State Policy Review: New Educator Induction  
Indiana

New Teacher Center’s 2016 Review of State Policies on New Educator Induction provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

State policy does not require all beginning teachers or school administrators to receive induction support.

After receiving an Initial Practitioner License, beginning teachers, administrators and school service personnel may participate in the two-year Indiana Mentoring and Assessment Program (IMAP) in order to advance to a five-year Proficient Practitioner license. As part of IMAP, many schools assign a mentor to help a new teacher with day-to-day operations, situations, curriculum issues, etc. However, the state no longer requires new teachers to have a mentor to complete their IMAP requirements. The culmination of IMAP is the completion of a specific assessment piece. Based on the state’s teacher licensing system (Rules for Educator Preparation and Accountability), new teacher support is provided for licensure advancement, but without a mentoring component. The new Beginning Teacher Residency Program utilizes building-level administrators who are responsible for both assessing a new teacher’s effectiveness and developing his or her professional improvement plan during the first two years. [515 Indiana Administrative Code (IAC) 1-5-3]

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors. 

State policy does not address mentor selection. Matching a new teacher with a mentor is no longer a requirement under the Indiana Rules for Educator Preparation and Accountability. However, if schools do employ new teacher mentors, the Indiana Department of Education (IDOE) recommends that the mentor have at least five years experience and hold a five-year professional teaching license.

State policy does not address mentor training, mentor assignment or caseload.

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State policy does not address the allocation for time for mentoring activities to take place.

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State policy does not address key induction program elements.

Rules for Educator Preparation and Accountability require the IDOE to: (1) Develop minimum assessment criteria to be used by a building level administrator when assessing a beginning teacher; (2) Develop forms for use by a building level administrator in the assessment of the beginning teacher; and (3) Provide assistance in the development and implementation of a beginning teacher residency program upon request.

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state does not have formal induction program standards.

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state does not provide dedicated funding for local induction programs.
7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

State policy does not require participation in an induction program to advance to a professional teaching license. State policy does require participation in a two-year beginning teacher residency program in order to be eligible for a Proficient Practitioner license, but mentoring is an optional component of the residency program. [515 IAC 1-5-3]

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

The state does not assess or monitor induction program quality.

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.

New Teacher Center has worked with the IDOE to administer the TELL Indiana Survey – annually since 2012 – to school-based licensed educators participating in the Indiana Teacher Incentive Fund Initiative. The Survey captures educators’ perceptions about their school’s community engagement and support, teacher leadership, school leadership, managing student conduct, use of time, new teacher support, professional development, facilities and resources, and instructional practices and support.

The state’s teacher-equity plan, approved by the U.S. Department of Education in 2015, includes various strategies to improve teaching and learning conditions.

Links

Indiana Mentoring and Assessment Program: http://www.doe.in.gov/licensing/indiana-mentor-and-assessment-program-imap

Indiana Rules for Educator Preparation and Accountability: http://www.doe.in.gov/licensing/repa

Indiana Title 515, Article 1 – Teacher Training and Licensing: Beginning Residency and License Renewal: http://www.in.gov/legislative/iac/T05150/A00010.PDF

State Plan to Ensure Equitable Access to Excellent Educators: http://www2.ed.gov/programs/titleiparta/equitable/in.html

TELL Indiana Survey: http://www.tellindiana.org

The Indiana Department of Education has reviewed this state summary.

This information is accurate as of February 2016.