

REPA III

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REPA I

General background on current licensure—REPA I licensing rules were promulgated in the 2009-10 school year and have been in place since May 2010.

The General Assembly eliminated the Division of Professional Standards in 2011. The general responsibilities were shifted to the IDOE, and the rulemaking responsibilities were placed with the SBOE. The rules were not transferred from Title 515 to Title 511.

Teaching Licenses

- **Initial practitioner license (2 year)**
- **Proficient practitioner license (5 year)**
- **Accomplished practitioner license (10 year)**

Administrator Licenses

- **District-level administrator (4 types)**
- **Building-level administrator**
- **Temporary District-level administrator**

For shortages/alternative pathways

- **Emergency Permit**
- **Transition to teaching (20-28-4)**
- **Advanced Degree (20-28-5-15)**
- **Workplace specialist I & II**

REPA III

General background on current licensure (Cont.)

Recent legislative changes (2013)

- * Charter School License (20-28-5-16)
- * Local Flexibility for Hiring of a Superintendent (20-26-5-4(b))

REPA III – Adjunct Permit

Requirements as proposed:

- * 3.0/4.0
- * Passage of content test
- * Pedagogy provided by any of list of providers
- * 3/5 effective evaluations for renewal
- * Not permissible for SPED teachers of core academic subjects¹

Possible Options

- * Leave as proposed
- * Eliminate
- * Modify
 - * Make more like Workplace Specialist?
 - * Limit to high school?
 - * Require advance approval of pedagogy programs by Board?
 - * Shorten from 5 years? (WS I is 2 year license)
 - * Limit to specific subject areas in which we have shortages?
 - * Add work hours requirement?
 - * Require increased work hours in lieu of a bachelor degree, e.g. Computer Science? (as with WS license)
 - * Change name?

¹ See 511 IAC 7-32-44; 602(10)(B) of IDEA.

REPA III: License Format

Initial Practitioner License (IP)

Under prior and current rules, 2 year license for IMAP completion, then conversion to 5 year proficient practitioner license

REPA III as originally proposed, expands IP to 5 year span.

REPA III change removes the Indiana Mentoring and Assessment Program (IMAP) requirement

10-year License

REPA I current language

- * Accomplished Practitioner License
 - * M.A. required
 - * 2 years of teaching experience (same since Rules 2002)

REPA III as originally proposed eliminates the 10 year license; would become 5 year license

Options:

- * Leave as originally proposed in REPA III (eliminates 10 year license)
- * Keep 10 year license as it currently exists in REPA I
- * Keep 10 year license and expand eligibility to include NBPTS certified teachers

REPA III: Addition by testing

- * REPA I currently does not allow the following content areas to be added by testing alone: elementary education, early childhood education, fine arts content areas (i.e. Music, Art, Theatre Arts, etc), exceptional needs/special education areas, communication disorders, English as a new language and High Ability.
- * REPA III as originally proposed does not allow the following to be added by testing alone: exceptional needs/special education areas, communication disorders, elementary education, early childhood education, English as a new language, or High Ability .
- * Difference between the regulations
REPA III does allows fine arts to be added by testing alone

REPA III: Health and PE

REPA I licenses PE and Health as separate content areas

REPA III Proposed language combines

- * Candidates would receive licensure in one combined content area of PE and Health, not as separate content areas.

REPA III: Dyslexia

- * Several public comments were submitted that requested the addition of language to program requirements that would help provide teachers with the background necessary to help identify and work with students with dyslexia.
- * Specifically, comments recommend training in evidence-based, systematic, explicit, multi-sensory phonics programs.

REPA III: Administrator Licenses - Building

Building-level Administrator License

- 2 years of teaching experience have been required since Rules 2002. (This is not a change in REPA III). REPA I also accepts 2 years school counseling experience.
- Current rules (REPA I) require a minimum of a masters and completion of an approved building administrator program.
- REPA III as proposed requires a bachelor's degree and completion of an approved program (not necessarily graduate level) that covers specific content.

Considerations:

- Principals serve as the lead evaluator in buildings
- Research continues to show the crucial role of the Principal as the Instructional Leader

Current (REPA I) required content for approved administrator programs

Human Capital Management; Instructional Leadership including evaluating instructional staff; Behavior that sets the tone for all student and adult relationships in the school; Culture of Achievement Aligned to the School's Vision of Success for every Student; Using Data to Attain Student Achievement Goals; Using Technological Tools and Systems to Support Effective Management of the Organization; Financial Management including Building-level budgeting; School Safety and Emergency Preparedness; Rights and Responsibilities of Students, Families, and School staff; Any other topics deemed appropriate by the Board

REPA III: Administrator Licenses - District

District-level administrator

Under prior and current REPA I rules, Ed.S. or higher is required and at least 2 years teaching experience (same since Rules 2002)

REPA III proposed language requires:

- (1) a masters or higher; and
- (2) Completion of an approved district administrator: superintendent program.

Current (REPA I) required content for approved district administrator programs

Human Capital Management; Instructional Leadership including evaluating instructional staff; Behavior that sets the tone for all student and adult relationships in the school; Culture of Achievement Aligned to the School's Vision of Success for every Student; Using Data to Attain Student Achievement Goals; Using Technological Tools and Systems to Support Effective Management of the Organization; Financial Management including Building-level budgeting; School Safety and Emergency Preparedness; Rights and Responsibilities of Students, Families, and School staff; Any other topics deemed appropriate by the Board

REPA III: Virtual Instruction

REPA III adds a new content area for virtual instruction.

511 IAC 15-6-25

Sec. 25. (a) If the department determines an applicant meets:

(1) the standards for virtual instruction to be eligible to provide virtual instruction; and

(2) all other applicable requirements under this title;

the license shall list "virtual instruction" as a content area.

(b) The holder of a license with virtual instruction is eligible to provide virtual instruction in the school setting listed on the license.

(c) The content area of "virtual instruction":

(1) may be added only to an existing valid instructional license; and

(2) shall apply to the school setting listed on the existing license to which it is added.

- * This reflects the changing modes of delivering instruction
- * The addition is consistent with the recommendation of the International Association for K-12 Online Learning (iNACOL) for Quality Online Courses.
- * California offers certification process for teaching online courses.
- * Public comment asked for additional clarification regarding whether every teacher who delivered instruction in the online format would be required to have this certification. In other words, will this content area be optional or mandatory for teachers instructing online virtual courses? Phase-in period?

Other states tests/programs

- * Comments were received recommending the rule language be changed to allow content and pedagogy tests passed for licensure in other states to be accepted in Indiana for licensure (to acknowledge teacher mobility and promote reciprocity).
- * Comments were received recommending the rule language be changed to accept approved programs in other states for Indiana licensure. REPA I does accept approved programs from other states for reciprocity purposes.
- * Comments were received recommending the language for Visiting Teacher Permits be expanded to allow for licensure in native languages by proficiency testing to assist local schools to better staff world language programs.

REPA III: Early Childhood

Public Comment recommended that Indiana Content standards be revised to align with the National Association for the Education of Young Children (“NAEYC”).

511 IAC 15-4-2 Early childhood education curriculum requirements (REPA III proposed language)

Sec. 2. To be eligible for the early childhood education school setting set forth in section 1 of this rule, the applicant must successfully meet the developmental and content standards by at least one (1) of the following requirements:

- (1) Completed a baccalaureate degree from an institution of higher education that includes the following:
 - (A) A minor or concentration in any of the content areas listed in section 1(a)(2) of this rule.
 - (B) A major or content area in education from an approved program that includes the following:
 - (i) General education and subject matter concentration that aligns to the REPA teacher standards.
 - (ii) Professional education and pedagogy that aligns to the REPA teacher standards for early childhood education.
 - (iii) A minimum of ten (10) weeks of full-time student teaching during the later stages of the program with an effective teacher who holds a professional, proficient, practitioner, or accomplished practitioner license.
- (2) Completed the following requirements:
 - (A) A noneducation baccalaureate degree from an institution of higher education.
 - (B) An education minor or concentration from an approved program that includes the following:
 - (i) A minimum of ten (10) weeks of full-time student teaching during the later stages of the program with an effective teacher who holds a professional, proficient, practitioner, or accomplished practitioner license.
 - (ii) Professional education and pedagogy that aligns to the REPA teacher standards for early childhood education.
- (3) A baccalaureate degree from an institution of higher education and a master of arts in teaching approved by the board in a content area determined by the department to substantially apply to a content area listed in section 1(a)(2) of this rule.

REPA III: Dual Credit

Public comment recommended that dual credit language be changed to require that teachers of dual credit courses have a master's degree or higher.

511 IAC 16-2-6 (REPA III proposed language)

Sec. 6. A teacher holding any license that makes them eligible to teach in a secondary setting may enter into a dual credit agreement with a higher education institution to teach a course for which dual credit may be awarded by that institution, if both of the following conditions are met:

(1) Completes a major of at least thirty-six (36) hours in the subject or a related subject to the area in which they will teach the dual credit course, holds a license for workplace specialist II or its equivalent, or meets the higher education institution's program standard for that course through an

alternative route defined by the higher education institution.

(2) At least three (3) prior years of teaching experience.

REPA III

Next steps:

- All changes between proposed and final language must be a logical outgrowth of a public comment
- Within these parameters, staff will draft proposed final language to bring to the Board in April or May based on today's conversation.
- The Board must vote on the actual final language presented
- If additional changes are made at the next meeting, staff will bring the document and revised language back again in the next month