briefly summarized all policies in the state of Indiana found in this study that relate to four main HCRM areas—preparation and licensure, recruitment, induction and professional development, and compensation and working conditions. In addition, the brief presented the extent to which specific policies affect more than one HCRM area. These descriptions of HCRM policies in Indiana provide a snapshot of state-level policies available to support the training, recruitment, and development of educators.

For state policymakers in Indiana, this brief can serve as a starting point for examining existing state policy in the four areas to inform future policy development. For state policymakers outside Indiana, this brief provides insight on some state-level options that currently exist for supporting strategic human resource management in education. Further areas of inquiry that build on this descriptive study may include examining the effectiveness of these state policies, the alignment of these policies within the state, and the comparison of these attributes between states.

Study Limitations

The primary limitation of this study is that the search protocol used may have led to the exclusion of programs, initiatives, legislation, statutes, rules, or other formally adopted policies. For example, the term “school leaders” may have excluded policies for educators who have similar responsibilities but are identified differently within the state. A second limitation is that state policies frequently are modified. Consequently, the information presented in this report may be out of date by the time of publication.

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Appendix. Details on Method

Data Sources

To answer the research question posed, researchers relied on publicly available information, which included the following sources:

- State laws, administrative rules and code, and other formally adopted policies
- State union contracts with professional organizations for educators (e.g., teachers unions)
- State standards for educators
- Peer-reviewed journal articles on HCRM topic areas
- Reports issued by governmental and nongovernmental groups
- Other documents

Data-Collection Methods

To collect data on programs and initiatives, legislation, statutes, administrative code, and other formally adopted policies, researchers searched the following sources for publicly available information:

- The Indiana Department of Education (<http://www.doe.in.gov/>) and State Board of Education (<http://www.doe.in.gov/stateboard/>) websites
- The state legislature website (<http://www.in.gov/legislative/index.htm>)
- The governor's website (<http://www.in.gov/gov/>)
- The U.S. Department of Education website (<http://www.ed.gov/>)
- The National Comprehensive Center for Teacher Quality (TQ Center) state policy databases (<http://www2.tqsource.org/resources/policy.asp>), which provide information on state policies on teacher preparation, recruitment and retention, certification and licensure, and professional development in all 50 states, the District of Columbia, and the four U.S. territories (Guam, Puerto Rico, the U.S. Virgin Islands, and the Northern Mariana Islands), as well as information on legislation and State Board of Education rules and regulations
- The Education Commission of the States (ECS) legislative database (<http://www.ecs.org>), which provides Web links to statutes and administrative codes for each state
- The National Comprehensive Center for Teacher Quality (TQ Center) Tips and Tools Key Issue documents (<http://www.tqsource.org/>)
- Professional education organization websites in the state: the Indiana State Teachers Association (<http://www.ista-in.org/>), the Indiana School Boards Association (<http://www.isba-ind.org/>), the Indiana Association of School Principals (<http://www.iasp.org/>), and the Indiana Association of Public School Superintendents (<http://www.iapss-in.org/>)

To ensure consistency, researchers used a specific list of terms and phrases when searching the websites: *Indiana + HCRM area*, *Indiana + HCRM area + teachers*, *Indiana + HCRM area + principals*, *Indiana + HCRM area + school leaders*, *Indiana + HCRM area + educators*. A Boolean search was conducted, meaning that results were found for singular terms even if the plural was entered in the search field. The Boolean search yielded results for any variation of the search term order (e.g. “Indiana + Compensation and Working Conditions” and “Indiana + Working Conditions and Compensation”).

To limit the scope of the study, information was included in the scan only if it met the following three criteria:

- The document or resource references K–12 schools, K–12 staff, or K–12 education.
- The document or resource indicates funding, authorization, or staff support from at least one of the following state-level boards or agencies: the Indiana Department of Education, the Indiana State Board of Education, the Indiana General Assembly, the Professional Standards Advisory Board, or the Indiana Commission of Higher Education.
- The document or resource indicates that the program, initiative, legislation, statute, rule, or other formally adopted policy was in effect at the time data were collected.

Data-Analysis Strategies

When researchers searched for and reviewed publicly available policy information, they examined it to determine which of the four HCRM areas it pertained to—preparation and licensure, recruitment, induction and professional development, or compensation and working conditions—using the guiding definitions in Table A1. They also classified information as representing (1) a program or initiative, (2) legislation, or (3) statute, administrative code, or other formally adopted policy using the definitions in Table A2. Data that belonged to more than one HCRM area were double-coded when necessary.

To ensure consistency in coding, multiple coders were assigned to code and review collected data. Four coders separately coded documents as they were collected according to the guiding definitions. Then all coded data were reviewed by at least one other coder to review “fit” with HCRM area and classification with information type. Any discrepancies in coding were resolved by discussion with a team of researchers. In doing so, researchers were able to maintain a high level of consistency in categorizing collected data.

Table A1. Guiding Definitions for Classification of HCRM Area

Code	Description
Preparation and licensure	<ul style="list-style-type: none"> Information related to programs that train potential educators (teachers and school leaders) and develop the knowledge and skills necessary to be effective professional educators (programs can be administered by a variety of program providers, such as institutions of higher education, nonprofit agencies, and state agencies.) Information (such as standards and requirements) related to certification and licensure of educators Standards or definitions of the knowledge and skills necessary to be effective professional educators Policies that establish qualifications for educators to obtain and maintain particular certification levels
Recruitment	Information related to attracting educators or potential educators to the field in general, as well as for particular subject areas, geographical locations, schools, and districts and attracting educators with certain demographic characteristics
Induction and professional development	Information related to facilitating the transition of educators from preparation programs to a particular position within the school system; also information related to developing and maintaining the knowledge and skills necessary to be an effective educator, as well as the standards for what knowledge and skills are necessary to be an effective educator
Compensation and working conditions	Information related to the environment in which educators carry out their duties; also information related to educator salaries and benefits and incentives used to attract and retain high-quality educators

Table A2. Guiding Definitions for Classification of Information Type

Code	Description
Programs and initiatives	Planned sequences of activities designed to achieve specific goals and involving some combination of personnel, money, time, and materials
Legislation	Legislation passed by the General Assembly and signed into law by the governor
Statutes, administrative code, and other formally adopted policies	State statutes, administrative code and rules developed by state agencies, and other policies formally adopted by state agencies or governing boards

Technical Notes

1. The separate coding of “legislation” and “statutes, administrative code, and other formally adopted policies” is intentional. Although the authors concede that there is overlap between the two types of policies, the separation of the two policy typologies was necessary to ensure technical accuracy and consistency in referring to policies. For example, because legislation either creates, amends, repeals, or otherwise modifies statutes, referring to legislation only may not present the most current form of the policy. Conversely, presenting only the statute or administrative code would not provide the reader with a chronology of when the statute was last modified, nor would it present the reader with a comprehensive picture of the package of policies in which the statute was bundled. For these reasons, the categories of “legislation” and “statutes, administrative code, and other formally adopted policies” remain separate throughout the brief.
2. Policies are cross-referenced by table number and row name. For example, the Indiana Transition to Teaching Program is codified in a statute, and the authors reference this statute in Table 4 as follows: “The requirements of the Transition to Teaching Program are described in Indiana Code 20-28-4 (see Table 6).”
3. The authors used the following guidelines to determine when and how policies were cross-referenced in the brief:
 - a. Policies always are described in most detail when they first appear in the brief.
 - b. Additional mentions of policies that have been described previously refer the reader to the first long description.
 - c. Additional details are added only if they pertain specifically to a particular HCRM area.
 - d. If a piece of legislation created a statute that has since been modified, the legislative description references only the creation of a statute or program/initiative. Then the statute or the “program/initiative” table holds more detail because it is the most current and technically accurate way to describe a policy.