

INDIANA ART EDUCATORS POST-CERTIFICATION EXPERIENCES,
PERCEPTIONS, AND EMPLOYMENT OUTCOMES

Jennifer Lynne Hart

Submitted to the faculty of the School of Education
in partial fulfillment of the requirements
for the degree
Master of Science in Education
in the Department of Curriculum & Instruction
Indiana University
August, 2018

Accepted by the School of Education Faculty, Indiana University, in partial fulfillment of the requirements for the degree of Master of Science in Education.

Master's Thesis Committee

Dr. Lara M. Lackey, Ph.D.

Dr. David J. Flinders, Ph.D.

Dr. Marjorie Manifold, Ph.D.

Date of Oral Examination August 23, 2018

© 2018
Jennifer Lynne Hart

In Memory of Russell and Darrell

For what you taught me about being an educator while also being human.

Acknowledgements

There are many people that helped make this work possible, both from an academic standpoint and otherwise.

For incredible patience, support, and guidance in the creation of this work, I thank my thesis advisor, Dr. Lara Lackey.

For saying hello in the hall before ever having me in class, and providing encouragement when I needed it most, I thank Dr. David Flinders. For suggesting new authors to read and guiding my concurrent independent study, which helped remind me of the 'why' in my thesis research, I thank Dr. Marjorie Manifold.

For assistance navigating paperwork and understanding forms, I thank Sara White, Sara Cooksey Sturgeon, Amiee Polk, Deborah K Shaw-Lane, Jez McMillen, Leslie Chrapliwy, and Tracey McGookey. I'd also like to thank Drew Bogenschutz for his support in completing this degree.

For moral support, incredible patience, continued encouragement, and occasional academic advising and proofreading, I thank my partner Bryan Hoey.

For patience and financial support, I thank my mother.
For the life lessons in not giving up, I thank my father.

For more than I can list here, the Wibbens family.

For providing a place to stay on a regular basis, Jean Graves and my sister Lizzie Hart.

For keeping my car going, Auto Choice Service Center in Bloomington and BestOne of Indy formerly Indy Tire on 62nd street in Indianapolis.

For keeping my cat going, a long line of veterinarians and caregivers.

For getting me back into shape, I thank all of my doctors, nurse practitioners, therapists, physical therapists and their teams in both Bloomington and Indianapolis; and the entire team of doctors and assistants at the Yang Health Center in Carmel.

Preface

This research came about as an exploration of the lived experiences of individuals that trained to become art educators in the state of Indiana between 2007 and 2017. It examines some of the variables that have affected the interviewees in their overall experiences, professional attainment, and self-perceptions.

Abstract

Jennifer Lynne Hart

INDIANA ART EDUCATORS POST-CERTIFICATION EXPERIENCES, PERCEPTIONS, AND EMPLOYMENT OUTCOMES

The purpose of this study is to understand the perceptions and experiences of Indiana art educators as they transition from initial certification to full time teaching in their field, or other employment. Many art education students who complete programs in teacher education do not find employment in their particular fields of interest. Others may find employment that is quite different from that which they anticipated. This is problematic on many levels. One is that students often feel a sense of failure when they cannot obtain employment after having devoted many years of their lives to training for a career. Another is the question of the implied contract that a school or university makes with students who train for a specific teaching career. While there are many advice texts to guide those searching for teaching positions, searches may differ somewhat from discipline to discipline, and there are few texts that advise on the nature of job searches for art educators. Finally, successfully navigating this process may require skills, personal qualities, social networks, opportunities, and good fortune. Some of these cannot be controlled by teacher preparation programs while others may or may not be explicitly taught. This study is a qualitative interview study. All interviews were conducted over the telephone, recorded and transcribed. Participants were recruited through the Art Education Association of Indiana email list and personal referral.

Results indicate that economic considerations, social networks, and opportunities are integral to art educator's experiences, perceptions, and employment outcomes.

In conclusion, any disconnect or problem arising in any of the three highlighted categories may have the greatest impact on an individual teacher's post-certification path.

Dr. Lara M. Lackey, Ph.D.

Dr. David J. Flinders, Ph.D.

Dr. Marjorie Manifold, Ph.D.

Table of Contents

Acceptance Page	ii
Copyright Page	iii
Dedication	iv
Acknowledgements	v
Preface	vi
Abstract	vii
Table of Contents	ix
I: What Do Indiana Art Education Majors Experience After Graduation?	1
Researcher Subjectivity	4
Research Questions	5
In a Nutshell	5
II: Literature Review: Examining Myths, Reality, and Popular Discourse on Teaching	6
Shortage and Surplus	6
Navigating Educator Licensure in Indiana	12
“I Started Serving And Went Back to Bartending”	13
“Sometimes It Becomes Hard To Think Of Yourself Of Anything Outside Of Being a Teacher”	15
III: Methods: Study Criteria and Portraits of the Participants	16
Procedure	17
Participants	18
Analysis	21
IV: Results: Experiences During Transitions	22
“It’s Fulfilling!”	22

"We're Not Necessarily Very Affluent"	25
"You Don't Have The Support You Normally Would Have Had"	29
Fall Into The Gap	31
"I Was Just A Body In A Classroom"	33
V: Discussion: Balancing Frustrations with Hope and Looking Forward	34
Ethical Issues	34
Limitations	35
Findings	36
Implications	37
Discussion	39
References	41
Supplemental Materials	
Participant recruitment email text	47
Interview protocol questions	48
Tables and Figures	49
Figure 1. CASA and Alternatives; screen shot from webpage: Indiana Department of Education. (2011, September 20). Educator Testing. Retrieved May 10, 2018, from https://www.doe.in.gov/licensing/educator-testing Updated 03/22/2018	49
Figure 2. Pedagogy Exam requirements: screen shot from webpage: Indiana Department of Education. (2011, September 20). Educator Testing. Retrieved May 10, 2018, from https://www.doe.in.gov/licensing/educator-testing Updated 03/22/2018	50
Figure 3. Information on Content Area Assessments: screen shot from webpage: Indiana Department of Education. (2011, September 20). Educator Testing. Retrieved May 10, 2018, from https://www.doe.in.gov/licensing/educator-testing Updated 03/22/2018	51
Figure 4. Projected Teacher Supply and Demand. Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. Palo Alto, CA: Learning Policy Institute.	51
Figure 4: "For College Grads, a 'Good' Job Is Hard to Find; the New York Fed studied this question last year, it found that "the share of underemployed	52

college graduates in good non-college jobs has fallen sharply, while the share working in low-wage jobs has risen.” And, perhaps more concerning, this shift seems to predate the recession (Thompson, 2015).” Graph: Abel, J., Deitz, R., & Su, Y. (2014)

Figure 6: “The San Francisco Fed produced this graph showing wages for recent college grads essentially hitting a flight ceiling around 2008 while overall wages continued to climb, however slowly, (Thompson, 2015).” Graph from Hobijn, B., & Bengali, L. (2014, July 21). 52

Figure 7. Projected Teacher Supply and Demand. Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. Palo Alto, CA: Learning Policy Institute. 53

CV

I: What Do Indiana Art Education Majors Experience After Graduation?

Many students who complete programs in teacher education do not find employment in their particular fields of interest. Others may find employment that is quite different from that which they initially envisioned. Moreover, it may well be quite different from what they studied and prepared to do. This is problematic on many levels. One is that students often feel a sense of failure or shame when they cannot obtain employment or experience underemployment after having devoted many years of their lives to training for a career (Cassidy, 2008). In the United States, it's quite common for introductions and pleasantries at social gatherings to begin with names, followed by "what is your occupation?" (Robinson, 2012). In this culture the job defines the person, and having your self-concept fully tied to your job is an occupational health hazard (Robinson, 2012). Students who are young adults just setting out of their career journey also have less life experience to look back on to develop their concept of self. Up to university graduation, a student's so-called full-time job has been studying, getting an education, and preparing to enter the work force in a career. Missing that last step is a doozy.

Another is the question of the implied contract that a school or university makes with students who train for a specific teaching career. While there are many advice texts to guide those searching for teaching positions, it is feasible that these searches differ somewhat from discipline to discipline and there are few texts that advise on the nature of job searches for art educators. Finally, successfully navigating this process may require skills, personal qualities, social networks, opportunities, and good fortune. Some of these cannot be controlled by teacher preparation programs while others may or may not be explicitly taught.

The purpose of this study is to shed light on the disconnect between the societal narrative that there is a grave shortage of available, capable teachers, with the lived experiences of Indiana art educators who would like to teach, but for various reasons have experienced difficulties obtaining an art

teaching job in Indiana. This study explores the thoughts and feelings Indiana art educators held about their experiences, as well as the factors that influenced the employment outcomes of the participants. While there is a great deal of press and literature theorizing about the causes and effects, supply and surplus of candidates entering the teaching profession overall, there is much less research into how education graduates perceived their experiences. Additionally, the available literature is either not recent or not focused on Indiana, the US, or on art educators specifically.

The problem this study sought to address is the lack of qualitative data describing Indiana art educators' experiences, thoughts and feelings between graduation and attempting to enter the field, and the contradiction between the popularly claimed Indiana teacher shortages with the lived experiences of educators that wanted to teach but did not find employment as Indiana art educators. This study looked at factors that appeared to be related to whether or not educators were successful in finding employment in the field. Additionally, this study theorizes about the influence of these factors on educators' mental health and more general self-perceptions. Based on some of these, it explored some potential ways universities, the K-12 teaching community, and aspiring educators could work to alleviate some of these barriers to entry into the field by addressing factors with the potential to be influenced by the aforementioned stakeholders.

This was a qualitative research study. In a qualitative research study, a researcher collects open-ended, emerging data that is then used to develop themes (Campbell, 2014). Unlike quantitative research which is focused on statistics and other numerical data, qualitative research aims to explore the aspects of a situation through the lens of human experiences. Rather than percentages and sums, it is focused on perceptions, feelings, and other complex facets of a particular subject that cannot be conveyed through quantitative data sets. In order to try to understand the lived experiences of Indiana art educators we needed to question the qualities of their experiences, not the quantity. These interviews sought to approach understanding by "interpreting the social world from the perspective of

those who are actors in that social world,” (Glesne, 2011). In other words, learning how educators felt and perceived their experiences by asking them to tell their stories.

This is a qualitative research study that collected data through open-ended interviews. This was the most appropriate choice because the purpose of the study is to learn about educators lived experiences, thoughts and feelings rather than numerically measurable data. The style of qualitative research these interviews took was that of intensive interviewing based in Grounded Theory. In intensive interviewing, the researcher directs the conversation while permitting an in-depth exploration of a particular topic or experience (Charmaz, 2006). In implementing Grounded Theory as the conceptual framework, the range of interview topics is narrowed in order to gather specific data toward the development of a theoretical framework that could explain the results and data analysis of the interviews (Charmaz, 2006). Thus, through this style of qualitative research the stories of Indiana art educators are explored in-depth, and within a limited focus of those experiences, namely, employment outcomes and related perceptions and feelings.

This study sought to examine the transitions that a small number of art educators experienced between graduation, licensure, and afterwards. Several influential factors stood out including economic considerations, social networks, factors related to preparation, school culture, school and personal support, opportunities, and good fortune. In addition to these factors, participant perceptions surrounding the ideas of failure versus fulfillment, feeling supported or unsupported, and positive and negative self-perceptions emerged from the data.

This study gathered a descriptive narrative of each individual participants’ experiences after studying to become art educators. This narrative data was then coded in the manner of Grounded Theory in three ways: firstly I coded the data line by line, making note of the general topic and direction of the interview conversation. Secondly, I coded in vivo, looking for exact phrases that stood out and appeared to shed light on either the participant’s perceptions and feelings, the factors influencing their

employment outcomes, or a combination of the two. Lastly, I conducted focused coding by parsing the data for feelings and emotions specifically. I made connections between the factors that appeared to effect employment outcomes through a rich sample of the participants' experiences in their own words.

Researcher Subjectivity

I came to this study topic through my own experience as an art education graduate in the state of Indiana. I completed my art education degree program in 2009, and obtained my licensure that same year. During the summer of 2009 I was invited to attend four job interviews for art teaching positions. I was not hired for an art teaching position by the beginning of the 2009-2010 school year, and I felt shame, embarrassment, and a sense of personal failure. By late September 2009, I was offered employment and began working as an instructional assistant for English language learners. While I found the work fulfilling, I did not feel I could continue in the position indefinitely from a personal economic stand point; and the threat of budget cuts eliminating the position were ever present. Additionally, the shame, embarrassment, and sense of failure that I did not feel that I was fulfilling what I trained to do had not abated. I moved on from that position to teaching English overseas, and then also teaching art overseas. Being able to teach art overseas assuaged some of my previous sense of failure, and even emboldened me to have greater pride in my skills and career path. However, doubt seeped back in as I wondered, "but why couldn't I 'make it' as an educator back home? In my home country?" Was this still some personal failure on my part? Besides the poor fortune of the Great Recession occurring when I graduated, were there other factors that had been barriers to my entry into the field? Or was it still that I was simply not good enough – the shame and sense of personal failure bubbling under the surface.

After five years abroad, I returned to the United States to pursue my Master's degree in Curriculum and Instruction with an emphasis in art education. Nine years had elapsed since I completed my education training and initial license as an art educator. I had many experiences and reflections on

my path, my career, my profession, how I've gone about exercising my teaching talents and how I have not, and how it has tied into my own personal identity. This was deeply personal research for me. While I understood that not every teacher has followed a path like mine, and every teacher reflected on these issues differently, I realized with time and experience that I was not alone in questioning my self-worth and identity as a teacher, and as a person; nor was I alone in entwining those two forms of self-worth together. I wondered further how, in an era of publically decried teacher shortages, I was unable to obtain employment in the US, and specifically within the State of Indiana.

This study engaged me with a group of individuals who sought to become Indiana art educators between 2007 and 2017. This time frame encompasses the Great Recession, some of the most recent cohorts of graduates. This work aimed to give voice to what their experiences have been, how they saw themselves, and, hopefully, some insight into helping rising art education students navigate the changing tides in education in the long run.

Research Questions

- a. How do newly certified art educators in Indiana perceive and experience the transition from pre-service to teaching in the field of art education, or other employment?
- b. What are the gaps, if any, between their expectations and how their employment circumstances worked out?
- c. How do they describe their feelings and experiences in trying to find employment in their field?
- d. How do they understand the circumstances or events that supported or intervened with meeting their employment goals?
- e. For those who did not achieve their career goals, what have been the outcomes?

In a Nutshell

Chapter II provides an overview of related literature. Chapter III will discuss selection criteria for participation, interview procedures, and provide a portrait of each interview participant. Chapter IV will examine the experiences of the interview participants in relation to the overarching categories that emerged from the data: economics, support, gaps, a sense of fulfillment versus failure, feeling supported or unsupported, and positive and negative self-perceptions. In Chapter V I discuss participants' perceptions and understandings surrounding these factors in greater detail. Last, I outline the research limitations, potential implications, and suggested topics for further study.

II: Literature Review: Examining Myths, Reality, and Popular Discourse on Teaching

Shortage and surplus

For several years popular discourse has lamented the 'teacher shortage' across the United States; raising the alarm and doling out dire warnings about the current and future state of education as there are supposedly not enough teachers. However, the national and state by state discourse surrounding the "teacher shortage" lacks nuance, and in some cases, is downright false. According to a 2015 study conducted by Ball State University, the state of Indiana does not have a teacher shortage. In fact we have a surplus of trained teachers with upwards of 50% of our education graduates working outside of education (Hicks, 2015). True, there are certain critical areas that do in fact have a shortage of qualified teachers. However, for visual arts, data from the 2008 Job Search Handbook for Educators published by the American Association for Employment in Education (AAEE), Inc., showed some surplus of qualified visual art teachers compared to the number of teaching opportunities available in the Great Lakes region, which encompasses Indiana. The omission of detail in describing the teacher shortage in popular discourse is critical. It has an impact on new graduates, students in schools of education, students opting not to pursue careers in education, and the quality of k-12 educational opportunities across the state of Indiana. This article from the South Bend Tribune from August 7th, 2017, decried "Up

to 100 job openings in South Bend hint at teacher shortage,” (Sheckler, C., & South Bend Tribune. (2017, August 07). While the article addressed multiple factors that are linked to teacher shortages, including stagnant pay, reduced school funding, and an anti-teacher political climate (Sheckler, C., & South Bend Tribune. (2017, August 07), nowhere in the article is the type of teacher needed to fill the openings mentioned in any form. Were these openings in elementary schools? Were these openings in high school? What academic subjects are required to be taught? Unless one checked the school district job posting board, a reader wouldn’t know. A teacher or teacher candidate would likely go and investigate the open positions through the South Bend employment portal website. Your average reader of the South Bend Tribune only heard “we don’t have enough teachers and school starts next week.”

Another issue was the budget cuts schools were faced with. From 2001 and onward, the Indiana state legislature passed a series of new laws and policy changes at a blistering pace (Herron, A., & Fittes, E. K. (2017, November 28). In 2001, Indiana began rerouting money from public schools into the newly created public charter school system (Herron, A., & Fittes, E. K. (2017, November 28), effectively starting a parallel school system that would compete with traditional public schools. “Second, they started what would become the largest voucher program in the nation — arguably the most hotly-contested change of the decade” (Herron, A., & Fittes, E. K. (2017, November 28). Herron and Fittes continue:

The idea was to give children in failing schools a way out, through privately-managed public charter schools or the voucher program that funnels public education money to private, often religious, schools in the form of scholarships for students from low- and middle-income families.

What started out small — just 11 charter schools in 2002, and a drop out of the deep bucket of public money going towards schools — became huge.

Now, 80 charter schools enroll some 40,000 students and receive more than \$300 million in taxpayer dollars per year that previously went to traditional public schools. And nearly 35,000 students received \$150 million in vouchers, making the program larger than the state’s largest school system and rivaling enrollment in charter schools.

The idea may have been to give families more options when it came to choosing a school for their child. In practice, this also had the effect of public schools having to trim their teaching staff and course offerings as a result:

Within a year of tax caps being implemented, Elwood Community Schools closed an elementary school, cut art, physical education and music for K-3 students and froze teacher salaries to combat an impending \$2.5 million deficit.

And Elwood is just one example. Schools across the state faced budget shortfalls. Gary, Muncie, Michigan City, Anderson, IPS and many others have been effected over the years.

In 2009 the problem got worse. Prior to 2009, school operating funding came from a mix of sales tax, income and property taxes. In 2009, property taxes were capped, and schools were barred from using that revenue for operating costs like textbooks, teacher salaries and classroom supplies; opting to designate it solely to transportation, building repair, and other capital expenditures (Herron, A., & Fittes, E. K. (2017, November 28). For basic operating funds, schools had to rely on income tax and sales tax, and the funds began to be awarded on a per-pupil basis rather than the traditional model that allocated money per district (Herron, A., & Fittes, E. K. (2017, November 28), just at the Great Recession was starting. The objective was greater equity between rich and poor schools, the result was widening that gap and forcing schools to cut teachers, courses, and other programs.

With school funding following each individual student instead of being allocated to each school district, as students left for the new charter schools, schools across the state faced drastically shrinking operating budgets. Basic operating costs such as amount of energy to light a school does not go down just because the number of enrolled students does. These drastic changes to the education funding formula also began to take place immediately, as legislators also did away with a rule to make budget adjustments gradually (Herron, A., & Fittes, E. K. (2017, November 28).

Then in 2010, as the 2009 budget changes were beginning to take effect, then governor Mitch Daniels approved a \$300 million cut from its education budget to deal with a state budget shortfall caused by the recession (Herron, A., & Fittes, E. K. (2017, November 28). As a result, public school districts were facing cuts from four factors: the \$300 million dollar cut to education funds initiated by Daniels, from the capping of property taxes, from the devaluation of property during the recession, and shrinking enrollment as students left for charter schools (Herron, A., & Fittes, E. K. (2017, November 28).

Some school districts were able to overcome budget shortfalls with temporary voting referendums, but they were the exception and not the rule. These referendums were placed on the local ballots and schools waited to see if their community would vote to approve them, with mixed results. This was an ongoing issue at the time of publication.

Another problem with trying to break down the teacher shortage by subject area or specialization is a lack of data beyond the data collected by education groups such as the AAEE, or the US Department of Education. Many national studies of overall employment numbers, shortage and surplus of workers across a spectrum of occupations do not subcategorize professions in such detail, or do so at a very macro level (Barnow, 2013). For instance, teachers may be lumped into one category, or only separated as elementary educators and secondary educators. Most large scale national reports on multiple career fields don't differentiate teaching to the degree that is necessary to establish data on the specific subject areas within teaching that are in shortage or surplus, but only teaching overall, or teaching at the elementary versus secondary level (Barnow, 2013). This is a similar problem for other occupations and not unique to education.

That said, The United States Department of Education Office of Post Secondary Education publishes a document of state reported teacher shortage areas annually. The data collection began in the 1990-1991 school year, and has continued to be updated, with the most recent numbers reflecting

the 2017-2018 school year and projected areas of need. States choose how to report their data, so some states choose to report by academic discipline, and some choose to report by county or region within the state. Indiana has chosen to report by academic discipline. Although there were five academic years within this range which Indiana did not submit a report (1995-1996, 1997-1998, 2000-2001, 2001-2002, and 2002-2003), we have 23 additional years of data to examine. Of those 23 academic years where Indiana reported teacher shortages to the United States Department of Education Office of Post Secondary Education, there is one academic year that lists a shortage in the Fine Arts: 2010-2011 (drama is also listed for this academic year). While the breadth of subjects listed as having a shortage in Indiana did indeed expand significantly between 1990 and 2017, that does not hold true for art educators in Indiana.

The Learning Policy Institute is another agency that looks at teacher supply and demand in greater detail. In a 2016 Learning Policy Institute report, the teaching subject areas that were facing shortages were mathematics, science, special education, and teachers of English language learners, at a geographically uneven rate (Sutcher, 2016). One factor was the Great Recession of 2008, and subsequent cutting back of overall teaching force numbers, visual arts, and other specials classes during that time due to budget shortfalls (Sutcher, 2016). During the Great Recession and for several years after, “tens of thousands of pink slips were handed out each spring informing teachers they would not be needed the following school year” (Sutcher, 2016). Also known as a “reduction in force,” or simply “being riffed,” this method of downsizing school staffing to accommodate budgetary cuts has little or nothing to do with teacher quality, or actual ‘ideal’ teacher demand. Actual teacher demand vs ideal demand is the difference between the number of teachers schools are able to afford to hire, and the optimum numbers of teachers that would be employed to maintain lower student to teacher ratios in the absence of budget cuts (Sutcher, 2016). Budget cuts forced a reduction in school staffing despite there being no decrease in the demand for those educators (Sutcher, 2016). Consequently, courses

often had to be reduced or cut from schools, usually beginning with art, music, and physical education, and displacing teachers of these subjects. It was not that teachers were not needed, it was that teachers could not be hired and paid, and schools and student populations began to do without. As the economy improved and schools sought to return to pre-recession staffing levels, they faced increasing difficulty in filling positions they had cut, particularly in math, science, special education and English as a New Language (Sutcher, 2016).

Another way that schools have addressed the inability to pay for salaried art educators both during the recession and more recently is by utilizing teaching assistants or contract workers to provide art instruction. During Maureen's interview, she stated that an instructional assistant taught crafts to district elementary students rather than having an elementary art program:

Now they have an aid doing craft [lessons] and she wants lesson plans from me but, *exasperated sigh* I hesitate to do that I mean I love it that she wants the knowledge. I hesitate to do that because it lowers our value, [our] profession.

A job search for art education positions on the job boards LinkedIn and Indeed over the course of January to August of 2018 revealed multiple posts soliciting volunteer art teachers, art education students to teach hourly or daily art classes as 'interns' (some at rates lower than substitute teacher pay), and dozens of positions at after school arts programs. While job availability did vary by geographic location to some extent, there was no reported shortages of art educators specifically. Perhaps there was a shortage of pre-credentialed interns willing to work for less than their worth.

Schools also turned to elementary homeroom teachers to teach the so-called specials classes instead of hiring dedicated credentialed specialty teachers. Parent and community volunteers have also been solicited to lead art and arts activities in the absence of salaried, credentialed educators.

Not replacing teachers as they retire is another issue. During the Great Recession, many districts were faced with creating larger class sizes (and therefore fewer teachers), more teacher sharing

between schools, and simply cutting visual arts classes for some grade levels all together. These are all factors that should be taken into consideration. While not all of these issues came to light explicitly in the research interviews, the educators' experiences on the path to art education employment in Indiana highlighted several key issues in navigating the field. Results indicated that economic considerations, social networks, and opportunities were integral to art educator's experiences, perceptions, and employment outcomes. These three factors arose out of the list as the most influential for the participants interviewed. Other factors including school culture and fit, mentorship, licensing, and Indiana art educator's perceptions will also be discussed as they impacted the participants.

Navigating Educator Licensure in Indiana

The process of researching how to apply for teaching licensure through the Indiana Department of Education (abbreviated as INDOE), Pearson Education Inc., Licensing Verification and Information System (managed through the INDOE), and other websites was confusing and changed often. Some of the Indiana Department of Education affiliated websites did make note of the date of the most recent updates to a particular web page discussing testing and licensure, but not what was updated; pages with recent updates have been noted when available.

Not only have the licensing guidelines changed in several ways in the 2007 to 2017 window which this study examines, but there were and continue to be several different paths to licensure. Different paths applied to different types of applicants, and figuring out which type of applicant you were, which requirements you needed to meet, and then meeting those requirements often proved to be challenging, as we'll discuss in Chapter IV. In 2007, the testing requirements for art educators included three PRAXIS I basic skills tests in reading, writing, and math; and later PRAXIS II: Art Content Knowledge. I know this because I took the PRAXIS exams between 2005 and 2007, with my PRAXIS II falling in 2007 in the process of earning my undergraduate degree and initial teaching license in 2009.

Over the course of 2013 to 2014, Indiana retired the use of the Educational Testing Service PRAXIS exams in favor of the Pearson owned CORE and CASA exams (see Figure 1-3). The PRAXIS I Basic Skills tests were replaced by the CORE Academic Skills Assessment – or CASA; passing scores on this set of exams or an approved alternative was required for entry into teacher education programs (See Figure 1). A new requirement was added in the form of a pedagogy test, which was not previously required for licensing (see Figure 2). There were four CORE pedagogy assessments: Early Childhood, Elementary School, Secondary School, and Preschool through Grade 12 (Pearson, Required Tests by Licensure Content Area). While applicants were expected “to take the pedagogy exam for the developmental level of the license they are seeking,” taking all four was not required (Figure 2). The PRAXIS II Subject Assessment exams were replaced with analogous CORE Content Area Assessments (Figure 3). It should be noted here that on the INDOE Educator Testing webpage from which Figures 1-3 were taken, the actual order of figures was 2, 3, 1. This surely added to the confusion. They were presented here in the typical chronological order in which the exams were taken for the sake of clarity.

“I Started Serving And Went Back To Bartending”

In the absence of teaching jobs, or the inability to obtain licensure to qualify to teach, some education graduates found themselves in a situation of unemployment or underemployment. “Underemployment, which occurs when a worker is employed in a job that is inferior by some standard, is linked to a broad range of negative outcomes for employees,” (McKee-Ryan, 2011). Some examples of industries these graduates found themselves in included retail, foodservice, and telecommunications, although this was a sample and not an exhaustive list. The change from education to, or back into foodservice is one with particular negative connotations in US society. It is common knowledge that k-12 educators have used the (intended) threat “do you want to flip burgers for a living?” as the motivation for students that are not completing their work satisfactorily, implying that not studying hard enough will lead to a job in food service, and implying that it is an undesirable occupation. How could this be

determined to be anything other than looking down upon foodservice workers? That may not be what the educators using the threat intended, but it was and still is part of the subtext of that rhetorical question that has blended into pop culture over the years. As a newly trained educator, then, how would a new teacher feel as they stepped into the back of a restaurant, and began to flip burgers, just as their third grade teacher had warned them was the punishment for not working or studying hard enough? The most logical thing would be that these students felt a lowered sense of self-worth, if not much worse negative self-perceptions, to outright failure. The “do you want to flip burgers?” trope is not only demoralizing, but it is racist and classist as well. In *Fast Food, Fast Track: Immigrants, Big Business, and the American Dream*, Jennifer Talwar interviewed fast food workers in ethnic enclaves of New York City about their experiences and their hopes to use their business as a first step toward the American Dream (Talwar, 2018). How then, must minority teaching graduates in particular feel when this trope has been passed down to them?

Education graduates were not alone among those struggling with unemployment and underemployment. The Wall Street Journal published an article titled: “Welcome to the Well-Educated-Barista Economy,” (Galston, 2014), and it painted a frustrating picture:

Overeducated baristas, once totally ubiquitous, are now merely super-abundant. Underemployment (the share of college grads in jobs that historically don’t require a college degree) is high. The quality of these first jobs is getting worse. And, for these reasons, wages are growing slowly, if at all. (Thompson, 2015).

This phenomenon possibly effected some of the study participants, though drawing concrete conclusions about causality was not possible.

“...by historical standards, unemployment rates for recent college graduates have indeed been quite high since the onset of the Great Recession. Moreover, underemployment among recent graduates—a condition defined here as working in jobs that typically do not require a bachelor’s degree—is also on the rise, part of a trend that began with the 2001 recession. (Abel, J., Deitz, R., & Su, Y., 2014).

See figure 4 for a graph of Unemployment and Underemployment among Recent College Graduates, (Thompson, 2015). For those recent graduates that were able to obtain employment that aligned with their field and earning potential, they have joined a shrinking group of individuals with quote 'good' jobs, a category which is shrinking for all college graduates, but much more quickly for recent graduates (see figure 5).

The deep sense of personal frustration and wasted potential among the burgeoning numbers without decent jobs appears to be very much the same at the end of this century as it was during the last one. (Livingstone, D. W. (2018).

This was not a new problem, but it was a worsening one. While it was true that college graduates still fared better than their non-college educated peers, the economic and employment changes occurring cannot be combated by universities and university graduates alone. Moreover, we have circled back to the question of what are universities responsibilities towards their graduates employment or unemployment? Universities started to become more and more of a political scapegoat for the problem, but such a complex problem cannot be solved by one type of institution or one cohort of individuals.

“Sometimes It Becomes Hard To Think Of Yourself Of Anything Outside Of Being A Teacher”

Concepts of teaching identity and self-identity have been studied before. There were various interpretations of the induction process into becoming a teacher, and what that meant (Feiman-Nemser, S.,1999). Regardless of the particular process, the first encounter with actually teaching played a critically pivotal role in “the induction phase in a broader continuum of teacher preparation and development (Feiman-Nemser, S.,1999). In other words, new teachers first experiences in the field, their initiation processes and manner of ‘teacher socialization’ greatly shaped the rest of their preparation and development as educators (Feiman-Nemser, S.,1999).

New educators potentially struggled when the 'teacher identity' which they have developed through their training clashed with their reality; whether as a matter of philosophical or pedagogical differences between themselves and their employer, feelings of isolation, having to negotiate the status of art within education, and grappling with their perceived identity versus their actual role (Cohen-Evron, N. (2002). Additionally, this included educators who held a perceived identity but lacked a teaching role in which to fully utilize it as discussed in the previous sections.

Shortage and surplus, the labyrinthine process of educator licensure in Indiana, unemployment, underemployment, and teacher identity were all represented in the experiences of the participants.

III: Methods: Study Criteria and Portraits of the Participants

This study sought to explore the experiences of art educators in the state of Indiana as they transition from teacher education candidate, to licensure, and employment. In order to limit the focus and scope, the study sought graduates/licensees between 2007 and 2017. This time period is also of particular interest because it encompassed the time frame of the Great Recession in 2008 and 2009, as well as the initial recovery period afterwards. Given these additional economic considerations, it's possible that art educators' experiences were varied according to the economic climate when they entered the job market.

Initially, this study sought to exclude individuals based on their licensure status, seeking only to interview graduates about their post-licensure experiences. However, during the course of recruitment, it came to light that barriers to licensure itself were an important piece of understanding art education graduates' experiences. The interview protocol was adjusted slightly to suit those experiences in obtaining licensure as opposed to solely after licensure. For example, How did you feel during the first year after you completed your teacher training? was adapted to the amount of time that had actually

elapsed from the end of the participant's teacher training. Nearly all of the protocol adaptations involved matters of timing.

Procedure

Participants were recruited through the Art Education Association of Indiana email list and by personal referral. A copy of the study invitation email can be found with the supplemental materials. Criteria for participation in the study was that each participant graduated from an art education program in the state of Indiana between 2007 and 2017. No distinction was made for the type of training program in terms of study recruitment. Participants were not required to be working as art educators, or working in the state of Indiana at the time of the interview given that their degree was completed in Indiana during the set time. The requirement to have obtained licensure within the set time was waived for some participants, and the interview protocol was adapted to reflect these timing differences.

All six participants were female. Five participants were Caucasian, and one was African American. Participants ranged in age; some participants were in their 20s, some in their 30s, and some were older, in their 50s and 60s. Participants were not explicitly asked their age, although several alluded to it.

All interviews took place over the phone and were recorded using Google Voice technology configured to allow recording of inbound calls. Participants agreed in advance to call the Google Voice phone number to allow for recording. After initial greetings I began recording by dialing '4,' Google Voice stated "this call is now being recorded" on the record and the interviews commenced. Interviews were concluded after farewells by hanging up the call. After the interviews the recorded portion of the phone call was available to listen to in the Google Voice voicemail box. I transcribed the interviews using Microsoft Word. The interviews took place between June 20 and July 12, 2017. For the purposes of this

research each participant has been assigned a pseudonym. Some specific details from the interviews such as names of places of employment have been altered or omitted for participant anonymity.

Participants

Lauren's interview lasted twenty minutes. She was led to become an art teacher because of her passion for art, and at the suggestion of two of her teachers in high school. She completed an undergraduate degree in art education through a major state school in Indiana. Following graduation from her art education program, she taught high school for one year in the classroom she had student taught in. The position was a temporary medical leave position. After her first year teaching, she never received another interview for a teaching position. Consequently, she was unable to apply for a five-year teaching license, and her two-year initial teaching license credential expired.

As such, she initially succeeded in obtaining employment in the field and then never found another position in the field, which led to her attrition through lack of employment as opposed to lack of a desire to teach. Lauren expressed a mixture of thoughts and feelings about her career progression.

Natalie's interview lasted seventeen minutes. Natalie realized she wanted to become a teacher after leading free photography workshops for a national youth organization. She holds a bachelor's degree in photography and completed a master's degree in art education through a major state school in Indiana. At the completion of student teaching she took a temporary teaching job filling in for a maternity leave. After that she obtained full time employment as an elementary art teacher at the school where she currently works. She oversees 900 students at a public magnet school for intense behaviors. Natalie's interview presented her as a very successful teacher, however, she had quite a few reservations about her own teaching skills. She experienced a lot of self-doubt, and pushed herself to "prove herself" in her first year of teaching by completing much, much more than is generally expected of a first year educator.

Maureen's interview lasted thirty-seven minutes. Teaching is Maureen's fourth career. She was enrolled in a transition to teaching program more than once, and completed that training a couple of years ago prior to entering the classroom to teach fulltime. She has a bachelor's degree in another field in addition to the education coursework of the transition to teaching program. She did not feel completing the program and working as a teacher was financially feasible earlier in her working career, in part due to her views on what her single teaching income would have been versus her current dual income with her partner. A passion for the arts, a desire to foster students' creative problem solving, and experience in substitute teaching led her to finish her teacher training. Maureen's first teaching position after completing transition to teaching was as a long term substitute; and she was hired as a full time middle school art teacher at a different school the following school year. Maureen had a great deal of confidence in her teaching, and the majority of her negative perceptions were more related to the overall state of education within the state of Indiana. She cited her life experience prior to entering teaching as a major factor in her confidence, ability to self-advocate, and succeed.

Kayla's interview lasted eighteen minutes. Kayla cited childhood play acting as a teacher and active elementary school teachers as some of the possible reasons she pursued teaching; but she did not have a definitive answer for what led her into teaching. Kayla recently completed an undergraduate degree in art education through a major state university. At the time of the interview, she had not completed her teacher licensing exams, CPR and first aid training, or suicide prevention training due to financial as well as geographic and travel constraints. She described anxiety about the transition from undergraduate study, finishing licensure, and entering the teaching job market. She also conveyed optimism about the future which she used to reframe her circumstances and ameliorate some anxiety.

One issue that appeared unique to Kayla's interview among the participants was a manner of discussing poverty and its impact upon herself and her path. She was one of the most resilient and grounded participants, but she navigated the gap between poverty and affluence, struggle and privilege

with views that at times implicitly discussed her roots and her community as ‘less than,’ even in her optimism. This seemed mostly second nature to Kayla, and she elaborated on the disconnected feeling between herself, her upbringing and finances, negative self-talk, and wealthier college students she interacted with during her studies. She was also able to discern that much of her negative self-talk was related to being surrounded by peers who were not facing the struggles that she was facing, and gave herself permission to deal with her own struggles through a proactive and positive lens. As a relatively privileged researcher, I’m uncomfortable making diagnostic proclamations about this facet of the interview. Yet some of her responses were some of the most intriguing, and kept jumping out among the data as something other than the majority themes emerging for the participants as a group.

Rachel’s interview lasted twenty-eight minutes. Rachel earned a bachelor of fine arts degree before she pursued her master of arts in teaching degree. She worked in information technology and spent time creating in her studio outside of work as a hobby. She changed careers later in life because she wanted to find a way to be around art, make art, and share her art knowledge with others. Rachel was hired to teach high school art near the end of her MAT degree, but prior to completing a student teaching placement. Her university allowed her to count her new job toward her student teaching practicum. Rachel taught at the same high school for several years before leaving to pursue a PhD in art education at a major state university.

Rachel was also a highly successful art educator, but faced a few factors of isolation despite her relatively supportive environment. She faced a lot of intradepartmental tension and competition, and was forced to seek her teaching community with other departments of her school, educators around the country that were willing to share curriculum materials, and other local arts educators. She navigated the challenges presented to her very well. However, in her perceptions, like Natalie, as one of the highest achieving art educators, she appeared to struggle that much more with her self-confidence in her teaching abilities until she had more experience in the classroom.

Audrey's interview lasted ten minutes. Both of her parents were teachers. She always knew she wanted to work with kids, and really enjoyed teaching them. She decided to become a teacher when she was a middle school student. Audrey stated that she planned to pursue an alternative certification program to obtain a teaching license in another state. At the time of interview, she was finishing a master's degree in art education at a major state university in Indiana. She hoped to find a job with a school that offered an alternative certification pathway for their teachers concurrently with employment at the school, and to acquire a teaching license for that state in the process. Her tone was possibly the most cynical of the participants, but based on the challenges she faced, for good reason.

Analysis

This study gathered a descriptive narrative of each individual participants' experiences after studying to become art educators. The interviews were transcribed and the transcription formed the basis for analysis. After a first read through, the narrative data was then coded in the manner of Grounded Theory in three ways: firstly I coded the data line by line, making note of the general topic and direction of the interview conversation. Secondly, I coded in vivo, looking for exact phrases that stood out and appeared to shed light on either the participant's perceptions, feelings, the factors influencing their employment outcomes, a combination of the two, or something else that caught my attention to revisit. Lastly, I conducted focused coding by parsing the data for feelings and emotions specifically. From my coded data, I wrote further handwritten notes to distill the concepts that surfaced.

I realized connections between the factors that appeared to effect employment outcomes and the feelings and emotions evoked through the interview process, and distilled a rich sample of the participants' experiences in their own words into more focused themes. First I read over my transcript coded by general topic, from which I focused on generating an overview list of expressed feelings and emotions, and a few other items that again caught my attention. From this first list I created a second

chart dividing the feelings and emotional responses into the two broad categories of positive and negative. At this point, I returned to the third coded transcript which focused exclusively on feelings and emotions, and attempted to write down every emotion or concept tied to an emotional response that occurred, again across a broad categorization of positive or negative. From this third chart of notes three major semi-dichotomous themes arose, as well as a few outlying concepts worth revisiting. The three major themes were: supported versus unsupported, fulfillment versus failure, and positive self-image and perception versus negative self-image and perception. Other emergent concepts that did not seem to fit one of the aforementioned three groupings included: self-advocacy and asking for help, fluidity of teacher identity, additional insights on financial issues and the effects of poverty, societal pressure to reach certain goals or outcomes by a certain age, and resiliency.

Somewhat surprisingly, shame is not a concept that appeared in the narrative data gathered through the participant interviews. Although it does not rule out shame as an important perception to consider in the larger discourse around teacher identity, based on the data, it was not a factor for the six participants interviewed. The themes, concepts, and other factors will be explored in greater depth in the next section.

IV: Results: Experiences During Transitions

“It’s Fulfilling!”

By examining the intersection of the theorized influential factors: skills, personal qualities, social networks, opportunities and good fortune, with the narrative data of the lived experiences of the participants, several key participant perceptions came to light.

The first was a sense of support or feeling unsupported. A sense of support was quite nuanced throughout this research, and there was quite a bit of overlap. Some participants that described feeling unsupported in one way were supported in another. Support or lack of support did not appear to be

correlated with participant stress or anxiety, which seemed present for all participants at some point regardless of their experiences or employment outcomes. The second major finding was a semi-dichotomous relationship between the participant feelings and perceptions surrounding fulfillment and failure. This was also fairly nuanced, and feelings and perceptions did not always appear to correlate to employment outcomes, or the presence or lack of outside supports. The third major theme that arose from the data was positive to negative self-image and perceptions. While it was easiest to distill this descriptive data into a semi-dichotomy, like fulfillment and failure it is not strictly an either/or issue. There did appear to be significant links between negative self-perceptions and failure, positive self-perceptions and feelings of fulfillment, but this too is an oversimplification and is not an indicator of causality.

The six participants' experiences with licensure varied. Natalie and Maureen held a current Indiana teaching license. Lauren had an expired initial teaching license. Rachel's current licensure status was not discussed, but was less relevant for her in higher education. Kayla and Audrey were still in the process of obtaining initial teaching licensure.

The post-graduation experiences of the participants in terms of employment were also very different. Natalie and Maureen were currently working in K-12 art education. Lauren was working outside of education. Rachel was pursuing a postgraduate degree in education. Kayla and Audrey were still in the process of obtaining a teaching license and were in various stages of delaying or adjusting their employment prospects accordingly.

When asked to describe her ideal job, participant Natalie listed off many aspects of her thoughts on an ideal job before exclaiming "It's fulfilling!" Her pronouncement formed the basis of the fulfillment versus failure concepts, which every interview contributed additional robust insights to. The overall picture of what constituted a perceived ideal job was quite varied. Responses included:

- Contributing to society
- Influencing art student retention
- Helping students find their own 'voice,' as in artistic expression
- A difficult job, but the best job, a sense of awe
- Implementing a social justice curriculum
- Serving the community
- An artistic outlet
- Sharing art knowledge
- Student excitement
- A sense of purpose
- Teaching problem solving
- Helping kids understand
- Building confidence in oneself, helping students build theirs
- An enjoyment of photography
- Listening to student needs
- Art as an intangible quality of life
- A sense of making a difference
- Pride in work/curriculum
- Freedom, teaching content and making it relevant
- Feeling successful, feeling like a good teacher

One of several benefits to this incredibly elaborate list of characteristics is that some of them translated into fulfillment in jobs outside of teaching.

“We’re Not Necessarily Very Affluent”

Economic factors came up in every single interview. Kayla in particular noted economic difficulties. She found it necessary to slowly save up money post-graduation to finance the necessary components of teaching licensure and working as a teacher. Saving for a motor vehicle, first aid and CPR certification training and the associated travel cost, taking the basic skills licensing test, taking the visual art specific licensing test, and eventually the cost of the license itself. She became more aware of her economic standing during her senior year of undergraduate study as she described watching her peers handle the \$80 CPR certification, \$114 for each of two licensure test, \$50 for suicide prevention training, and \$50 for a professionally printed portfolio, at the same time she could not afford these costs:

A lot of the problems that I’ve had are just coming from my economic background. My family is not necessarily very poor but we’re not necessarily very affluent. I became really aware of how my economic background did not really set me up for the challenge and how it was going to take me a little bit longer than some of my peers to hop into the job market.

Kayla described many economic hurdles throughout the college process. She explained that most of her college costs were financed through scholarships, careful saving, and her own employment for living expenses. However when the licensing tests, the first aid, CPR, and other expenses came up – there simply wasn’t money left over to complete those tasks.

Lauren discussed her need to support herself economically throughout her undergraduate studies as a factor in being less active with university clubs, professional associations and other network building opportunities in education at the time. She wished she had been more involved with education prior to finishing her degree, and advised new art education students to prioritize being involved:

Try to get more involved in the world of educators. Get into clubs, associations and get experience with other teachers because they know what’s going on in their world. That’s not something I did, mainly because I worked through college and didn’t really have the time. I think that would help and it would help people get jobs. When a teacher knows there’s going to be a position opening and they know somebody with that degree, I think it could help them get into the field, whereas I did not.

Both Kayla and Lauren cited their socioeconomic circumstances as part of the barrier to entry into the profession despite both having a bachelor's degree in art education from accredited universities in Indiana. While Kayla was pursuing licensure slowly, Lauren had to move on to find other work. She described the year she was in the classroom with excitement, and her disappointment with the barriers to keeping her license:

I absolutely loved it. I loved being in a classroom and doing what I had always wanted to do. And the unfortunate part is, I was a temporary teacher and treated like a temporary teacher so I didn't get the mentorship, I didn't get to actually receive my full license.

As a temporary long term substitute in an art classroom Lauren did not go through Indiana's required new teacher mentorship. She did not receive job interviews or work as an art educator after that year. Without undergoing the mentorship program, which was only available to education graduates working full time in their field of study and licensure, the only other option for renewing an Indiana teaching license was to complete six graduate credit hours in education. Given the added economic burden of graduate coursework, especially while facing unemployment and underemployment, she was unable to keep her teaching license current and it was not feasible for her to continue pursuing art education as a career. She indicated that she missed teaching but had not seen a viable path to return to the field given the economic hardships involved.

Rachel's experience highlighted another economic issue: the financial hardship of not being able to work during the student teaching internship:

I was going to student teach in the fall and it was arranged that I would student teach at an International School in Europe. That was all arranged but...I was concerned about not having any money to do that; so someone advised me through the summer just to apply for jobs and see what happens. So I did that...I applied for jobs and got one at the high school where I stayed.

She obtained an employment offer that was concurrent to her scheduled student teaching placement. She chose to forgo her original student teaching placement in favor of the job offer. Her university program worked with her to allow her first few months on the job to fulfill the student

teaching requirement of the degree, but without the guidance of a supervising mentor teacher. In hindsight, Rachel strongly recommended against considering this option as it lacked the mentorship that a traditional student teaching placement is meant to provide. But the economic considerations of getting through that period of time were ultimately what led her to choose that path.

Maureen's interview illustrated two economics concerns. First, individuals interested in pursuing education as a career delaying their timeline for becoming a teacher due to economic concerns. She noted that teaching is her fourth career and implied that money is less of a concern now than it was for her in the past, partially due to a change in her marital status:

Well this is my fourth career and I was in a transition to teaching program once before and I just didn't think I could make it on a teacher's salary at that time, and so I'm married now, and I was able to get my teacher's license and I'm teaching!

Later on, she states: "trust me I was in sales and so I made a lot of money and I didn't have to, I don't have to make a ton of money which is very nice..." Maureen only hints about her financial security. Most of her discussion surrounding finances involved overall school funding for the state of Indiana, arts programs specifically, and teacher salary more generally. But it was clear that she only felt comfortable pursuing a teaching career because of her past success, including significant financial success, in other careers along with the benefits of being part of a dual income household. I am making an assumption that she was more financially secure in a dual income household based on context of her statement.

Much of the research on dual income earning is concerned with taxation, the overall labor supply in a given geographic area, and retirement benefits. Blau noted that between 1980 and 2000, "A major development was the dramatic decrease in the responsiveness of married women's labor supply to their own and husbands' wages (Blau, 2007)." This would seem to imply an opposite trend to what Maureen inferred about her situation, that wives are less likely to be influenced by their husbands' career earnings than previously. Admittedly, this data does not cover the 2000s, and it was a

generalization, not a rule. In fact, Lee asserts that married couples actually face a slight economic penalty in their overall earnings as a dual income married household compared to single income married households (Lee, 2014).

These comparisons have not included a look at single householders that are the sole earner themselves. It should be noted that on the whole, the US economy has seen significant wage stagnation across a broad range of careers since the Great Recession of 2008, and most of the 2000s (Gordon, 2017, see also figure 6). The cost of healthcare, durable goods, and housing have all risen. In particular with housing, we have reached a point where there is no place in the US where you can afford a 2 bedroom apartment on minimum wage (Jan, 2017). The concern of being able to support oneself, or a family, on one income has become increasingly difficult as inflation has driven prices up, and wages have remained stagnant. And teacher's wages are notoriously some of the lowest among individuals possessing a bachelor's degree, which is fairly common knowledge. A study of women's perceptions toward their financial wellbeing concluded that "women who were older, more educated, had higher income, and contributed more money to the household income had more positive perceptions of their financial situation (Malone, 2010).

Secondly, Maureen discussed the possibility of relocating out of the state of Indiana due to salary concerns and the potential ability to earn a higher salary in another state. Her sister had just retired from teaching in Indiana and obtained a new teaching job in the state of Washington. However, Maureen's reasoning for considering relocation was economic, not based on proximity to family. The discussion did not account for differences in cost of living across states, but was highly relevant to the perceptions of Indiana educators nonetheless:

My sister just retired [from teaching] and she's moving to the state of Washington [to teach] and some of that was because of what's happening in education. She's retiring here and she's already got a teaching job out there and they're going to pay her as much as she is making now

starting out there. And in five years she will get a pension. She hasn't taught there yet so I'm waiting for her but if it's as good as what it is, I may not stay here.

While not necessarily relevant to the scope of the study within the state of Indiana, an additional barrier to staying in the education field that should be noted is the difficulty in transferring teaching licensure across state lines. Since teaching licenses are handled at the state level, and while there was a significant amount of reciprocity between states in terms of transferring licenses, the process has included prohibitively expensive fees, difficult paperwork requirements, additional or different course credits and subjects of study, sometimes additional testing, fingerprinting and FBI background checks, and more (Goldhaber, 2015). "Barriers to cross-state mobility [of teachers] create labor market frictions that could lead both current and prospective teachers to opt out of the teaching profession" (Goldhaber, 2015). The cross-state mobility of teachers is understudied.

Economic factors arose for every participant, whether it affected their ability to obtain licensure, continue pursuing a teaching career and employment in k-12 education versus other employment, affected student teaching and graduation timelines, or led to considering relocation based on career and salary prospects. Each participant handled their economic difficulties in a different way, but so too did each participant have different levels of access to social networks and support to allow them to navigate these challenges.

"You Don't Have The Support You Normally Would Have Had"

Support or lack of support manifested differently for each participant. Some participants had family support, some participants had school support and some lacked one or both of the aforementioned supports.

Kayla described her support network this way:

I'm the first person in my immediate family to have graduated from college in about ten years. So a lot of what I'm going through now is a bit harder because I don't really have a family member I can fall back on and ask questions, especially when it comes to teaching.

Throughout her interview Kayla described her family as very supportive of her personally despite having limited advice on navigating her particular type of job hunt. But she stated that her connections to educators in the field or mentors progressing through the same steps she was undergoing had been lacking. She had personal support but lacked key institutional and peer supports.

Lauren lacked both family and school supports. As noted above she had to support herself financially through her undergraduate studies. In the absence of family support, she also lacked school support as a temporary teacher; although she experienced some degree of peer support from teachers in her school. At the end of her contract, she lacked support in all of these areas.

Rachel described a lack of a support within her department. The other art teacher was not collegial and would not help Rachel at all because of competition for student enrollment to maintain courses offerings and full-time employment. In fact her colleague actively made things harder at times. Despite this she thrived for seven years in the position:

I loved my job as a high school art teacher. I loved it even though I didn't have partnerships. I loved that I had everything I needed: I had a nice big room, a huge closet, materials, tools, a budget and all of those things that I needed. And the support; we went through three principals while I was there and mostly they were very supportive. An administration that supports the arts is vital. And I had tons of freedom and that's important to me.

Rachel lacked support within her department, but she had the peer support of other colleagues in the building, the administration, and a well-supplied and funded program. She also made an effort to find colleagues to network with outside of her building, both through online curriculum sharing with teachers in other states, and through forming a community with local art teachers outside of her school. This allowed her to create the community that was lacking within her department at school.

Maureen received school support when she specifically asked her principal to assign her a mentor. She felt that entering teaching later in life was a distinct advantage because she knew how to advocate for herself based on her previous work and life experiences.

Natalie had great building, administrative and district level support. She had access to an active instructional coach that helped model different classroom management strategies in her classroom as well as the peer support of the other art teachers within the district.

Audrey felt a lack of support within her universities, which will be discussed in further detail in the next section.

One major difference in support, other than how much of it each participant was afforded in their experiences and personal relationships, was participant's perceptions of their support. For example, Lauren discussed her role as a temporary teacher in a very negative light, as if she were invisible, or even disposable, as just "a body in a room." But Maureen cited her positive experience as a substitute teacher as her inspiration for going back to school and obtaining her teaching credential. Of course these are two different experiences and the actual levels of support likely reflected these participants' perceived sense of being supported or not. Still, the disconnect between the first, negative description of being a temporary teacher and the second, positive description of working as a substitute teacher highlighted some of the nuance a seemingly similar experience reflected.

Fall Into The Gap

While some of the participants transitioned into work smoothly, namely Natalie, Maureen and Rachel; others found themselves in a gap: Lauren, Kayla, and Audrey. These gaps included gaps in obtaining licensure, gaps in employment, and inability to pursue employment as art educators.

Lauren faced a lack of opportunities when she was unable to obtain another interview for a teaching position combined with economic hardship. Without the means to complete the teacher mentorship or additional graduate study, she subsequently lost her teaching license and pursued other employment to support herself and her family. She faced the gap between initial licensure, and the next step in her career and licensing.

In addition to economics and support, one factor which Kayla cited as contributing to her delay in licensure was the change in testing requirements during her undergraduate career as were discussed in Chapter II. Indiana shifted from using the Educational Testing Service PRAXIS examinations to the Pearson owned CASA and CORE licensure exams during her studies; and the information posted by the Indiana Department of Education, Pearson and others was and continues to be confusing.

Audrey struggled with navigating the policies and red tape at universities in two states including the state of Indiana. As mentioned in her introduction in Chapter III, she was in the process of moving states and hoped to pursue an alternative track to licensure through a charter, private, or similar school in that state. Audrey's gaps were predominantly bureaucratic. She also recently learned that her first university's School of Education lost their accreditation status since her time in that program; it was accredited from when she matriculated and through the year she graduated. Additionally, the delayed timetables of options she faced conflicted with her ability to move states with her partner; who's school and work opportunities followed a more standard timeline and did not involve delays, changes, or extensions in requirements. This occurred at both institutions. When asked about how she feels about being at that stage of the certification process, she had this to say:

I'm feeling very exasperated. I've tried in both my undergrad and my graduate educational experience to get certified and both times I had a really hard time making it work for my degree and so I chose not to get it. At this point it's kind of feeling - I'm feeling a little hopeless with it.

This further highlights barriers to entry into the profession, showing that the difficulty obtaining licensure in this case seems to rest partially with institutional barriers within schools of education themselves, and/or the state licensing requirements, as opposed to external factors such as economic hardship or simply lack of job opportunities later on.

The participants that have made the most progress in their careers as art educators are those that were most fortunate in the availability of opportunities to teach: Natalie, Maureen and Rachel.

While Rachel has left the k-12 environment for higher education, she continues to pursue art education studies at that level. Maureen is considering leaving the state for better salary opportunities for art educators, but remained committed to her current career. Natalie had just finished one academic year and stated that she needed more time to reflect on her thoughts and feelings related to her work in the classroom; however her list of accomplishments in her first year, including writing and receiving a grant, running three art clubs, putting on two fundraisers, orchestrating an annual student art show and managing the day to day challenges of organizing the artwork of 900 students on drying racks, shelves, and in the kiln showed how much she had flourished as an educator.

“I Was Just A Body To Be In A Classroom”

The range of feelings expressed by the participants ranged from sadness and frustration, to awe and extremely fortunate. Each participant discussed a range of emotions, most covering positive and negative perceptions. One of the most important group of emotions was those related to feelings of support, or being unsupported. Lauren stated “I was just a body there to be in the classroom and teach kids. They didn’t care what I was doing, it wouldn’t have mattered what I did.” Lauren used this phrase specifically to emphasize her feelings of disembodiment or invisibility three times in her interview. She discussed the overall sense of feeling unsupported throughout her answers to questions pertaining to her time in the classroom.

The group of emotions that appeared the most interesting to me were those surrounding fulfillment and failure. Whether or not a participant obtained employment in the field did not seem to be correlated to whether a participant displayed feelings of failure. After only working in the classroom for one year, Lauren held some negative perceptions and feelings, but she did not remain fixated on that fact as a failure, noting: “I still think of myself as an educator, I do it in different ways now.” She displayed a sense of resiliency in the face of her varied employment history outside of education. She was able to reframe her experiences, and find the positives. Her main criteria for an ideal job was simply

“anything to do with people,” and through this more broad idea of a fulfilling job, her self-identity managed to bloom.

“It’s Fulfilling!” exclaimed Natalie as we discussed the characteristics of her ideal job. It was in fact, her interview responses that drew the idea of fulfillment to the surface more clearly. Every participant had an ideal idea of fulfillment, whether they felt they had achieved it or not. What is particularly interesting in Natalie’s case is that by the account given in her interview, she was one of the most successful art educators, she went well above and beyond the expectations for a first year teacher, and yet she held some of the most mixed and seemingly hidden feelings of failure, even as she proclaimed all of the ways the job left her feeling fulfilled. Likewise Rachel was among the most successful art educators, went well above and beyond in her classroom, and yet it took her some time to have confidence in her teaching abilities, “I have more confidence as a teacher than I would have had if I hadn’t had to struggle.”

V: Discussion: Balancing Frustrations with Hope and Looking Forward

Ethical Issues

This study was Institutional Review Board (abbreviated IRB), Exempt. The research proposal, interview questions and recruitment materials were submitted to the IRB for review prior to any recruitment or interviewing, and one member of the IRB reviewed and determined the nature and scope of the study was not subject to full panel IRB review by the entire board. Any research involving human subjects must be reviewed by the IRB to determine the type of clearance needed. Although this research was IRB Exempt, participants were still asked to participate, no one was compelled to participate. Participants were given a description of the study both in written form and read aloud at the beginning of each interview session. Reminders of the voluntary nature of participation, contact

information for the researcher, and a statement of risks and benefits (in this case, minimal to none) were covered.

As this was IRB exempt research, and in general, there was a potential ethical concern around any serious participant emotional reactions, disclosure of mental health issues or other sensitive information related to perceptions and feelings about employment outcomes, and the scope of analyzing those perceptions.

Limitations

Some factors that this research study did not address explicitly included race: both the race of teacher preparation candidates and the racial makeup of the communities they interviewed to teach in. Ageism: this study did not take into account any notion of teacher candidate age in hiring, ageism in hiring, or the 'need experience to get experience' catch that nearly all job seekers across career categories face. Gender: all participants in the research for this project were female. As such, there was not enough information to discuss how gender may or may not have been a factor in hiring practices and successful employment. Colloquialism and regional protectiveness: some candidates discussed being from, or considering moving to other states. While this research focused on Indiana, it did not address any type of regional preference or explore the idea of "having an in" at a school or district for employment, although the concept of 'internal hiring' came up during at least one interview in passing. Mental Health: this research touched on identity, disappointments, low self-esteem and related issues; but this research did not explore these issues to a degree that could illustrate overall mental health among the teacher candidates, employed and unemployed teachers. The research did not delve into how teacher perceptions did or did not relate to more serious mental health concerns such as clinical depression, generalized anxiety, and so forth. Conducting research on the mental health of educators would take a great deal more caution in designing, greater levels of research clearances and potential denials. Given the ethical considerations, the task of selecting participants for such an inquiry would be

somewhat difficult if not impossible; especially given the stigma surrounding mental health in the United States and educators' valid fears of discrimination in hiring after disclosing mental health faults. By law, there are non-discrimination clauses for protection, but in practice, individuals with any disability, whether physical or mental, are aware that caution must often be used in disclosing any health information to potential or current employers. If such research was allowed to move forward, it might only be allowed if conducted by licensed psychologists, social workers and related mental health therapists and students of those disciplines, or some other more established research agency as opposed to graduate students in education.

Findings

Results indicated that economic considerations, social networks and support, and opportunities were integral to art educator's experiences, perceptions, and employment outcomes. Economic considerations dominated much of the interviews. A lack of social networking, for a variety of reasons, came up with every participant. For some participants the main issue preventing networking was economic in nature. For others, they overcame this social networking issue and managed to thrive in the classroom. The teachers that were able to thrive both obtained employment in art education and had the necessary space to learn more and hone their teaching craft. They also cited working and networking with art educators from within their district or county as a way to combat the isolation they experienced in their own school. Art education graduates without classrooms, or without art teaching jobs, seemed more disconnected. They became disconnected from the profession as they were not practicing within art classrooms. Finding a way to bridge the disconnect for art education graduates that have not yet entered the classroom, or who have experienced a reduction in force (RIF) or pink slip is of utmost importance. Engaging these graduates in community and mentorship while facing licensing and employment difficulties is one of the single most important changes we could make to art education in the state of Indiana.

Implications

Indiana has, as a state, been experiencing declining enrollment rates in university schools of education across all subjects, particularly since the 2008/2009 economic recession. Teacher shortages are continuing to grow across many academic subject disciplines, and at current rates, they will worsen and include more job openings for visual arts educators. But how do we engage the education graduates that did not find a placement, and have given up and left the field? Certainly, their stories are also off putting to students seeking to enroll in teacher education programs. Surely the fact that Indiana's teacher pay ranks 50th out of all 50 states for teacher pay keeping up with inflation (Abamu, 2018) hasn't assisted that either, but declining enrollment in teacher education programs is not unique to the state of Indiana. Most US states are experiencing a drop in enrollment in teacher education programs.

The political landscape is changing in education, and has been for some time, so that some of the issues of teacher surplus versus employment opportunities may no longer be the case ten years from now, or even sooner. How we handle the periods of time where there are teacher surpluses, how we treat those education graduates when they graduate is a factor of the teaching shortage issue that has not been given nearly enough attention, study or remediation.

Legislating required teacher mentorship sounds good on paper, but when it's only required for those that are fully employed in their subject area, and not under long term substitute or part time conditions – we only end up creating more barriers to entry into the field. We don't actually provide the mentorship new education graduates so desperately need to stay in and thrive in the field. Those art education graduates that thrive in spite of less mentorship did so because they were able to transcend economic hardships, they received the opportunity to practice their craft in spite of any sense of lack of social networks and support, and have proceeded to form their own networks in response. While social networks and supportiveness are barriers to employment that are scalable and something that can

sometimes be mitigated at times; economic hardship and lack of opportunities to pursue are not barriers that can always be overcome.

Schools of education, k-12 schools, practicing educators, and especially the Indiana state legislature need to do more to consider how we can address this economic hardship. Economic hardship is something we see in k-12 student populations across the nation. However, the demographics of teachers successfully working in the field does not mirror our student groups. Those of lower socioeconomic standing are facing barriers to the field. Additionally, we need to do more to examine our economic priorities in terms of the teaching opportunities in the state of Indiana; both from state and local funding models, to subject areas and localities most affected by economic cuts, to how we frame our dialogue about a lack of available teachers.

Much of the Indiana education legislation of the past two decades was intended to foster equity and alleviate economic disparity, at least in theory. But much of it has also prioritized business interests, wealthier citizens concerned about their property taxes above the education of the community, over-testing, and has been rife with a 'blame it on the teachers' mentality aimed at distracting from the larger issues. Instituting equitable teacher pay, lifestyle incentives such as housing subsidies and childcare, "developing strong, universally available mentoring and induction programs, and creating positive school environments including supportive working conditions and administrative support" (Sutcher, 2016) are all objectives that stakeholders in the state of Indiana can strive toward. In the past few years, subsidized housing intended to be affordable educator housing has been under construction in Indianapolis, and is finally getting through some of the road blocks that were preventing teachers from utilizing it (Fischer, J. (2018, July 19).

Suggestions for future study and research include conducting a wider qualitative research study, examining the degree and licensure requirements across other states to compare, and comparing the

level of support education students did or did not perceive during their transition process. Further consideration to the notions of teacher identity, self-worth and opportunities for practicing as a classroom art teacher also merit further examination.

Discussion

This brings us to another piece of what led to this research. There is no easy way to introduce this. Two of my teaching colleagues and friends have committed suicide. Out of respect for their privacy, we will not be analyzing their specific circumstances. But I will say that a sense of disconnection from the teaching profession, questioning of personal identity and teacher identity while not working as a teacher, and difficulties with licensure were factors each of them grappled with in different ways. While I know every individual is different, the first of these led me to question my ability to be an art teacher in the state of Indiana and maintain my mental health. The second led me to further question how seriously the education sector addresses, or fails to address, mental health among teacher candidates, unemployed and employed educators. I love my profession, and at times I even feel that it is my calling. But the path to practicing this profession has not been an easy road. And no profession is worth sacrificing one's health and wellbeing to such an extreme extent.

I'm not suggesting schools of education should be solely responsible for the mental health of their students and graduates. And the recent trend on college campuses across the nation has shown a drastic increase in university student stress, utilization of mental health counseling services, and prevalence of mental health difficulties in general. Nor am I suggesting it is up to potential employers, although greater courtesy and communication throughout the interview and hiring process is something nearly every US industry could improve upon.

I do believe as practicing educators we need to do better to address this among our own ranks, to create shared spaces to support the unemployed and underemployed among us and not fall prey to

the “when you get a real job” attitude that our society so often defaults to: that you will be included “when you start your teaching job” for a when that may never come for some teacher candidates. We need to include these individuals more purposefully in our professional organizations. It is also true these individuals may choose not to participate in such organizations, but if no such space exists within an organization, one can hardly blame them. And beyond this, we need to do a better job in addressing alternative career paths and highlighting those opportunities more explicitly. And we need to guide the discourse surrounding a career in teaching away from notions of near-martyrdom, and equating exact career match with life calling. When we build students up to fulfill their ‘calling’ in teaching, we may set them up for disappointment if they are unable to find teaching jobs. More than just unemployment or underemployment then, we have set them up to feel like have failed at their calling to teach (Cherniss, 2016, Brown, 2015). And that is a great deal more painful than underemployment or unemployment on their own.

It is reasonable at this point to suggest that many of these matters of self-perception would be best addressed by personal mental health counseling on an individual basis. This is not a point I am going to dispute. However the way we as a society frame our discourse in preparing teacher candidates does have an impact on their self-perceptions. At the very least, we all need to be more aware of the framing and language we utilize in our classrooms and how that is preparing our students to face the world. We cannot adjust the social discourse surrounding teachers in society at large completely. But beginning to address public opinion, and the self-perceptions we equip teachers with, must begin in our schools of education, in our own classrooms, in our own break rooms where we congregate with colleagues. The idea of mentorship and welcoming new educators into a community begins with reaching out, welcoming the newcomers, and helping them to find their place among the ranks of educators; or guiding them towards other endeavors that will utilize their skills in a meaningful way such that they perceive that they are fulfilling their calling.

References

- Abamu, J. (2018, April 06). The Data Tells All: Teacher Salaries Have Been Declining For Years - EdSurge News. Retrieved from <https://www.edsurge.com/news/2018-04-05-the-data-tells-all-teacher-salaries-have-been-declining-for-years>
- Abel, J. R., & Deitz, R. (2017). Underemployment in the early careers of college graduates following the Great Recession. In *Education, Skills, and Technical Change: Implications for Future US GDP Growth*. University of Chicago Press.
- Abel, J., Deitz, R., & Su, Y. (2014). Are recent college graduates finding good jobs?.
- American Association for Employment in Education, Inc. (2007). *2008 Job Search Handbook for Educators*, (42nd Annual Edition).
- Arum, R., & Roksa, J. (2014). *Aspiring adults adrift: Tentative transitions of college graduates*. University of Chicago Press.
- Barnow, B. S, Trutko, J. W, & Piatak, J. Schede. (2013). *Occupational labor shortages: concepts, causes, consequences, and cures*. Kalamazoo, Mich.: W.E. Upjohn Institute for Employment Research.
- Blau, F. D., & Kahn, L. M. (2007). Changes in the labor supply behavior of married women: 1980–2000. *Journal of Labor Economics*, 25(3), 393-438.
- Brown, B. (2015). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. Penguin.
- Blenkinsopp, J., Scurry, T., & Hay, A. (2015). Exploring issues of underemployment and authenticity in early career. *Searching for authenticity*, 43.
- Campbell, S. (2014). What is qualitative research?. *Clinical Laboratory Science*, 27(1), 3.
- Cassidy, T., & Wright, L. (2008). Graduate employment status and health: A longitudinal analysis of the transition from student. *Social Psychology of Education*, 11(2), 181-191.

- Charmaz, K. (2006). *Constructing Grounded Theory A Practical Guide Through Qualitative Analysis*. Los Angeles: Sage Publications.
- Cherniss, C. (2016). *Beyond burnout: Helping teachers, nurses, therapists and lawyers recover from stress and disillusionment*. Routledge.
- Cohen-Evron, N. (2002). Why do good art teachers find it hard to stay in the public school system?. *Studies in Art Education*, 44(1), 79-94.
- Corrigan, P. (2004). How stigma interferes with mental health care. *American psychologist*, 59(7), 614.
- Degazon-Johnson, R. Antoinette. (2010). *Closing the teacher gap: researching the challenges and opportunities for international teacher recruitment and retention: report of the Fourth Commonwealth Teachers' Research Symposium hosted by the National Education Association, Washington, DC, USA : 18-20 March 2009*. London: Commonwealth Secretariat.
- Dewey, J. (2005). *Art as experience*. New York: Berkley Publishing Group.
- Educational Testing Service. (2018). The Praxis® Tests. Retrieved May 10, 2018, from <https://www.ets.org/praxis/>
- Egan, K. (2010). *The Educated Mind: How Cognitive Tools Shape Our Understanding*. Chicago, Ill.: Univ. of Chicago Press.
- Eisner, E. W. (2005). *Reimagining schools: the selected works of Elliot Eisner*. London: RoutledgeFalmer.
- Feiman-Nemser, S., Schwille, S., Carver, C., & Yusko, B. (1999). A Conceptual Review of Literature on New Teacher Induction.
- Fischer, J. (2018, July 19). IPS teachers used to make too much for subsidized teachers village. Now 500 may qualify. Retrieved from <https://www.theindychannel.com/news/local-news/indianapolis/east-side/ips-teachers-used-to-make-too-much-to-buy-into-teachers-village-now-500-may-qualify>
- Galston, W. A. (2014). Welcome to the well-educated barista economy. *The Wall Street Journal*.

- Glesne, C. (2011). *Becoming Qualitative Researchers: An Introduction, 4th ed.* Boston, Mass: Pearson.
- Goldhaber, D., Grout, C., Holden, K. L., & Brown, N. (2015). Crossing the border? Exploring the cross-state mobility of the teacher workforce. *Educational Researcher, 44*(8), 421-431.
- Gordon, R. J. (2017). *The rise and fall of American growth: The US standard of living since the civil war* (Vol. 70). Princeton University Press.
- Herron, A., & Fittes, E. K. (2017, November 28). Here's why two Indiana school systems went broke. And others are in danger. Retrieved from <https://www.indystar.com/story/news/education/2017/11/21/two-indiana-school-systems-went-broke-others-danger/845061001/>
- Hicks, M. J. (2015). Indiana's demand & supply issues for k-12 educators. *Center for Business and Economic Research, Ball State University.*
- Hobijn, B., & Bengali, L. (2014, July 21). The Wage Growth Gap for Recent College Grads. Retrieved from <https://www.frbsf.org/economic-research/publications/economic-letter/2014/july/wage-growth-gap-recent-college-graduates/>
- Hodge, S. (2010). *The art and design teacher's handbook.* London: Continuum International Publishing Group.
- Indiana CORE Assessments for educator licensure, & Pearson Education, Inc. (n.d.). What Tests Do I Need to Take? Retrieved May 10, 2018, from http://www.in.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html
- Indiana Department of Education. (2011, September 20). Educator Testing. Retrieved May 10, 2018, from <https://www.doe.in.gov/licensing/educator-testing> Updated 03/22/2018
- Indiana Department of Education. (2011). Licensing Verification and Information System of the Office of Educator Licensing and Development. Retrieved May 10, 2018, from <https://license.doe.in.gov/>

- Indiana Department of Education. (2011, July 07). Office of Educator Effectiveness and Licensing (OEEL). Retrieved May 10, 2018, from <https://www.doe.in.gov/licensing> Updated 06/29/2017
- Jan, T. (2017, June 08). Nowhere in America can full-time minimum wage worker afford to rent 2-bedroom apartment. Retrieved from <http://www.chicagotribune.com/business/ct-rental-rates-rising-20170608-story.html> The Chicago Tribune.
- Jenlink, K. Embry. (2012). *Teacher preparation in career pathways: the future of America's teacher pipeline*. Lanham, Md.: Rowman & Littlefield Education.
- Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.
- Johnson, G. J., & Johnson, W. R. (1996). Perceived overqualification and psychological well-being. *The Journal of social psychology*, 136(4), 435-445.
- Lee, S., Lee, J., & Chang, Y. (2014). Is dual income costly for married couples? An analysis of household expenditures. *Journal of Family and Economic Issues*, 35(2), 161-177.
- Livingstone, D. W. (2018). *The Education-Jobs Gap: Underemployment Or Economic Democracy?*. Routledge.
- Loughlin, S. (2015, November 01). Aspiring teachers stuck without a license. Retrieved May 10, 2018, from http://www.tribstar.com/news/local_news/aspiring-teachers-stuck-without-a-license/article_749b2ae9-7e27-5500-897e-ba867588d826.html
- Malone, K., Stewart, S. D., Wilson, J., & Korsching, P. F. (2010). Perceptions of financial well-being among American women in diverse families. *Journal of Family and Economic Issues*, 31(1), 63-81.
- Maynard, D. C., & Feldman, D. C. (Eds.). (2011). *Underemployment: Psychological, economic, and social challenges*. Springer Science & Business Media.
- McKee-Ryan, F. M., & Harvey, J. (2011). "I have a job, but...": A review of underemployment. *Journal of Management*, 37(4), 962-996.

- Noddings, N. (2007). *Critical Lessons: What Our Schools Should Teach*. Cambridge: Cambridge University Press.
- Pearson Education Inc. Evaluation Systems. (2017). Indiana CORE Assessments for Educator Licensure: Required Tests by Licensure Area. Retrieved May 10, 2018, from http://www.in.nesinc.com/Content/Docs/IN_test_requirements.pdf
- Perkins, D. N., & Ebrary, I. (2010). *Making Learning Whole: How Seven Principles of Teaching Can Transform Education*. Jossey Bass Inc.
- Robinson, J. (2012, February 07). American Identity Crisis: Are You Your Job? Retrieved from https://www.huffingtonpost.com/joe-robinson/self-identity_b_1128731.html HuffPost: The Blog
- Sheckler, C., & South Bend Tribune. (2017, August 07). Up to 100 job openings in South Bend hint at teacher shortage. Retrieved from https://www.southbendtribune.com/news/education/up-to-job-openings-in-south-bend-hint-at-teacher/article_244cf346-a4fc-5215-b6db-0b8d2cd270ac.html?utm_content=bufferc5a60&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer
- Steffy, K. (2017). Willful Versus Woeful Underemployment: Perceived Volition and Social Class Background Among Overqualified College Graduates. *Work and Occupations*, 44(4), 467-511.
- Stewart, C. T. (2008). *The decline of learning in America*. New York: Nova Science Publishers.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.* Palo Alto, CA: Learning Policy Institute.
- Talwar, J. (2018). *Fast food, fast track: Immigrants, big business, and the American Dream*. Routledge.
- Thompson, D. (2015). The economy is still terrible for young people. *The Atlantic*, 19.
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and teacher Education*, 23(6), 944-956.

- U.S. Department of Education Office of Postsecondary Education. *Teacher Shortage Areas Nationwide Listings 1990-1991 through 2017-2018*. F. Cross. Revised May 2017. Washington: Government Printing Office, May 2017. (2017 TSA Nationwide Listing Comprehensive Compendium). (55-58).
- Vaisey, S. (2006). Education and its discontents: Overqualification in America, 1972–2002. *Social Forces*, 85(2), 835-864.
- Vedder, R., Denhart, C., & Robe, J. (2013). Why Are Recent College Graduates Underemployed? University Enrollments and Labor-Market Realities. *Center for College Affordability and Productivity (NJ1)*.
- Weller, C. (2008). The erosion of middle-class economic security after 2001. *Challenge*, 51(1), 45-68.

Participant recruitment email text:

Hello!

Thank you for your interest in participating in my research study.

This study seeks to compile the experiences of Indiana Art Education graduates. Specifically, individuals who graduated or received alternative certification in art between 2007 and 2017.

Individuals who are not currently teaching, and individuals who are not working in the state of Indiana are eligible!

Most interviews will be conducted by phone. Interviews in the Monroe county area may be arranged in person.

If you or someone you know meet these criteria and is interested in taking 30-45 minutes to discuss your experience, please reply to jennhart@umail.iu.edu with the subject line: Interview

Thank you so much for your time and help with my research!

Sincerely,

Jennifer Hart

jennhart@umail.iu.edu

Note: This recruitment email was utilized before the IU student email change to @iu.edu addresses.

Interview protocol questions:

- i. What lead you to become a teacher?
- ii. Did you complete a formal teacher education degree or participate in an alternative certification training?
- iii. What happened after you completed your teacher education or alternative certification training?
- iv. How did you feel during the first year after you completed your teacher training?
- v. How did your initial experiences after certification shape how you think about yourself as a teacher?

And more generally?

- vi. What challenges, problems, or disconnects, if any, did you experience in your first few years after your initial licensure?
- vii. What advice would you give to new art education students?
- viii. Can you describe one or more characteristics of your ideal job? Why?
- ix. Is there anything else you would like to add?



CASA and Alternatives

Prior to admission to a teacher preparation program prospective Indiana educators are required to pass the CASA assessments, which measure proficiency in basic academic skills, or meet an approved alternative. Please note that CASA testing only applies to preservice teachers prior to enrollment into a program and is no longer a licensure requirement.

The following additional assessments/routes are acceptable to document basic skills competency at the time of admission to a teacher preparation program:

- ACT with a score of at least 24 based on Math, Reading, Grammar, and Science;
- SAT with a score of at least 1100 based on Critical Reading and Math;*
- GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11;
- GRE with a score of at least 301 based on Verbal and Quantitative on or after 8/1/11;
- Praxis I composite score of at least 527 based on Reading, Writing, and Math if taken prior to 9/1/13; or
- Master's degree or higher from a regionally accredited institution.


*In order to convert "New SAT" (after March 1, 2016) scores to "Old SAT" (pre-March 1, 2016) scores, please visit the [SAT Score Converter](#) and link to [conversion charts](#)

Figure 1. CASA and Alternatives; screen shot from webpage: Indiana Department of Education. (2011, September 20). Educator Testing. Retrieved May 10, 2018, from <https://www.doe.in.gov/licensing/educator-testing> Updated 03/22/2018


Indiana Developmental/Pedagogy Exam

Under the current licensing rule, REPA, a pedagogy/developmental exam is required for all individuals that are applying for their first initial practitioner instructional license. This exam covers the strategies of teaching such as Methodology, Classroom Management, Student Development and Diversity, Learning Processes, Learning Environment, Instructional Planning, Assessments and the Professional Environment as a teacher. These are topics that are covered in a teacher preparation program. Test preparation materials will be available on the CORE assessment registration site beginning December 4, 2013.

As of February 10, 2014, all applicants for initial instructional licenses must take and pass the pedagogy exam for the developmental level of the license they are seeking. Eligibility for licensure includes completing all degree and program coursework, student teaching, required testing, CPR/AED/Heimlich training and suicide prevention training. The requirement for implementation of pedagogy exams for the 2013-2014 school year has been in the REPA licensure rules since May 2010. See 515 IAC 8-2-1(b)(2) at <http://www.in.gov/legislative/iac/T05150/A00080.PDF>.

General Program Information about the Indiana CORE Assessments for educator licensure can be found in this [FAQ Document](#) .

IMPORTANT CHANGES

The Indiana State Board of Education approved the content and pedagogy assessments that are part of the Indiana CORE Assessments for Educator Licensure program (Indiana CORE Assessments) and their associated cut scores on August 7, 2013. The administrative rule governing the implementation of new tests and scores provides that new tests and scores cannot be applied to candidates until six months following final approval of the tests and scores by the state board. **The content and pedagogy assessments included in the Indiana CORE Assessments will be available for administration starting Monday, February 10, 2014.** Individuals may start registering for these exams on December 4, 2013 on the Indiana CORE Assessments program website. General Program Information about the Indiana CORE Assessments for educator licensure can be found in this [FAQ Document](#) .


- [New Passing Scores Set for 10 Tests](#)  - updated 03-24-2015

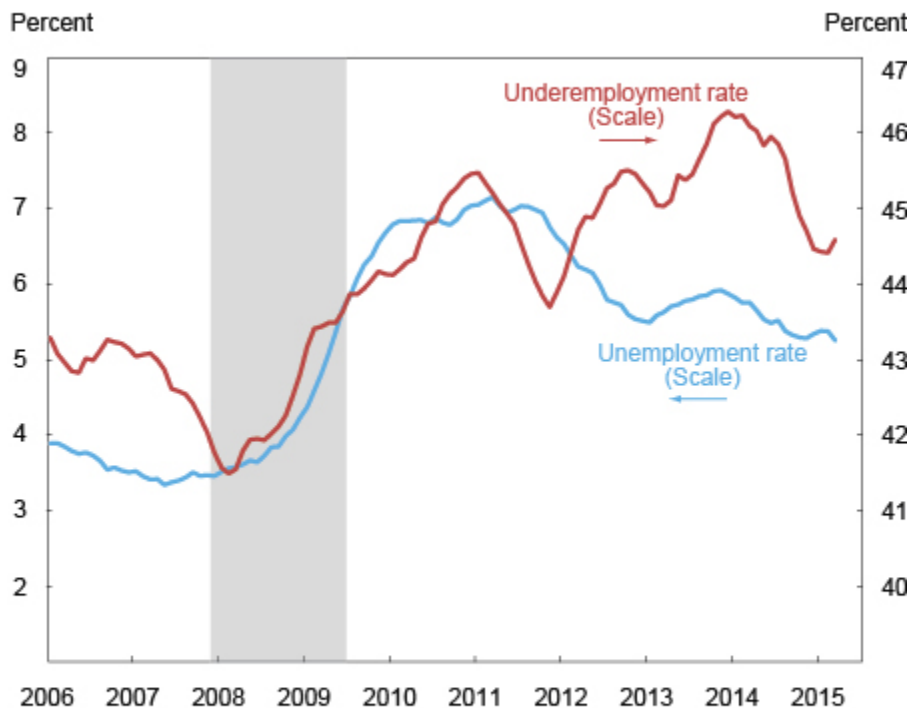
Figure 2. Pedagogy Exam requirements: screen shot from webpage: Indiana Department of Education. (2011, September 20). Educator Testing. Retrieved May 10, 2018, from <https://www.doe.in.gov/licensing/educator-testing> Updated 03/22/2018

Indiana CORE Assessments

Registration for the new Indiana CORE content assessments will begin on December 4, 2013. **There will be a transition time and the Indiana approved ETS Praxis II content test(s) will be accepted until May 31, 2014.** Applicants must have taken and passed the Indiana approved Praxis II exam(s) by May 31, 2014 in order for the exam(s) to be accepted for licensure. However, candidates may instead choose to take the appropriate Indiana CORE Assessment(s) in their content area(s) any time beginning February 10, 2014.

Figure 3. Information on Content Area Assessments: screen shot from webpage: Indiana Department of Education. (2011, September 20). Educator Testing. Retrieved May 10, 2018, from <https://www.doe.in.gov/licensing/educator-testing> Updated 03/22/2018

Unemployment and Underemployment among Recent College Graduates



Sources: U.S. Census Bureau and U.S. Bureau of Labor Statistics, Current Population Survey; U.S. Department of Labor, O*NET.

Notes: Rates are calculated as a twelve-month moving average. Recent college graduates are those aged 22 to 27 with a bachelor's degree or higher. All figures exclude those currently enrolled in school. Shaded area indicates period designated recession by the National Bureau of Economic Research.

Figure 5: Unemployment and Underemployment among Recent College Graduates, (Thompson, 2015).

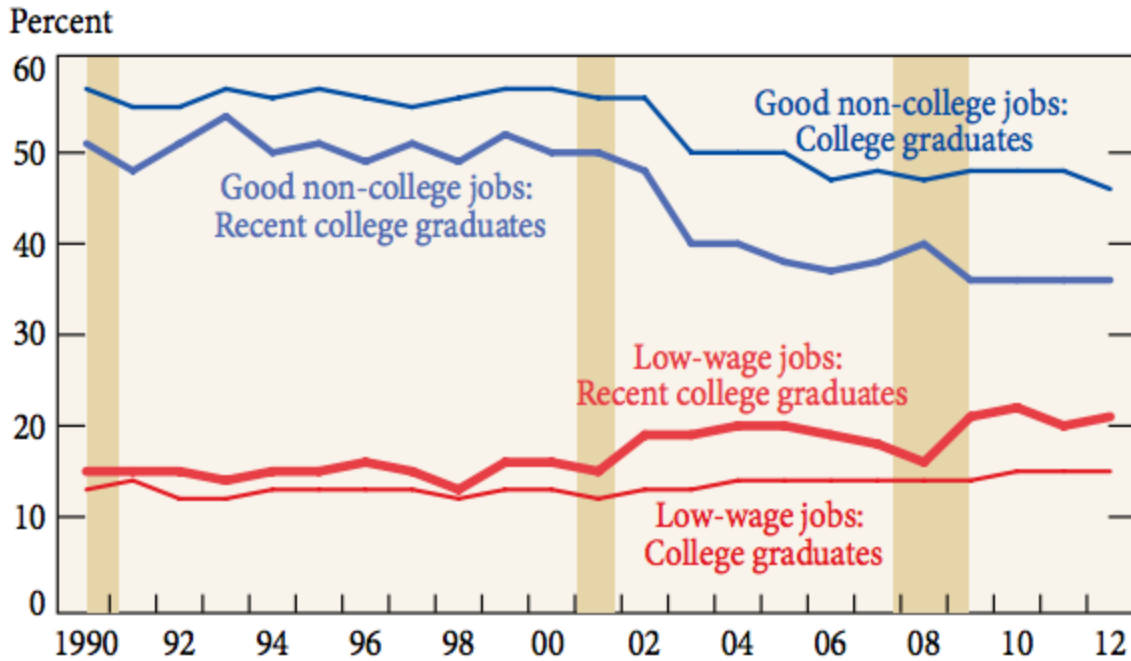
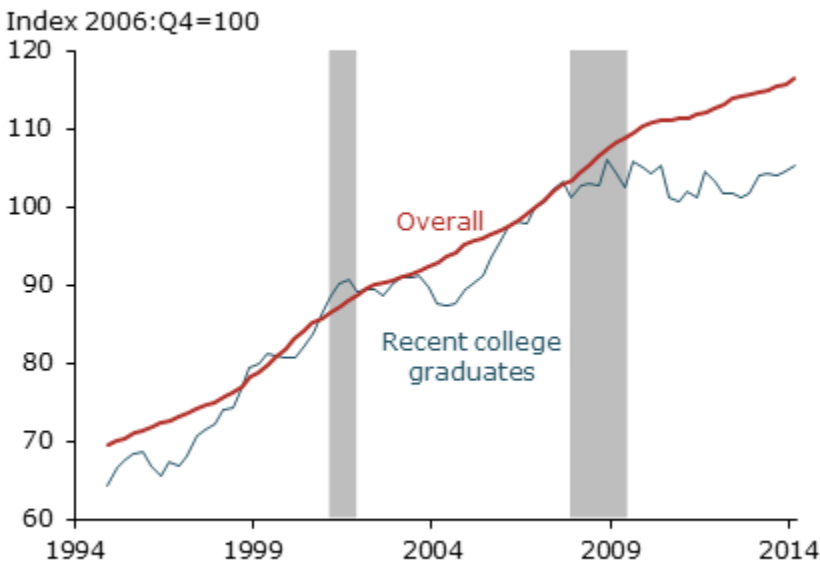


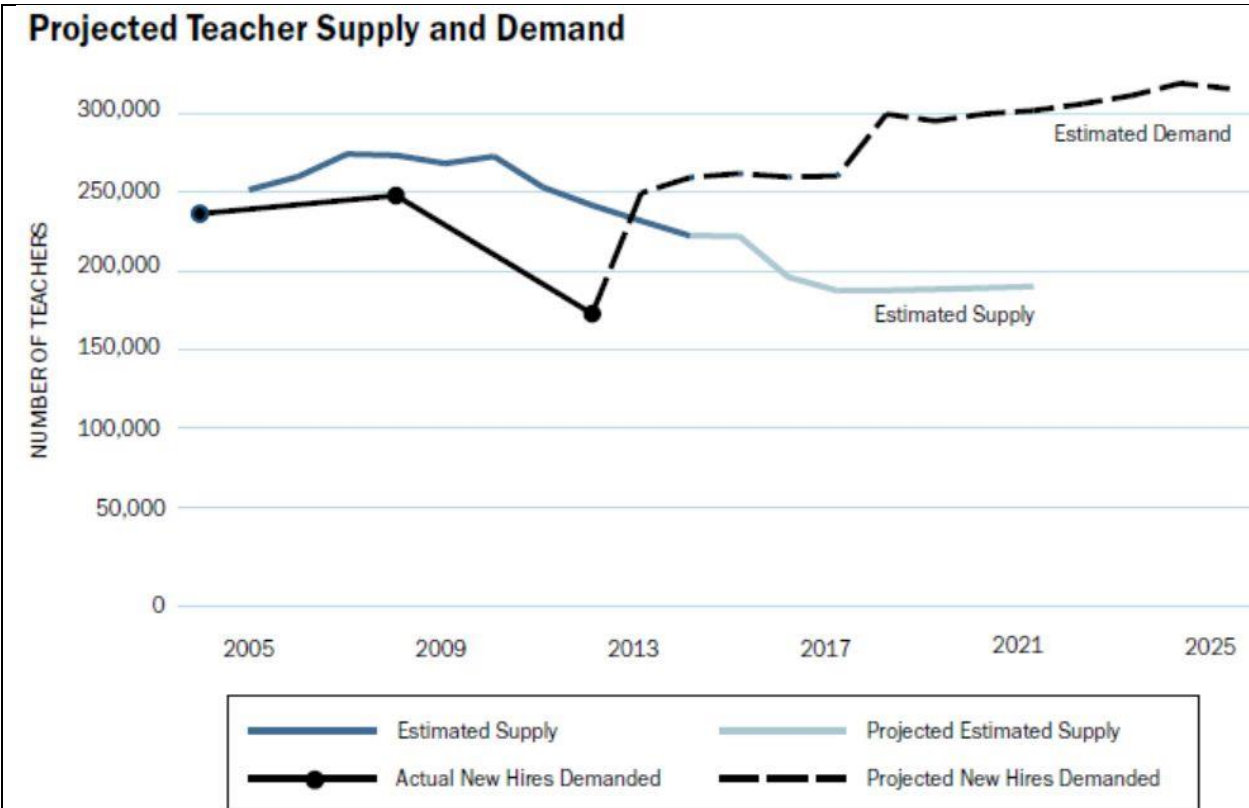
Figure 6: “For College Grads, a ‘Good’ Job Is Hard to Find; the New York Fed studied this question last year, it found that “the share of underemployed college graduates in good non-college jobs has fallen sharply, while the share working in low-wage jobs has risen.” And, perhaps more concerning, this shift seems to predate the recession (Thompson, 2015).” Graph: Abel, J., Deitz, R., & Su, Y. (2014)

Median weekly earnings: Overall vs. recent graduates



Source: BLS/Haver Analytics, CPS, and authors’ calculations.

Figure 6: “The San Francisco Fed produced this graph showing wages for recent college grads essentially hitting a flight ceiling around 2008 while overall wages continued to climb, however slowly, (Thompson, 2015). Graph from Hobijn, B., & Bengali, L. (2014, July 21).



Note: The supply line represents the midpoints of our upper- and lower-bound teacher supply estimates (see Figure 10 for full analysis).

Source: U.S. Department of Education, multiple databases (see Appendix A).

Figure 7. Projected Teacher Supply and Demand. Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. Palo Alto, CA: Learning Policy Institute.

Jennifer Lynne Hart

Visual Arts Educator, Artist, Curriculum Designer

Licensed to teach by the State of Indiana: Visual Arts K-12, Proficient Practitioner

Enthusiastic art educator attuned to evolving needs in curriculum development, arts advocacy, connections between schools and gallery spaces, and community engagement. Experience teaching student groups representing many cultures and working with colleagues with multinational backgrounds. Created artworks and presented lesson plans across many disciplines including design, drawing, painting, photography, ceramics, sculpture, printmaking, the Adobe Creative Suite, digital drawing tablets, batik textiles, art history, and gallery installation. Presented research on communities of practice, fostering educator connections within schools, academic disciplines, and across localities, states, and countries.

Education

Indiana University, Bloomington, IN

MSEd: Curriculum & Instruction: Art Education

August 2018

Purdue University, West Lafayette, IN

BA: Art Education, BA: Fine Arts: Painting & Printmaking

May 2009

Teaching Experience

Substitute Teacher

Monroe County Community School Corporation, Bloomington, IN

August 2016-May 2018

Worked in a variety of middle and high school classes and subject areas, particularly inclusion classes.

Middle High School Art Teacher

The SMIC Private School, Shanghai, China

August 2013-June 2015

Taught middle school visual arts, high school digital arts, and advised high school yearbook design. Coordinated with yearbook vendor.

Head of the Art Department

International Pioneers School, Bangkok, Thailand

April 2012-June 2013

Taught visual arts according to the British curriculum adapting material to suit culture and climate. Created new showcase displays.

English Teacher

Satit Suan Sunandha Rajabhat University, Bangkok, Thailand

November 2010-March 2012

Instituted typed research essays, creative writing, and vocabulary illustration in addition to required grammar curriculum.

Assistant Teacher for English as a New Language

Westlane Middle School, Indianapolis, IN

September 2009-October 2010

Provided in class support both in the English as a New Language classroom and core subject classrooms.

Student Teacher in Art Education

Mayflower Mill Elementary School, Lafayette, IN

January-March 2009

Rossville Junior Senior High School, Rossville, IN

March-May 2009