

Facilitator's Guide

Teaching: The Best Kept Secret
(Champion presentation)
90-minute version

Updated 7/15/22



Pre-Presentation Checklist

Presentation Outcomes

- The audience will have positive attitudes towards teaching as a profession.
- The audience will engage in ideas about teaching as a profession after the presentation (e.g., by reflecting, sharing, and engaging in conversation).
- The audience will feel better prepared to make an informed choice about their career options, including teaching.

What should a presentation look like?

- ☐ 5-30 minutes in class; 15-30 minutes in other venues (club meetings, information session, ice cream social; see [Reach Students](#) on our website).
- ☐ Key message of Get The Facts Out is emphasized: *Teachers in the U.S. rate their lives better than all other occupation groups, trailing only physicians.*
- ☐ Accurate information about teaching as a profession is provided, including life satisfaction, salary, retirement, and student loan forgiveness.
- ☐ Comparison to industry and college faculty is provided.
- ☐ Information on teacher salaries and retirement have been updated with local data.

Before you begin

- ☐ Update the slides with 1. your logo and contact info; 2. local teacher salary data, and; 3. retirement data.

What should you do as a presenter?

- ☐ Create a safe and fun space for students to engage, from the start.
- ☐ Share the positive aspects of teaching as a profession that are supported by data.
- ☐ Avoid voicing misperceptions about teaching as a profession.
- ☐ If students express misperceptions about teaching as a profession, provide fact-based corrections.
- ☐ Avoid providing airtime for anecdotal aspects of teaching as a profession (which are often negative and not supported by data).

After the workshop

- ☐ If not already done, [register your activity](#) in order to receive credit.
- ☐ Fill out the [self-assessment worksheet](#) to document and plan for next time.



Get the Facts Out
Repairing the reputation of the teaching profession

Your Name
Your LOGO

Get the Facts Out

Repairing the reputation of the teaching profession





Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation. NSF DUE #1557254 (Noyce) and #1821710 & 1821462 (IUSE).



Input your name and place your logo

MODIFICATIONS: Place your name(s) in place of “Your name” and put your logo to the right after deleting the “Your LOGO” box.

Outline

- **Faculty/Staff presentation:** *Teaching: The best kept Secret*
- **How to start sharing the facts...**
 - Presentations for Students
 - Presentations for Faculty/Staff
 - Data Handouts
 - A Teacher's Life by the Numbers Flyers
 - Videos
 - Posters, Brochures, and Flyers
 - How to Reach Students
- **How can you use GFO?**

Get the
Facts Out

Repairing the reputation
of the teaching profession



First we'll have you experience one of the resources, the faculty/staff presentation, and then we'll take a walk through the Get the Facts Out resources that are available on the website.

Teaching: The Best Kept Secret!

Benefits Compared to Industry and University Teaching

Get the
Facts Out

Repairing the reputation of
the teaching profession



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Foundation. NSF DUE #1821710 & 1821462.



Today we are going to share facts about grade 7-12 teaching profession as compared to industry and university teaching.

FYI: Ideal length of presentation is 50 minutes but there are 30- and 15-minute versions if time is not available for the full presentation. 15 minutes works great with teachers but faculty typically have a broader range of questions that the longer version addresses.

Please complete the pre-quiz

surveymonkey.com/r/GFOPrePost



Get the
Facts Out



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of the teaching profession

Updated 5/30/22

Important Note:

Giving both the pre quiz and the post quiz increases the audience learning and retention. The pre quiz provides a roadmap of what will be learned, some motivation to figure out the answers, and with 1. pre, 2. content, 3. post there are three reinforcements of these facts.

When thinking about how the brain works, this helps your audience focus on the ideas you'll be discussing and it sparks their curiosity. Also it engages them and helps them cleanse their brain of whatever possessed it when they walked in the door. Finally, it helps you see how things went afterwards. Our evaluator will send you your results within a week or two after your presentation.

What to say

I always joke that, "we're starting by giving you a quiz. This will help you get some idea of the facts I'll be sharing with you today and after the presentation, you should have the answers to these questions"

Directions:

Because this is electronic, sometimes it's hard to tell if the audience has finished the quiz and moved on to some other distraction on their device, or if they're still working on the quiz. *In person:* I've had the best luck with asking them to look up at me when they've completed the quiz. Asking people to put their device away when they're done has not worked well. *Online:* I ask if they'll type "done" in the chat.

Rate your life

Best possible
life (10)

On **which step of the ladder** would you say you personally feel you stand at this time?

Worst possible
life (0)



1/20/22

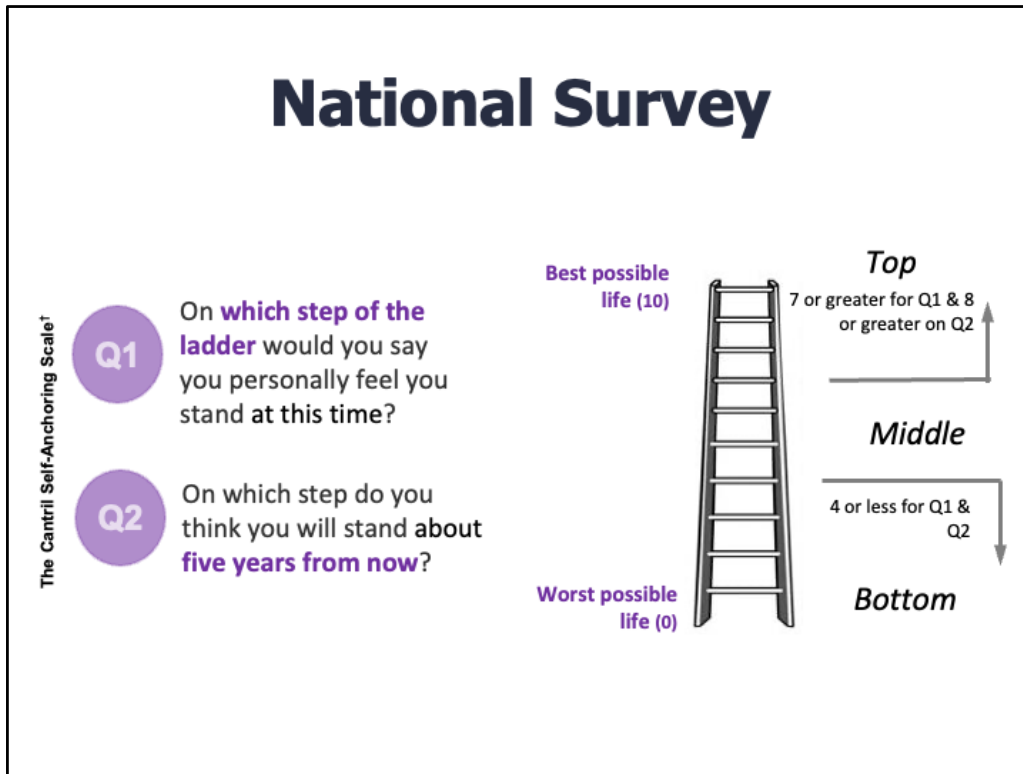
What to say

1. Ask the audience to silently rate their lives.

After 20 seconds or so,

2. **ask them to talk to their neighbor about what they think might be things that people think about when rating their lives.** Please don't share your rating, that's too personal, but talk about what you think others might consider when choosing the step they currently stand on. Give less than a minute (this could go on for a lot longer but within 30 seconds or a minute, a lot of good ideas surface)

National Survey



1/20/22

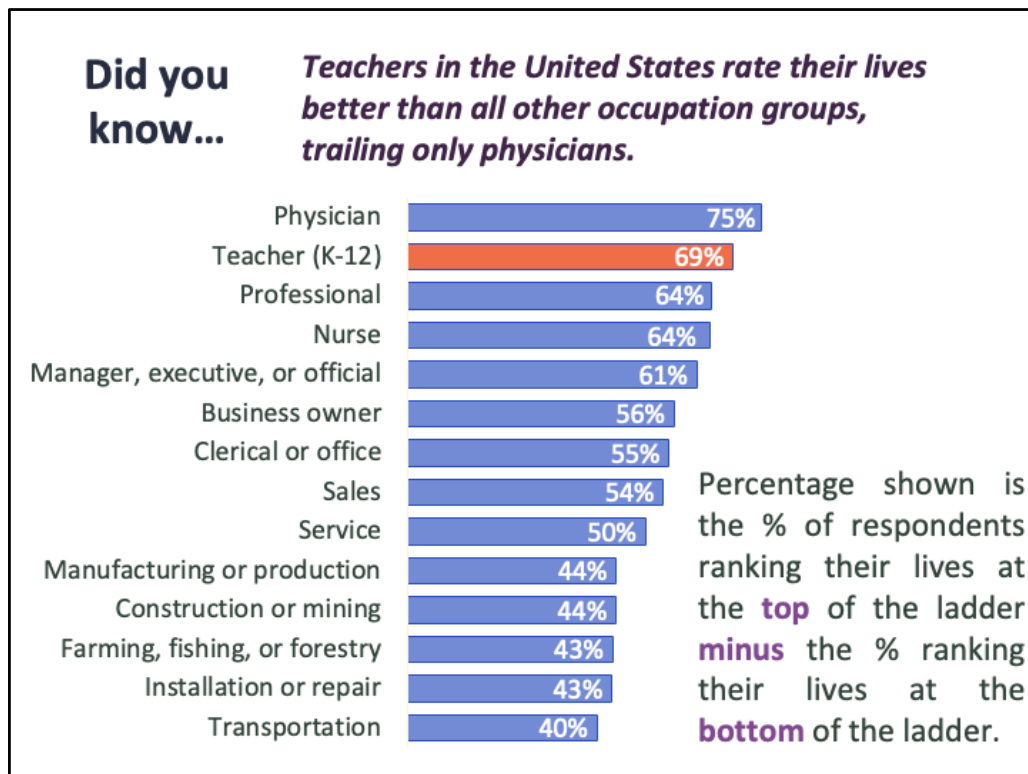
"Lots of survey groups use this type of question to see how people are doing in different parts of the country or the world, or they'll look at different age groups. When they do this, they combine the results from the two questions weighting the first question the most. The most important thing is to see how people feel now but the 2nd question does provide some indication of their perceived future opportunity and that's important too."

"In this case Gallup wanted to divide the responses by job/occupation and they asked this question of 172,000 U.S. workers."

"They broke the ladder into three parts. Note that top is a smaller area than the bottom. They look at the fraction who rated themselves at the top and then subtract off those who rate themselves at the bottom to sort of normalize the number. They ignore anyone who was in the middle."

QUESTION: After explaining the ladder sections, bring up the question about where teachers stand. Often students are thinking about individuals and provide a step. It helps to have mentioned the Gallup survey as I described above. Then ask again "where do you think teachers are in general compared to other professions? Do they rate their lives higher, the same, or lower than people in other occupations?" I've seen a huge range of responses from students. Faculty and teachers tend to say higher.

Reference: <https://news.gallup.com/poll/122453/understanding-gallup-uses-cantril-scale.aspx>



7/15/22

When they analyzed the results by job/occupation group, they find that teachers rate their lives better than all groups, trailing only physicians.”

College faculty, Engineers, and scientists are in the “Professional” category or “Manager, executive, or official” categories.

Note: It may seem like the wording of the title statement could be shortened a bit but our testing finds uniformly positive responses to the above wording and we did not have as strong of responses when we modified the wording.

References:

<https://news.gallup.com/poll/161324/physicians-lead-wellbeing-transportation-workers-lag.aspx>

https://www.amacad.org/sites/default/files/publication/downloads/2021_Humanities-Indicators_Workforce.pdf

Question

Why do you think teachers rate their lives so highly compared to other professionals?

Updated 1/20/22

People will suggestion things like they can make an impact, their students, etc... Less often but fairly regularly you'll hear schedules (either summer or school day) and financial related items from people who are better informed (teaching relative).

SWITCH TO DAWSON...

Teacher Well-being

- Work-life balance
- Student and colleague relationships
- Financial stability



DAWSON

7/15/22

For the past several years we have been working to understand why teachers rate their lives so highly. We've mined data from lots of different sources and collected some of our own. What we've found is that teachers have

- better work-life balance than other jobs you can get with the same degree,
 - We see this in three areas
 - Flexible summers to recharge and spend time with friends and family or pursue other interests
 - Negotiated 3 and 4 day weekends and holiday breaks because teachers work hard and these regular extended breaks give them a chance to recharge. This also allows their schedule to align with their kids (if they have children)
 - Students go home between 2:30 – 3:15 (depending on the school) allowing for some time to accomplish things during business hours.
- as you noted relationships with students and their colleagues, and
- financial stability.

Today we'll unpack all of this and look at data on each of these areas.

Day-to-Day Satisfaction

Students: relationships and Learning

Work schedule

Teaching is challenging/scientific

Colleagues

Learning new content

Autonomy of the Classroom

- What provides you with day-to-day satisfaction?
- A listing of 60 total items were compiled by STEM teachers.
- These 60 items fell into six categories.

5/31/22

100% of teachers agreed with each one of these. List them and say them all.

Second: Point out that the student category included a list of over 30 different ways students made the job satisfying

“We asked a room full of science and math teachers to tell us, “What provides you with day-to-day satisfaction?” They were asked to silently write things down. Then we swapped the responses between tables and asked each table to only keep those that resonated with everyone at the table. When we looked at the 60 responses that rose to the top, they seemed to fall into six different themes.

1. Over half talked about their students both relationships with students and watching them learn: the light bulb moment or seeing them grow over the semester or years.
2. Next was their day-to-day work schedule: They can take care of other life things during business hours from 3:30 – 5 which other jobs typically can’t; their work schedule aligns with their kids including holidays and breaks.
3. Teaching is challenging/scientific: ‘Teaching is a science; teachers constantly use their STEM skills as teachers!’
4. Colleagues: - Strong relationships between fellow teachers, “other committed teachers make amazing coworkers and friends”
5. Learning content: Always learning new and emerging areas of my content (eg. physics), “Teaching provides the drive/reason to explore new and challenging areas of my content.”
6. Autonomy of the classroom: Teachers get to decide what happens in their room. There’s a lot of responsibility but it’s nice to be able to make all of the decisions (within basic guidelines) in my room.

Starting salaries

Which is closest to the typical starting salary for K-12 teachers in your area?

- A. \$32,000
- B. \$45,000
- C. \$52,000
- D. \$65,000
- E. \$72,000

Ans: C, D or E depending on the district

[Don't tell them the answer until the slide with teacher salaries]

Suggested modifications: Update to match data that from your local region. You can find it with an internet search for “teacher salary schedule” and the names of local districts where the students from your program are likely to teach.

NEW! You can request GFO to find data for your area: <https://tinyurl.com/data-request>

Mid-career salaries

After 15 years of teaching and earning a master's degree, which is closest to the typical K-12 teacher salary in your area?

- A. \$45,000
- B. \$60,000
- C. \$75,000
- D. \$90,000
- E. \$110,000

Ans: C, D, or E depending on the district

[Don't tell them the answer until the slide presenting teacher salaries]

Suggested modifications: Update to match data from your local region. You can find it with an internet search for "teacher salary schedule" and the names of local districts where the students from your program are likely to teach.

NEW! You can request GFO to find data for your area: <https://tinyurl.com/data-request>

Teacher Salaries

school-year contracts



Use local
teacher
salary
data

	BA yr 1
Prince George's County Public Schools	\$49,963 - \$54,034
Denver Public Schools (+\$2K math, \$6K student loans, +other) (21-22)	\$47,291- \$51,083
Mustang Public Schools (Oklahoma City)	\$45,397
Garden City Union Free School District, NY	\$63,030 - \$65,082

186-day contract -> \$50,000 = \$33.60/hr

+ Extra Pay for coaching, clubs, etc..

1/20/22

2021/2022 salary schedules

"Here are starting salaries for some districts in our area. You can see that starting salaries range from \$45K - \$60K. Teachers have a school year contract that is typically 186 days. That means a starting teachers hourly wage is about \$34 per hour. Teachers also get paid for any extra work they do outside of teaching classes. I'll show you more on that in a minute."

RECOMMEDATION: Please use local teacher salary data. We have found that when you don't, it's met with much skepticism and does not help the audience see why teachers rate their lives highly all across the country. You can look on the Teacher Salary Data section of the GFO website for your area: <https://getthefactsout.org/teacher-salary-data/> If you do not see your area, please fill out a request so that GFO can find data for your area: <https://tinyurl.com/data-request>

Teacher Salaries

school year contracts



	BA yr 1	BA yr 5	MA yr5
Prince George's	\$49,963 -	\$60,816 -	\$63,857 -
County Public Schools	\$54,034	\$65,773	\$69,063
Denver Public Schools (+\$2K math, \$6K student loans, +other) (21-22)	\$47,291- \$51,083	\$57,953- \$62,252	\$63,685- \$68,287
Mustang Public Schools (Oklahoma City)	\$45,397	\$47,415	\$49,003- \$50,591
Garden City Union Free School District, NY	\$63,030 - \$65,082	\$74,384 - \$76,705	\$88,050 - \$93,853

186 day contract > \$50,000 = \$35.60/hr

+ Extra Pay for coaching, clubs, etc..

Use local
teacher
salary
data

1/20/22

2021/2022 salary schedules

"After 5 years of teaching in the district you can see there are pre-determined steps or increases in salary that a teacher receives. There are also often cost of living raises to these schedules that get negotiated later. We also show teachers with an MA or MS in this table because over half of teachers earn a masters' degree before they are 30. Most people don't know that there are programs all over the country designed for practicing teachers to earn their MA while teaching full time. Our districts provide an increase for additional education which you can see on this table.

Denver notes: DPS pays+ \$2K math + \$2K Title I school. I did not include it but there's also \$880 - \$5500 for leadership role and \$3K for high priority schools. Also there's \$1000/year student loans paid for up to 6 years.

RECOMMEDATION: Please use local teacher salary data. We have found that when you don't, it's met with much skepticism and does not help the audience see why teachers rate their lives highly all across the country. You can look on the Teacher Salary Data section of the GFO website for your area: <https://getthefactsout.org/teacher-salary-data/> If you do not see your area, please fill out a requestso that GFO can find data for your area: <https://tinyurl.com/data-request>

Teacher Salaries

school year contracts



Use local
teacher
salary
data

	BA yr 1	BA yr 5	MA yr5	MA yr 15
Prince George's	\$49,963 -	\$60,816 -	\$63,857 -	\$94,615 -
County Public Schools	\$54,034	\$65,773	\$69,063	\$97,454
Denver Public Schools (+\$2K math, \$6K student loans, +other) (21-22)	\$47,291- \$51,083	\$57,953- \$62,252	\$63,685- \$68,287	\$87,160- \$88,945
Mustang Public Schools (Oklahoma City)	\$45,397	\$47,415	\$49,003- \$50,591	\$55,871- \$57,672
Garden City Union Free School District, NY	\$63,030 - \$65,082	\$74,384 - \$76,705	\$88,050 - \$93,853	\$131,030 - \$134,334

186 day contract > \$50,000 = \$33.60/hr

+ Extra Pay for coaching, clubs, etc..

1/20/22

2021/2022 salary schedules

“Here are salaries at Mid-Career for our area. You can see some very sizeable increases have built over the years. This is a combination longevity and loyalty reward. Part is due to experience but also to reward those who stay with the district. “

“The range shown here is for someone who just earned their MA right at Year 15, that’s the lower number, and the higher number is someone who earned their MA a few years ago and have since taken more courses. The higher number is for someone who has taken quite a few more courses 15 -20 over the years since they earned their masters.”

RECOMMEDATION: Please use local teacher salary data. We have found that when you don’t, it’s met with much skepticism and does not help the audience see why teachers rate their lives highly all across the country. You can look on the Teacher Salary Data section of the GFO website for your area: <https://getthefactsout.org/teacher-salary-data/> If you do not see your area, please fill out a requestso that GFO can find data for your area: <https://tinyurl.com/data-request>

Did you Know...

At year 15, the middle 50% of teacher salaries ranges between **\$64,000 and \$102,000**, nationally.

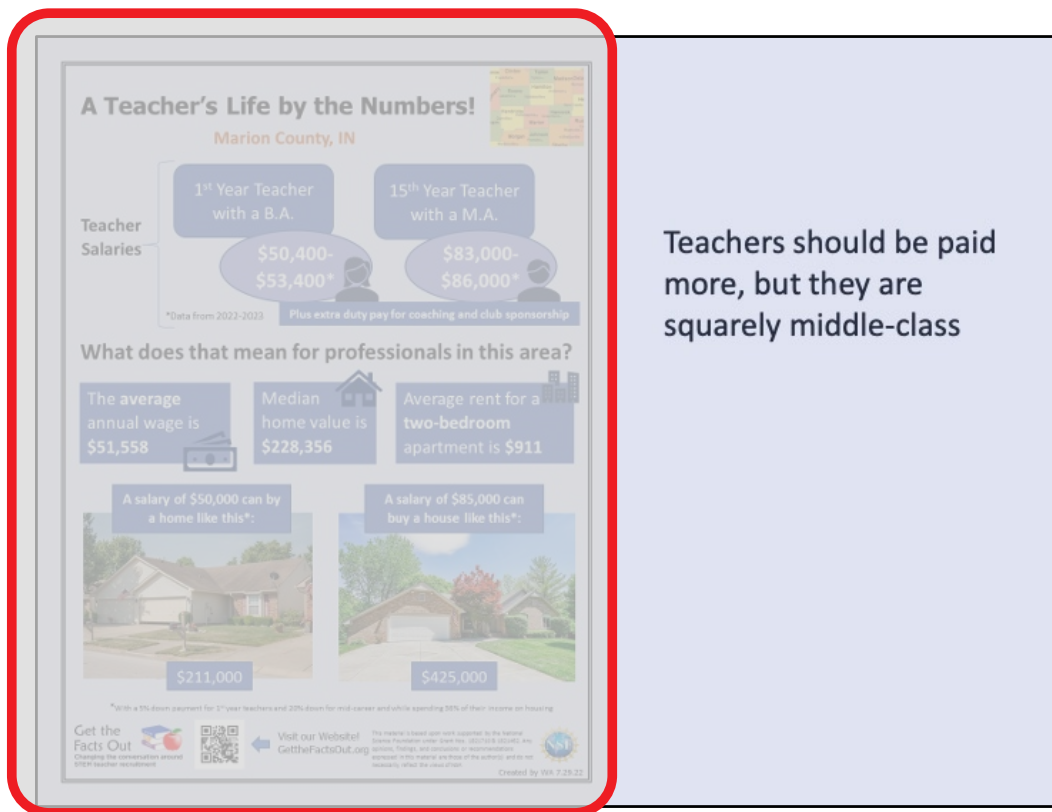
(Range shown is IQR: 25th – 75th percentile.)



1/20/22

GFO has collected data across the U.S. from over 400 districts and analysis of this data finds the above. We also dug into NCES (National Center for Educational Statistics) data and found that their data actually shows a slightly higher middle 50% range of \$64K - \$106K.

Use a local infographic



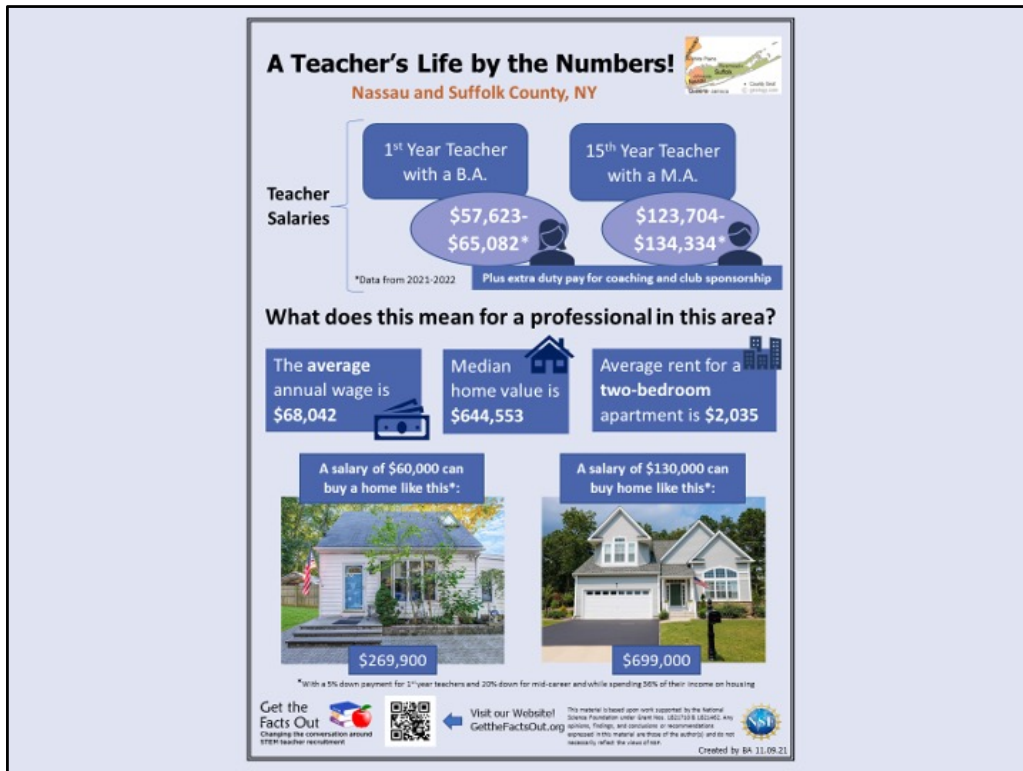
Teachers should be paid more, but they are squarely middle-class

RECOMMEDATION: Please replace this infographic with one for your local area. We have found that when you don't, it's met with much skepticism and does not help the audience see why teachers rate their lives highly all across the country. You can look on the Teacher Salary Data section of the GFO website for your area: <https://getthefactsout.org/teacher-salary-data/> If you do not see your area, please fill out a request so that GFO can find data for your area: <https://tinyurl.com/data-request>

Here is an example from Indianapolis Public Schools which are in Marion County. You can see teachers start in the low \$50's and by mid-career they are in the \$80's for this district. The average annual wage in Indianapolis is \$51K (similar to the national average and starting teacher salaries in the area) so new teachers are in the top half of earners in the community where they teach. Which means they make more than half of the parents of their students. Home prices in Indianapolis and the mid-west in general are lower than many areas of the country making home ownership very feasible in this area. A young professional who makes \$50,000 can still buy a nice home and at mid-career someone with a \$85,000 salary can buy an extremely nice home similar to the one pictured here.

I'll be the first person to tell you that teachers need to be paid more! But you can see they are squarely middle-class. When looking at communities across the U.S., we typically see, teachers by mid-career make about \$10K more than the average annual wage and in most places, not all, this affords them the ability to buy a home which is the single biggest and best investment a person can make. They also have the means to send their children to college and go on vacation. Access to basic things.

Updated 7/29/22



Optional: This is an interesting slide for comparison and to help make the point about needing to use local data to really understand the career options for your students.

Here is an example from New York where the teacher salaries are much higher, but so is the cost of living. You can see teachers start in the low \$40's and by mid-career they are in the \$50's for these two districts. The average annual wage in Oklahoma County is \$56K (similar to the national average and mid-career teacher salaries in the area) so mid-career teachers are in the top half of earners in the community where they teach. Which means they make more than half of the parents of their students. Home prices in Oklahoma City (and much of the U.S.) have gotten very high but a young professional who makes \$42,000 can still buy a home and at mid-career someone with a \$55,000 salary can buy a nice home similar to the one pictured here.

Updated 9/12/22

Teacher Salaries

+ Extra Pay → Stipends/bonuses

Did you know...

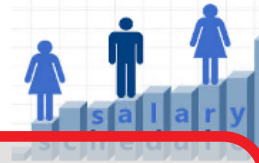
*Teachers get additional pay of **\$1,000-\$8,000 per year** for optional activities like coaching, running after-school clubs, and tutoring.*



1/20/22

“All of the salaries that we just discussed are “base salaries” Just the minimum teachers receive. But most teachers do more than that. When teachers coach, sponsor clubs, sub for another teacher, tutor, all of that comes with negotiated stipends/bonuses. The middle 50% range for these activities is \$1 - \$8K per year. Some teachers like to do multiple activities and tell us that it’s not unreasonable to add \$12 - \$18K to their salary doing these types of activities.”

Administrator Salaries



St. Vrain Valley Schools

	Calendar*	Minimum	Maximum
Asst. Principal - High	215 Days	\$92,697	\$128,009
Director – Innovation Programs	248 Days	\$103,325	\$142,687
Principal - High	225 Days	\$113,954	\$157,365
Asst Superintendent – Innovation Center	248 Days	\$145,851	\$201,400
Deputy Superintendent	248 Days	\$175,819	\$242,798

* Classroom Teacher Calendar: 186 days

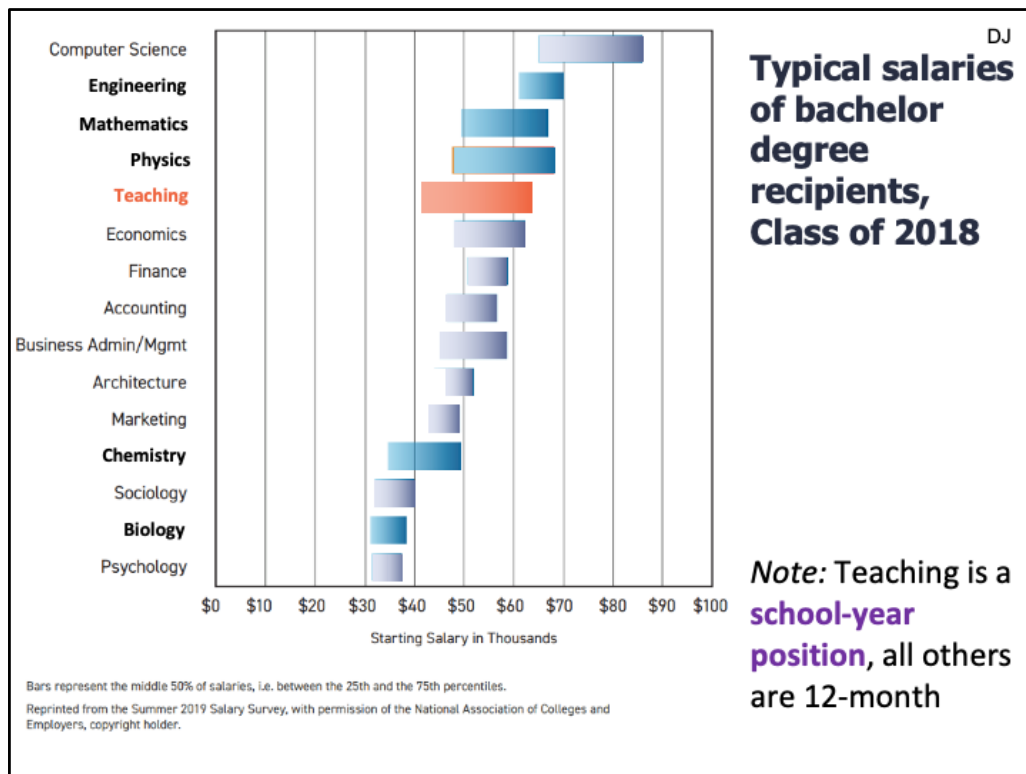
Use local salary data

Updated 1/20/22 - 2021/2022 salary schedules

“If you would like to help lots of teachers, and therefor hundreds of students per year, by supporting the building and all the teachers’ work in the building, consider becoming an administrator or direct a STEM innovation center.

After several years of teaching experience, you can move into administration if you like. These contracts are a bit longer 225 Days is 45 / 52 weeks per year. Plus you still have leave (annual, sick, bereavement, etc..) during the 45 weeks. “

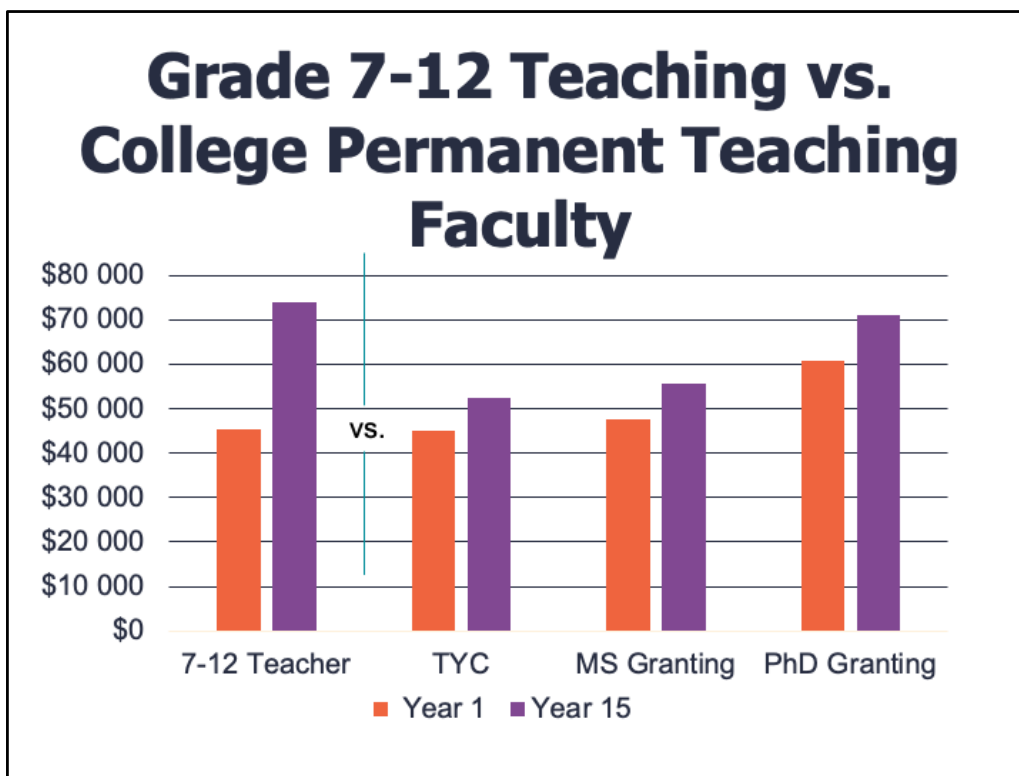
Side point: It’s good to have people with a range of backgrounds in administration and it’s less common to have STEM since there are fewer STEM teachers, they are in high demand, and those that are there often don’t have a formal STEM background.



Updated 7-14-20

Starting salary for a BS new teacher shows 25th – 75th percentile from our GFO data mining project of 120 districts near 50 universities working with GFO. Range also includes adding in two extra curricular responsibilities only on the higher end.

Suggested modification: Replace with a local district that your graduates are most likely to be employed. The orange text and bar is added on top of the picture via typical power point tools.



Updated 7-14-22

Here's a comparison between K-12 teaching and college teaching faculty (those who have teaching as their main assignment).

Note: Students are often wrestling with whether they want to teach college or high school. There are many factors to consider, not just salary. But often students expect college faculty to earn much more than they do. They also do not have knowledge about the very wide range of possible positions. (E.g. Adjunct vs. R-1 tenured faculty.)

Maybe you're interested in teaching, but are considering what level? Here we show starting and mid-career salaries for both grade 7-12 teachers and teaching faculty at colleges and universities.

- The 7-12 Teacher salaries are base salary without any supplemental pay.
- 7-12 beginning teachers are typically 22 -24 years old compared to 27-30 years old for year 1 Ph.D. college faculty. Similarly the Year 15 data is for teachers before they are 40 while college faculty are in their mid-40's.
- The college salaries are national averages from the AIP salary calculator for folks with PhD's in full-time teaching roles that are not tenure track. (Tenure track positions are different types of jobs that have big components of their evaluation based on research and publication.) These positions rarely have opportunity for supplemental pay.
- The grade 7-12 data is the average from our data collection of 120 school districts located around the ~50 universities that are currently working with GFO.
- You may want to update this data if you're in one of the higher paying states such as California, Chicago, New York, New Jersey etc...

If you look at the graph you will see that in the beginning years, Secondary Teachers (base salary) and Teaching faculty at colleges make similar salaries.

If you look at year 15, Middle School and High School teachers have received regular pay increases outpacing the typical Teaching faculty. The difference is even more pronounced if you include the supplemental pay that K-12 teachers regularly earn.

The only area where we really see college outpacing high school teachers is for the tenured-track faculty predominantly in departments that grant a PhD in the discipline. (Tenured-track faculty are faculty that have minimal teaching responsibility and focus mainly on research, writing papers and acquiring grants)

Did you know...

*You can get a **job almost anywhere** in the **U.S. or abroad** as a science or math teacher.*



This Did you know has tested positively across the nation in our user-testing focus groups.

Math and science teachers are in high demand and there are open positions in every area of our nation. The reason for this is that there are middle schools and high schools in every neighborhood in every town in every state. But there are only a handful of colleges and universities that prepare teachers. These universities are just not graduating enough science and math teachers to fill the positions in all of these schools! This is good for you because that means you can decide the area of the country or even out of the country that you'd like to live and find a teaching job within commuting distance. You can't do that as an engineer. There aren't enough jobs in this state for all of the graduates here at Mines. People take jobs all over the U.S. College faculty positions are even rarer and there's a large surplus of PhDs hoping to find a faculty position in that handful of colleges that we mentioned that are not producing enough teachers😊

There is also high demand for math and science teachers to teach abroad in English speaking schools. Students often think this is referring to teaching English but it is actually referring to math and science teaching jobs.

<https://www2.ed.gov/about/offices/list/ous/international/usnei/international/edlite-overseas-primsec.html>

Use local
loan
forgiveness
details

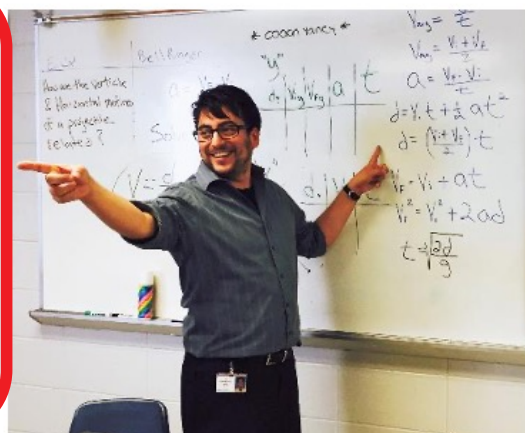
Did you
know...

There are *student loan forgiveness programs and scholarships for math and science teachers.*

Federal loan forgiveness
\$17,500

Indiana has

- Student teaching stipend for High-need fields
- Several scholarship/stipend opportunities for minority students pursuing teaching



This statement has tested positively across the nation in our user-testing focus groups. It regularly rates the highest out of all the statements we tested.

What to say

There are several Federal loan forgiveness programs and the most common is the teacher loan forgiveness program that forgives up to \$17,500 after teaching math or science for five consecutive years.

There are also many State level or district level loan forgiveness programs. We have most of these listed on our website. Here is an example from Maryland that has a stipend for student teaching if you plan to teach math, science, or special ed as well as several scholarships/stipends for minority teacher candidates. (note: I would not go into more **detail than this for this workshop**)

Background info:

Teacher Loan Forgiveness Program

<https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>

Under the Teacher Loan Forgiveness Program, if you teach full-time for five complete and consecutive academic years in a low-income school or educational service agency, and meet other qualifications, you may be eligible for forgiveness of up to \$17,500 on your Direct Subsidized and Unsubsidized Loans and your Subsidized and Unsubsidized Federal Stafford Loans.

Indiana, as of 10/27/21

Next Generation Hoosier Educators Scholarship

<https://www.in.gov/cbe/state-financial-aid/state-financial-aid-by-program/next-generation-hoosier-educators-scholarship/>

The Next Generation Hoosier Educators Scholarship provides 200 high-achieving high school and college students interested in pursuing a career in education the opportunity to earn a renewable scholarship of up to \$7,500 each year for four academic years. In exchange, students agree to teach for five years at an eligible Indiana school or **repay** the corresponding, prorated amount of the scholarship.

Government stipends (see below)

<https://www.in.gov/cbe/state-financial-aid/state-financial-aid-by-program/>

[Earline S. Rogers Student Teaching Stipend for Minorities](https://www.in.gov/cbe/state-financial-aid/state-financial-aid-by-program/)

The Earline S. Rogers Student Teaching Stipend for Minorities is available for minority students (defined as Black and Hispanic individuals) who will participate in student teaching or a school administration internship as a part of their degree requirements during the semester in which they receive it. Students must agree in writing to apply for teaching positions in Indiana and, if hired, teach in Indiana for at least three years.

[Student Teaching Stipend for High-Need Fields](#)

The Student Teaching Stipend for High-Need Fields is available for students who plan to teach in a high-need field (defined as middle or high school level math, science or special education). Students are eligible to receive the stipend in the term they are student teaching as a part of their degree requirements. Students must agree in writing to apply for teaching positions in Indiana and, if hired, teach in Indiana for at least three years.

[William A. Crawford Minority Teacher Scholarship](#)

The William A. Crawford Minority Teacher Scholarship is available to minority students (defined as Black and Hispanic individuals) who intend to pursue, or are currently pursuing, a course of study that would enable them to teach in an accredited school in Indiana. Students must agree in writing to apply for teaching positions in Indiana and, if hired, teach in Indiana for at least three years.

JUSTINE M. HARRELL MEMORIAL SCHOLARSHIP

<https://www.ista-in.org/our-profession/scholarships-awards>

This scholarship is open to a public high school senior pursuing a degree in education. The \$1,000 scholarship is awarded for a total of four years if the student maintains a 3.0 GPA enrolled in an education curriculum at an accredited college or university in Indiana. Applicants for the need-based scholarship must also meet the income criteria of at or below 200 percent of the [federal poverty line](#). Criteria for selection includes academic achievement, leadership in co-curricular activities and community involvement, submission of an essay and recommendations and financial need. A seven-semester transcript is required to complete the application process.

DAMON P. MOORE SCHOLARSHIP

<https://www.ista-in.org/our-profession/scholarships-awards>

This scholarship is open to a minority public high school senior who plans to pursue a teaching certificate. The scholarship was named for Damon P. Moore, an African-American educator, who served three terms as ISTA president and continues to be a positive role model for young minorities aspiring to enter the education field. The \$1,000 scholarship is awarded annually with an option to renew for three consecutive years. Criteria for selection includes academic achievement, leadership in co-curricular activities and community involvement and submission of an essay and recommendations. A seven-semester transcript is required to complete the application process.

**Did you
know...**

*Most teaching jobs have **better retirement benefits** than other jobs you can get with the same degree.*

Teachers in the U.S. retire at **age 59** compared to age 63 for all occupations.



1/20/22

This Did you know has tested positively across the nation in our user-testing focus groups. MOST STUDENTS DO CARE ABOUT RETIREMENT.

“Teachers in the US retire on average at age 59 a **full 4 years sooner** than the average American. That’s because teachers have state-sponsored pension plans and these have been negotiated over the years as part of the teachers benefits / pay package”

Retirement Benefits

Colorado schools offer PERA retirement benefits



- Begin teaching at 22 years old, full retirement benefits at 57
 - pension = 87.5% of highest earned income (e.g. earned \$100,000 before pension will be \$87,500)
- Other jobs: Yearly Savings required (Annuity Value) of \$21,600/year or \$1800/month

Use local retirement details

Updated 1/20/22

Another way to compare a public school teacher's **defined benefit plan** to a private company employee's **defined contribution plan** is to calculate how much money a person working for a private company would have to save each month to have a retirement benefit equal to the Public School teacher's pension. Using the average rate of return for the stock market over the past 30 years, we can calculate that a person would need to save \$21,600 per year for 25 years if they aim to retire at 57 with a pension equal to a typical Colorado school teacher. If the retiree lives longer than the average life expectancy, then they'll need to have saved more than \$21,600 per year or \$1,800 per month to have their retirement last through their lifetime.

Respect

What fraction of teachers somewhat agree or strongly agree with the statement "I am treated with respect by students and parents."

- A. 27%
- B. 39%
- C. 57%
- D. 65%
- E. 87%

Added 7/14/20

Taken from the 2017 Educator Quality of Work Life Survey by aft the American Federation of Teachers - A Union of Professionals and BATs the Badass Teachers Association ~5,000 teachers responding.

Notes:

I am treated with respect by...

- my supervisor 84%
- My co-workers 95%
- My students 87%
- My students' parents 88%
- My school board 68%
- State and federal elected officials 41%
- Local and national media 39%

% listed above is those who strongly agree or somewhat agree each each statement.

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What fraction of teachers somewhat agree or strongly agree with the statement "I am treated with respect by students and parents."

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- C. 57%
- D. 65%
- E. **87%**

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- **My students 87%**
- **My students' parents 88%**
- My school board 68%
- State and federal elected officials 41%
- **Local and national media 39%**

The majority of teachers do not feel respected/represented by the media. Stories are printed that tell us the profession is horrible, but teachers rate their lives higher than all occupation groups, trailing only physicians.

% listed above is those who strongly agree or somewhat agree each each statement.

Autonomy & Agency

What fraction of teachers report having at least some control over content, topic, and skills to be taught?

- A. 20%
- B. 40%
- C. 70%
- D. 90%

Added 5/3/20

Taken from the 2017 Educator Quality of Work Life Survey by aft the American Federation of Teachers - A Union of Professionals and BATs the Badass Teachers Association ~5,000 teachers responding.

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- B. 40%
- C. 70%
- D. **90%**

2017 Educator Quality of Work Life Survey by aft the American Federation of Teachers - A Union of Professionals and BATs the Badass Teachers Association ~5,000 teachers responding.

Updated 8/21/20

This data shows us that even when teachers have standards and possibly pacing guides to follow, they are professionals who are able determine what their days will look like. They can adjust what and how they deliver each class to best fit their students. Teachers are the CEO of their own classroom.

Taken from the 2017 Educator Quality of Work Life Survey by aft the American Federation of Teachers - A Union of Professionals and BATs the Badass Teachers Association ~5,000 teachers responding.

Notes:

Setting content, topics and skills to be taught 89% at least some control

Selecting teaching techniques 96% at least some control

Evaluating and grading students 98% at least some control

Disciplining students 93% at least some control

Determining the amount of homework to be assigned 96% at least some control

Autonomy & Agency

What fraction of teachers report having at least some control over selecting teaching techniques?

- A. 20%
- B. 40%
- C. 65%
- D. 85%
- E. 95%

Added 5/3/20

Taken from the 2017 Educator Quality of Work Life Survey by aft the American Federation of Teachers - A Union of Professionals and BATs the Badass Teachers Association ~5,000 teachers responding.

Autonomy & Agency

What fraction of teachers report having at least some control over selecting teaching techniques?

- A. 20%
- B. 40%
- C. 65%
- D. 85%
- E. **95%**

2017 Educator Quality of Work Life Survey by aft the American Federation of Teachers - A Union of Professionals and BATs the Badass Teachers Association ~5,000 teachers responding.

Edited 8/21/20

This data shows us that even when teachers have standards and possibly pacing guides to follow, they are professionals who are able determine what their days will look like. They can adjust what and how they deliver each class to best fit their students. Teachers are the CEO of their own classroom.

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Disciplining students 93% at least some control

Determining the amount of homework to be assigned 96% at least some control

Teacher Retention

What fraction of grade 7-12 teachers remain in the profession at year 5?

- A. 28%
- B. 41%
- C. 59%
- D. 78%
- E. 90%

Updated 7-14-20

FYI: It is best to do this with clickers, although you can do show of hands if you don't have clickers available; Answer is D, which you will show them on the next slide

Teacher Retention

What fraction of grade 7-12 teachers remain in the profession at year 5?

- A. 28%
- B. 41%
- C. 59%
- D. 78%**
- E. 90%

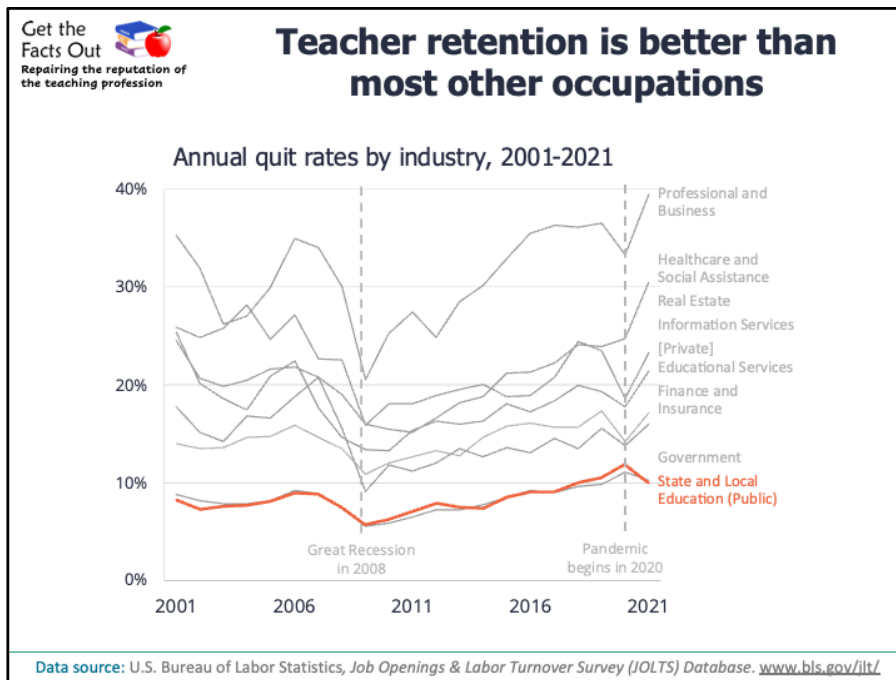
[†]2015 U.S. Dept. of Ed
Public School Teacher Attrition and Mobility in the First Five
Years: Results From the First Through Fifth Waves of the
2007–08 Beginning Teacher Longitudinal Study

Updated 1-18-21

<https://nces.ed.gov/pubs2015/2015337.pdf>

Large-scale survey of teachers followed for five years. By year five 155,000 had answered the survey each year. People wonder if 78% is good or bad. Turns out the only field with higher career retention are health professions. Others including engineering have a higher rate of career change. Especially the humanities fields.

Teacher well being seems to correlate well with retention so it makes sense that this number is so high for teachers.



This graph shows teacher quit rates over the past two decades. Both “quits” and “separations” show the same trends. Teachers leave their job (district) at a lower rate than all other professions except Government employees. This is consistent with teacher retention data in the previous slide and with the fact that teachers rate their lives higher than all other occupation groups, trailing physicians. When comparing teaching to other careers, people are more likely to stay in their jobs.

Questions about the *annual* graph:

1. What is the overall trend for the last decade?
2. How does the quit rate for teachers compare with other industries?

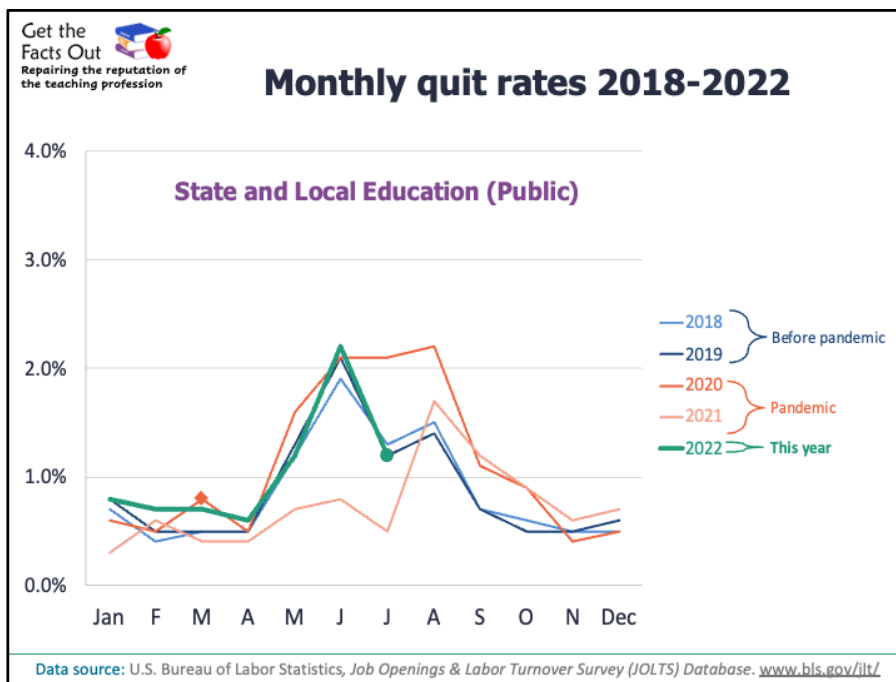
About the data:

State and Local Education (Public) includes all employees of public K-12 school districts and public universities.

Educational Services are any public or private provider of training or education, including private school personnel, contractors who work in schools, and tutoring or training services.

Quits are generally voluntary separations initiated by the employee. *Quit rate* is the percentage of all employees who quit during the given time period.

Data source: U.S. Bureau of Labor Statistics, “Quits levels and rates by industry and region, seasonally adjusted,” *Economic News Release*, 2022. URL: <https://www.bls.gov/news.release/qlts.t04.htm>



Here you can zoom in by month and follow the quit rates for the past six years. 1. There's a clear pattern of higher quits during the summer months. Also we can see that 2020 and 2021 were anomalous years with higher quits August 2020 followed by lower than typical quits for the remainder of the school year. In 2021 quits generally returned to normal August 2021. 2022 quits are tracking typical pre-pandemic quit rates. All national data sources are pointing to a new teacher shortage but the data does not indicate that this shortage is created by quits. Rather it has been created by new positions afforded by pandemic relief funds and most concerning, by the steady decrease in new teachers. People are not pursuing the profession; we believe this reduction in the pipeline is caused by misinformation about the profession.

Data source: U.S. Bureau of Labor Statistics, "Quits levels and rates by industry and region, not seasonally adjusted," *Economic News Release*, 2022. URL: <https://www.bls.gov/news.release/jolts.t10.htm>

About the data:

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1. Questions about the annual graph:
2. What is the overall trend for the last decade?
- How does the quit rate for teachers compare with other industries?

SWITCH TO DAWSON...

Math and Science Teaching

Student Interest

What fraction of U.S. students indicate some level of interest when asked:

How interested are you in being a middle or high school teacher?

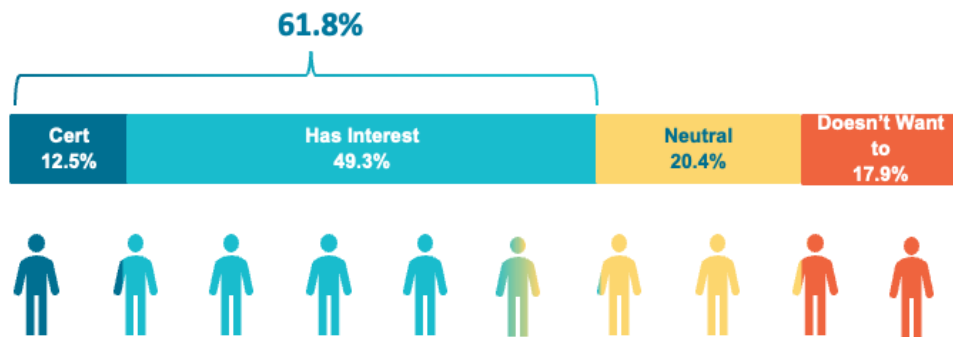
- A. 0% - 10%
- B. 10% - 25%
- C. 25% - 40%
- D. 40% - 60%
- E. >60%



Added 5/3/20

Poll using clickers or show of hands in person. If virtual Zoom polling or have them throw their answer in the chat

Pictogram of Prospective Teachers (n=2358)



5/30/22

What to say

We have surveyed nearly 50 institutions across the U.S. for the past four years and find that over half of STEM majors are interested in teaching. The results are similar at every institution. 12% are pursuing certification (to become a teacher), 50% have interest, 20% are neutral (we can't tell from their answers if they are interested or not interested) and less than 20% indicate that they clearly do not want to be a grade 7-12 teacher. Many of those who are interested indicate that, "I would if [the facts were different] and in fact, the facts are right in line with what students would like to see before pursuing the career."

Math and Science Teaching

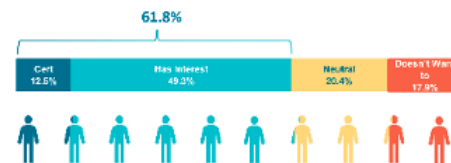
Student Interest

Do you believe these diagrams will vary by race/ethnicity?

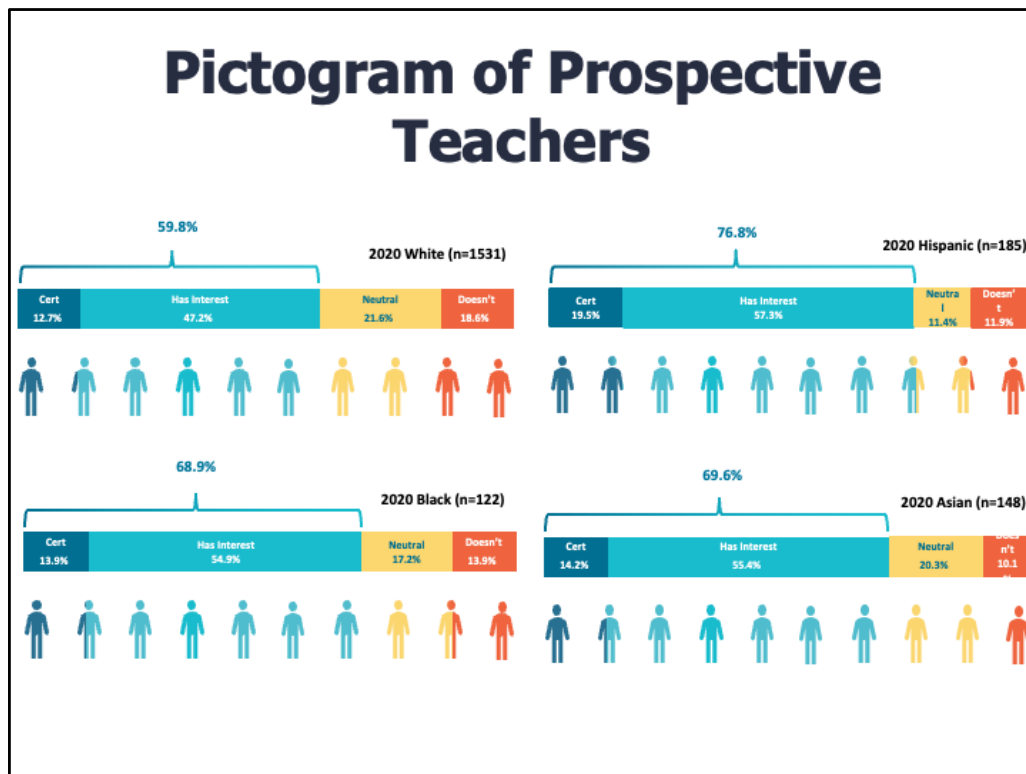
- A. No, the distribution of interest is likely consistent
- B. Yes, White STEM students are more interested in teaching compared to other groups
- C. Yes, White STEM students are less interested in teaching compared to other groups



Pictogram of Prospective Teachers (n=2358)



Added 5/3/20



1/15/22

We find that three-quarters of Hispanic students are interested in teaching and nearly 70% of Black and Asian American students are interested in teaching.

To us this means that if you are working to recruit STEM majors in general to your department, then it's important to share that teaching is a career that students can pursue with this degree. Otherwise a student may choose a different major where they can keep teaching on the table as a career option.

Teaching should be part of the careers' conversation. Half to three-quarters of students are interested in the profession, not all are going to decide to teach, but they are not ready to take this option off the table when they first choose their major. (only if K-12 teachers or administrators are in the audience) I've heard that many schools have career and technical education where different careers are highlighted, but often we forget to include teaching.

Why I decided to pursue teaching as a career



YouTube: Get the Facts Out



Here is a video from a teaching talking about her decision to become a teacher. If you have time, it's a nice way to provide an authentic example of the power of sharing the facts with students. <https://www.youtube.com/watch?v=gzxVqJ20tMw>

The picture is linked to the video on YouTube

Summary

- *Teachers in the United States rate their lives better than all other occupation groups, trailing only physicians.*

- Starting pay ~\$50K (9-month, base salary)
- At year 15, the middle 50% of teachers earn \$64K - \$100K (9-month salary)

- Retire at age 59 on average with a pension.

- There are **student loan forgiveness** programs for math and science teachers.

- You can get a **job almost anywhere** in the U.S. or abroad as a science or math teacher.

- Teacher retention is better than most other occupations

Update
with local
salary
data

Update
with local
loan
info

Summarize the benefits.

Suggested modifications: Update the starting and mid career salaries with data from this current academic year from school districts in your area where students are most likely to get a job (usually this means the nearby big districts)

Update the Retirement info with stats from your state or replace with “*Most teaching jobs have **better retirement benefits** than other jobs you can get with the same degree.*”

Post-Quiz

Please complete the post-quiz:
surveymonkey.com/r/GFOPrePost



Get the
Facts Out
Repairing the reputation
of the teaching profession



Check out the GFO website here:
GettheFactsOut.org

Updated 5/3/20

Important Note:

Giving both the pre quiz and the post quiz increase the audience learning and retention. The pre quiz provides a roadmap of what will be learned, some motivation to figure out the answers and with pre, content, post three reinforcements of these facts.

Directions:

Because this is electronic, sometimes it's hard to tell if the audience has finished the quiz and moved on to some other distraction on their device, or if they're still working on the quiz. We suggest asking folks to, **"Please put your phone down or close your laptop once you've completed the quiz so that I know when everyone is ready"**

Get the Facts Out Project Motivation

*Teachers rate their lives better than all other
occupation groups, trailing only physicians*

Start Celebrating the Positives of the Profession!

- If the only narratives/stories out there are negative, that's what will get picked up.
- It's important to also share the positives of the profession to provide some much-needed balance.

Get the
Facts Out
Repairing the reputation
of the teaching profession



1/15/22

Get the Facts Out

Partners



AMERICAN CHEMICAL SOCIETY



COLORADO SCHOOL OF
MINES

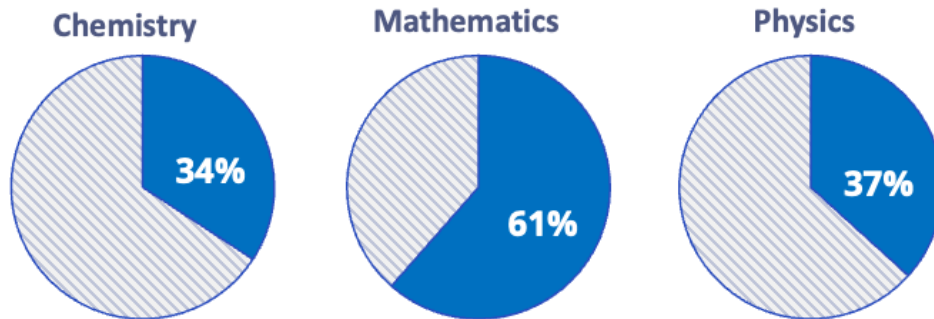


Get the
Facts Out



Repairing the reputation
of the teaching profession

The shortage of qualified teachers



Public school teachers with **a major in their main teaching subject and teaching certification**

National Center for Education Statistics, 2011-2012 school year

Updated: 2/3/22

This shows that only about a third of physics and chemistry teachers have a degree in their field and certification. In math about 2/3 have a degree and certification. This data is from 2011 and the situation is most certainly worse now since the number of people becoming teachers has decreased by about 20% over the past 10 years.

The situation is likely worse for engineering and CS: These topics are increasingly present in high school, but most states don't even have a certification pathway for those disciplines.

Why does this matter? See next slide

Did you Know...



Students who are taught by a teacher with a degree in their subject area are **significantly more likely to go to college** and major in STEM

Get the
Facts Out



1/20/22

Faculty and Student Perceptions



- Over 60% of STEM majors are interested in grade 7-12 teaching
 - Students indicate that they often do not mention this to faculty for fear that they will be looked down upon
 - Faculty believe ~ 5% are interested and indicate that they do not bring it up because their students are not interested.
- Over 40% of students surveyed (n=2300) indicate that they have never heard even one faculty member mention teaching as a career option.
 - Faculty also indicate that they perceive their colleagues are not supportive of the career.
- 88% of faculty (n=2200) agree/strongly agree with the statement, “I would be comfortable with my strongest student becoming a grade 7-12 teacher”

7/12/22

We find that the majority of students are interested in the career
Faculty don't realize this in part because students don't talk about it for fear faculty are not supportive
Faculty are supportive but they don't talk about teaching because they don't think their students are and they don't think their colleagues are.
But, their colleagues are...

So let's talk about teaching!



*Let's talk
About teaching*



How to Get the Facts Out

GettheFactsOut.org

- Presentations Faculty/Staff
- Presentations Students
- Data Handouts
- Teacher Salary Data
- Videos
- Posters, Brochures, and Flyer template
- Strategies and Tips

To change perceptions it is critical that either **sense-making** or **story-telling** occurs.

- Presentations (as provided)
- Conversations using the *data handouts*

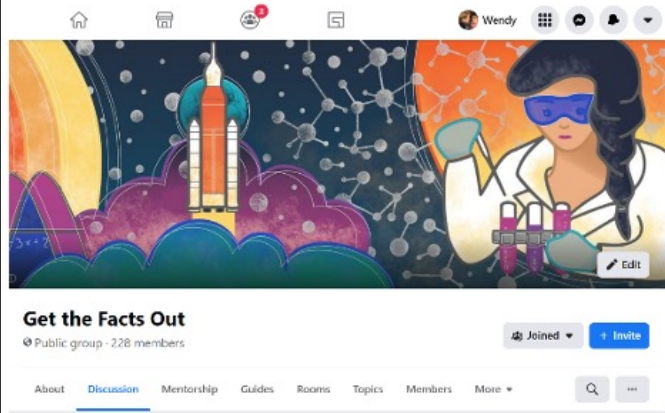
2/4/22

Get the Facts Out has a range of **research-based, user-tested** resources for you to use. All of these are **modifiable** and designed for you to add your branding, contact info, and local teacher salary and retirement info. GFO will help you get this local data.

Even though we have posters, the Teacher's Life by the Numbers Infographics and other literature, we have learned that these alone are not enough to change perceptions. For students, they often work well since students have fewer strong views on careers. However, with faculty, K-12 teachers, the general public, often they have strong ideas that are not consistent with the facts. In those cases, it's very important to engage in sense-making or story-telling. We have found that even our shortest (15 minutes) Teaching: The best kept secret! Presentation, is effective with these audiences. However, an hour conversation without data handouts, is not. It's especially not effective to try and discuss these things on Facebook☺ I'm not kidding, I've tried.

GFO Community

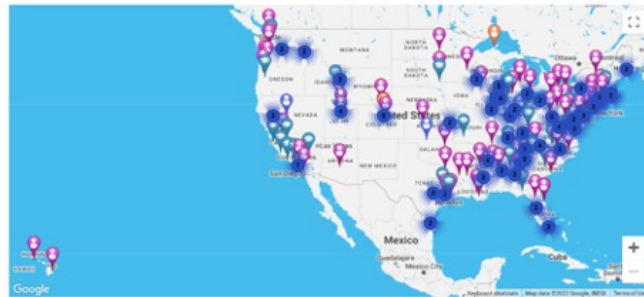
Facebook Group & Community@GettheFactsOut.org listserv



- Ask questions about resources, the profession, customizing resources, etc...
- Get memes to share on your page
- Talk to GFO researchers about our studies

We also have a Facebook Group where we share updates, memes, and it's a place you can ask a question and the community will respond.

Register as a GFO Champion



Principal Investigator Change Agent Research Team Comprehensive Study Site GFO Champion

[GettheFactsOut.org/
gfo-Community](https://getthefactsout.org/gfo-Community)

- One-on-one support
- Box of GFO SWAG
- Local Salary Data
- Four levels of Champions
- Earn points for each activity
- List on your cv & annual faculty update

Updated 5/3/20

Explain learning goals of workshop

Presentation Feedback

Teaching:
The Best Kept Secret!

Benefits Compared to Industry and
Un

Get the
Facts Out
Changing the conversation
around STEM teacher recruitment

Give us your feedback!

Complete the post-workshop quiz.
www.surveymonkey.com/r/GFOPrePost

Visit the website here:
getthefactsout.org/

Get the
Facts Out
Changing the conversation around
STEM teacher recruitment

**Register your
presentation**

- Link and instructions provided before the presentation in the slide deck
- Pre/post survey embedded in slides
- **We will email your results!**

2/4/22

The pre/post that I used today is in all of the slide decks online and you are welcome to use it. Our External Evaluator will analyze the data immediately after your presentation and send you the results!

What Makes a Big Impact?



- **effect size of 2.0** and 55 - 60% Average normalized gain on the embedded pre/post
- Presentations by a variety of people are effective (i.e., not just project staff).
- Utilize best practices
- Multiple years of testing with a range of audiences



2/4/22

What we find is that both GFO project staff and Champions, faculty such as yourselves, see normalized gains of over 50% and a typical effect size of 2.0. Those are big gains. These slide-decks took years to develop and they are working well with a range of audiences.

Data Handouts

- Include data to support the key facts about the profession
- Designed around typical student conversations and misunderstandings about teaching

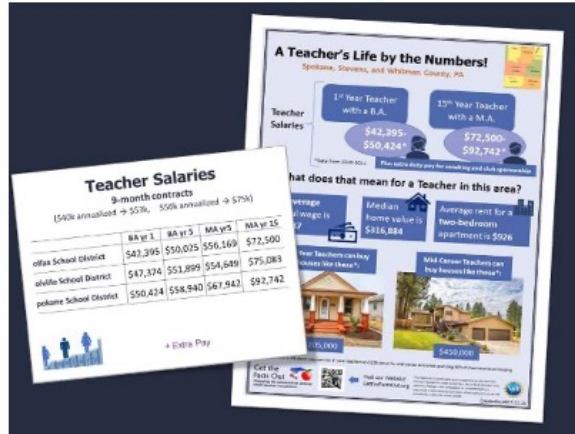


Poster Series



Teacher Salary Data

- Information by county
- ~100 locations to date
- Created by request



<https://tinyurl.com/data-request>

Strategies and Tips

- How to Reach Students
- Taking the Next Step
- Tested Messaging
- Share your passion with your students

**Add any
other
questions
for your
program**

Use this time to brainstorm recruiting ideas now that (hopefully) the faculty/staff group is on board with their students choosing this profession.

Suggested modification: Add any other questions that would be helpful for your program.



*Teachers rate their lives better than
all other occupation groups, trailing
only physicians*

**Start Celebrating the Positives of
the Profession!**



GettheFactsOut.org

Get the
Facts Out 
Repairing the reputation
of the teaching profession

Alternate activity

- If you'd rather create more of a working workshop atmosphere, here is an activity where the participants are asked to open the student presentation – Busting Myths About the Teaching Presentation, and customize it for their own location and institution.

How to Get the Facts Out

GettheFactsOut.org



BECOME A TEACHER

Explore the Teaching Profession... Learn about teacher well-being, salaries, and various other benefits of the profession. Find a certification program near you.

[LEARN MORE](#)



RECRUIT NEW TEACHERS

Recruiting Resources: Posters, Flyers, Slides and more... Find user-tested, research-based resources that are easily customizable to your local context.

[LEARN MORE](#)



FACTS AND DATA

Find facts about the teaching profession along with the data to back them up. Learn about the research behind the GFO resources.

[LEARN MORE](#)



GFO COMMUNITY

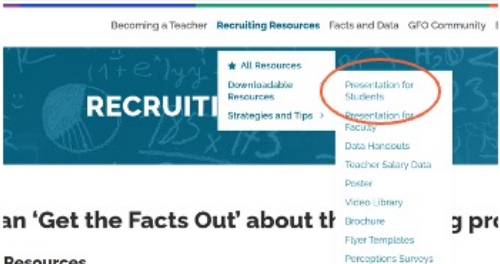
Meet all the people and universities across the country who are working to get the facts out about the teaching profession.

[LEARN MORE](#)

Please go to the website GettheFactsOut.org
Navigate to the Recruit New Teachers Tab

How to Get the Facts Out

GettheFactsOut.org



The screenshot shows the website's navigation bar with links: "Becoming a Teacher", "Recruiting Resources", "Facts and Data", and "GFO Community". Below this is a "RECRUITING" banner. A dropdown menu for "Downloadable Resources" is open, listing: "Presentation for Students" (circled in red), "Presentation for Faculty", "Data Handouts", "Teacher Salary Data", "Poster", "Video Library", "Brochure", "Flyer Templates", and "Perceptions Surveys".

Navigate to the Busting Myths About the Teaching Profession – 15 minute presentation and download the file

Resources

Use the resources on this site and add your own branding and information that is unique to your program. You may modify the interviews and use-testing on all pictures and wording, including taglines and "Did you know..." statements. If you view your program's students and faculty to verify that the changes improve students' view of the profession rather than find additional tips on the Tested Messaging page.



Materials

Use these materials during an interactive presentation such as an information session about careers, in a major or non-major event. Please check back often to make sure you have the latest version.

- Busting Myths About the Teaching Profession - 30 minutes**
Version 3.0, Customizable Microsoft PowerPoint (5.6 MB)
- Busting Myths About the Teaching Profession - 15 minutes**
Version 3.0, Customizable Microsoft PowerPoint (5.1 MB). 15 minutes is effective, but 30 minutes is ideal.
- Conversation Starters - 1 minute**
Version 1.0, Customizable Microsoft PowerPoint (12 MB). Individual slides designed for the start of class or screen around.
- Presentation Reflection Form**
PDF (1.27 MB) form that can be saved to your records and/or submitted to GFO.

* Version numbers were added in September 2021.

Implementation

Navigate to Presentations for Students

Download the Busting Myths About the Teaching Profession – 15 minutes Power Point file

Creating Your Own Teacher Recruitment Resource

- **Customize this file using:**
 - Branding and contact information for teacher preparation at your institution (slides 2, 4, 26, 27, 28)
 - Salary data for school districts in your area (slides 14, 16, 17)
 - Retirement data for your state (or state in which students from your institution might teach) (slide 20)
 - Scholarship and loan forgiveness for your state (slide 21)



The slide numbers on this page are for the "BustingMyths_Presentation_15 minutes_071522.pptx" file.

**Please register
your presentation**

Register your presentation

Become a GFO Champion!

This will allow us to:

1. Give you credit for the presentation
2. Place you on our GFO map!

Thank you so much!

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activity
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Also don't forget
to submit a
presentation reflection

Self-Assessment

The presentation reflection form, linked at right, allows you to reflect on your presentation and plan improvements for next time.

We ask that you click the 'Submit' button at the bottom of the sheet, or email it to info@getthefactsout.org. The information on the sheet won't be used to evaluate individual presentations, but to collect data so that GFO can better support presenters.

Thank you so much!

Reflection PDF
(Click Here)

Presenter Name: _____

Present at: _____

Number of attendees: _____ Date: _____

Workshop setting:
(City and state, institution,
Conference (venue, etc)) _____

Workshop audience:
(discipline, faculty or non-
faculty or national, etc) _____

Materials shared:
(slides, worksheets,
podcasts, etc) _____

Objective	Rating	Comments or evidence
Registered the workshop at the GFO website.	Yes ☐ No ☐	
The workshop was an appropriate length (50 min for local; 90-90 for national).	Yes ☐ No ☐	
The key messages of Get the Facts Out were emphasized. (teachers rate their files better than all other preferences).	Yes ☐ Somewhat ☐ No ☐	
Time was provided for active processing of data about teaching as a profession before and during discussion.	Yes ☐ Somewhat ☐ No ☐	
Time was provided for peer discussion.	Yes ☐ Somewhat ☐ No ☐	
Participants were provided with an opportunity to review locally relevant data about teaching as a profession: - Local audiences: Information on teacher salaries and retention were updated with local data. - National audiences: Time was provided for the audience to identify local data.	Yes ☐ Somewhat ☐ No ☐	