

Rules for Educator Preparation and Accountability: Comparison between REPA I, REPA II (proposed), and REPA III (proposed)

Rules for Educator Preparation and Accountability 515 Article 1 → 511 Article 10						
REPA I		REPA II Original Proposed Version			REPA III Original Proposed Version	
Original 515 Reference (REPA I)	Summary of REPA I	New 511 Reference (REPA II)	Changes, Additions, or Deletions	Explanation/Rationale	Change from REPA II	Rationale
1-1-96	Definitions	10.1-1	<p>Added definitions for assessment, SBRR, effective teacher and assessment system, probationary license and professional license. Updated definitions to reference new teacher standards approved 12/2010.</p> <p>Deleted definitions for beginning teacher residency, beginning school services residency, and beginning building level administrator residency</p> <p>Deleted 3 references to national organizations (CEC, NBPTS, and NACG)</p>	Definitions were updated to align with proposed rules outlined in REPA 2 document.		Same as REPA II proposed
1-5	Residency (IMAP) program for beginning teachers, administrators, and school service personnel. Current teacher residency (IMAP) program is a checklist completed by	N/A	Removed residency (IMAP) requirements; corresponds to deletion of 2-year initial practitioner license at 14-1.	How to best assimilate new teacher into a school corporation is a local decision. Any state rule related to induction will result in an unfunded mandate. All teachers will be evaluated as required in IC 20-28-11.5.		Same as REPA II proposed

	<p>administrator by completion of 2nd year. Current school service residency (IMAP) program is a checklist completed by administrator by completion of 2nd year. Current principal residency (IMAP) program is the completion of an online assessment and the signature of supervisor.</p>				
1-6	<p>Transition to Teaching Program 1-6-1 (b) Each approved program under 515 IAC 3-1-1, except approved programs that do not meet the requirements of IC 20-28-4, must offer a transition to teaching program to prepare a qualified person who holds at least a baccalaureate degree to enter the teaching profession through a transition to teaching program.</p>	10.1-3	<p>10.1-3-1 (b) Each approved program under 511 IAC 13-1-1, except approved programs that do not meet the requirements of IC 20-28-4, may offer a transition to teaching program to prepare a qualified person who holds at least a baccalaureate degree to enter the teaching profession through a transition to teaching program. Adds provisions for P-12 T2T programs consisting of 24 credit hours.</p>	<p>Updates wording to align with statutory changes in last legislative session allowing non-IHE entities to seek approval to offer T2T programs (10.1-3-6(a)).</p> <p>Increases the flexibility for T2T programs to include P-12 preparation as well as elementary and secondary as outlined in the IC 20-28-4.</p>	Same as REPA II proposed
1-7	Renewal of Licenses	N/A	Moved to Article 14	Consolidation of licensing rules into one section. Renewal is fully outlined in Article 14.	Same as REPA II proposed
515 Article 2 → Removed Endorsement of School Psychologists					
REPA I		REPA II Original Proposed Version			REPA III Original Proposed Version

Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Change	Rationale
Article 2	School Psychologist – Independent Practice Endorsement	19-1	Moved to Article 19	Defined and authorized by statute.		Same as REPA II proposed
515 Article 3 → 511 Article 13 Accreditation of Teacher Preparation Programs						
REPA I		REPA II Original Proposed Version			REPA III Original Proposed Version	
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Change from REPA II	Rationale
515 IAC 3-1-1 Approval of programs preparing educators Sec. 1. (a) An approved program means a program recognized by the board to prepare educators to meet requirements for licensure. (b) To be approved by the board, a program shall do the following: (1) Meet one (1) of the curriculum requirements under subsection (c). (2) Develop an assessment system for approved programs under section 3 of this rule. (3) On or after July 1, 2011, require program applicants, as a condition of acceptance to the program, to obtain at least a minimum acceptable score on an examination established under 515 IAC 8-2-2 that demonstrates proficiency in basic reading, writing, and mathematics. (4) Provide current information to the board on the: (A) name; (B) mailing address; (C) electronic mail address; (D) telephone number; and (E) facsimile number; of the supervisor	Program review and accreditation were not well defined in REPA 1 Department provided recommendations to board who then made recommendations to the superintendent for new program approvals and state accreditation decisions.	511 IAC 13-1-1 Approval of teacher preparation programs Sec. 1. (a) An accredited teacher preparation program means an organization recognized by the department to prepare educators to meet requirements for licensure. (b) To be accredited by the department, a teacher preparation program shall do the following: (1) Have at least one approved licensure program. (2) Meet requirements as approved and published by the department to maintain satisfactory state accreditation status (3) Develop an assessment system that includes all approved licensure programs under section 2 of this rule. (4) Require program applicants, as a condition of acceptance to the program, to obtain at least a minimum acceptable score on an assessment established under 511 IAC 15-7-2 that demonstrates proficiency in basic reading, writing, and mathematics or an alternative as approved and published by the department.	REPA 2 defines program approval and state accreditation process. Department provides recommendation to state superintendent for new program approval and state accreditation. Revocation of state accreditation authority resides with the State Board of Education. Updates rule to include REPA Common Core Standards	Redistributes authority for new program approval and state accreditation. State Board will make decisions regarding the revocation of state accreditation.	Changed “department approves” to SBOE	Consistent with public comments from REPA II. Specifically, responsive to the following: Public Hearing comments: 1, 8, 20, 24, 25, 26, 28, 29, 30. Online forum comments: 3, 33, 39, 43, 46, 56, 57, 59, 61, 74, 84, 95, 108, 110, 111, 112, 126, 139, 140, 144, 145, 150, 151, 156, 162, 165, 171, 175, 176, 186, 203, 205, 208, 216, 240, 250, 254, 261, 263, 271, 274, 277, 279, 280, 284, 288, 310, 311, 318, 342, 250, 353, 372, 377, 384, 406, 410, 443, 448, 451, 475, 486, 502, 504, 511, 512, 528, 531, 535, 536, 543, 548, 549, 553, 563, 579, 586, 624, 628, 632, 633, 634 Email: 5

<p>of the program</p> <p>(5) Provide the institutional report submitted to NCATE, or an equivalent report.</p> <p>(6) Meet any standards for programs adopted by the board that may include the following:</p> <p>(A) Professional standards for the accreditation of schools, colleges, and departments of education of the National Council for Accreditation of Teacher Education (NCATE) Chapter 2 of NCATE's Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, January 2002 edition, is hereby incorporated by reference. Copies of this publication may be obtained by writing to the National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036-1023. Copies may also be obtained from the Office of Educator Licensing and Development, 151 West Ohio Street, Indianapolis, Indiana 46204.</p> <p>(B) Model standards for beginning teacher licensing and of the Interstate New Teacher Assessment and Support Consortium (INTASC). The draft standards section of the Model Standards for Beginning Teaching Licensing and Developments: A Resource for State Dialogue as developed by the Interstate New Teacher Assessment and Support Consortium, 1992 edition, are hereby incorporated by reference. Copies of this publication may be obtained by writing to Interstate New Teacher Assessment and Support Consortium,</p>		<p>(5) Provide current information to the department on the:</p> <p>(A) name;</p> <p>(B) mailing address;</p> <p>(C) electronic mail address;</p> <p>(D) telephone number; and</p> <p>(E) facsimile number; of the supervisor of the teacher preparation program</p> <p>(6) Provide an annual state report to the department.</p> <p>(c) An approved licensure program shall prepare students to meet REPA teacher developmental and content standards under at least one (1) of the following:</p> <p>(1) A major or content area under 511 IAC 15-1-1 or 511 IAC 15-4-1.</p> <p>(2) A major or content area under 511 IAC15-2-2, 511 IAC15-3-2, or 511 IAC 15-5-2. If the major is offered by a teacher training institution, the major must meet or exceed the content requirements of any other major offered by the institution for higher education for that content area.</p> <p>(3) A minor or concentration under 511 IAC15-1-2, 511 IAC 15-2-2, 511 IAC15-3-2, 511 IAC 15-4-2, or 511 IAC 15-5-2. If the minor is offered by a teacher training institution, the minor must meet or exceed the content requirements of any other minor offered by the institution for higher education for that content area.</p> <p>(4) The requirements for an administrative license under:</p> <p>(A) building level administration;</p> <p>(B) district administrator: superintendent;</p> <p>(C) district administrator: director of career and technical education;</p>				
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<p>Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, D.C. 20001-1431. Copies may also be obtained from the Office of Educator Licensing and Development, 151 West Ohio Street, Indianapolis, Indiana 46204.</p> <p>(c) An approved program shall prepare students to meet developmental or content standards under at least one (1) of the following:</p> <p>(1) A major or content area under 515 IAC 8-1-1.4(1)(B) or 515 IAC 8-1-4.1(1)(B).</p> <p>(2) A major or content area under 515 IAC 8-1-1.6(1)(A), 515 IAC 8-1-1.8(1)(A), or 515 IAC 8-1-6.1(1)(A). If the major is offered by a teacher training institution, the major must meet or exceed the content requirements of any other major offered by the institution for higher learning for that content area.</p> <p>(3) A minor or concentration under 515 IAC 8-1-1.4(1)(A), 515 IAC 8-1-1.4(2)(B), 515 IAC 8-1-1.6(1)(B), 515 IAC 8-1-1.8(1)(C), 515 IAC 8-1-4.1(1)(A), 515 IAC 8-1-4.1(2)(B), or 515 IAC 8-1-6.1(1)(B). If the minor is offered by a teacher training institution, the minor must meet or exceed the content requirements of any other minor offered by the institution for higher learning for that content area.</p> <p>(4) The requirements for an administrative license under:</p> <p>(A) building level administration;</p> <p>(B) district administrator: superintendent;</p> <p>(C) district administrator: director of career and technical education;</p>		<p>(D) district administrator: director of curriculum and instruction; or</p> <p>(E) district administrator: director of exceptional needs.</p> <p>(5) The requirements for a school services license under:</p> <p>(A) school counselor.</p> <p>(6) A masters of arts in teaching for a content area.</p> <p>(d) The department will make the final determination of the status of all newly proposed and reviews of existing licensure programs applying for approved status</p> <p>(e) The department shall assist teacher preparation programs in developing quality licensure programs for preparing educators.</p> <p>(f) The department may reevaluate the status of an approved teacher preparation program or licensure program at any time. The department shall provide written notice of reevaluation to the approved teacher preparation program or licensure program. The department will make the final determination of the accreditation status of the teacher preparation program. Status will be determined on a cycle established by the department. The department will annually review and update status of all approved teacher preparation programs located in the state.</p> <p>(g) If the department reevaluates the approved licensure program and determines that the approved licensure program does not meet the requirements of this rule, the department may rescind approval. The department shall provide written</p>				
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<p>(D) district administrator: director of curriculum and instruction; or</p> <p>(E) district administrator: director of exceptional needs.</p> <p>(5) The requirements for a school services license under:</p> <p>(A) school counselor;</p> <p>(B) school psychologist;</p> <p>(C) school nurse;</p> <p>(D) school social worker.</p> <p>(6) A masters of arts in teaching for a content area.</p> <p>(d) The board will make the final determination of the status of all programs applying for approval of their program to prepare educators for licensing.</p> <p>(e) The board shall assist institutions of higher learning in developing quality programs for preparing educators.</p> <p>(f) An approved program shall:</p> <p>(1) provide assessment system data to the board annually in the format requested by the board;</p> <p>(2) provide an annual report to the board; and</p> <p>(3) comply with the requirements in subsection (b).</p> <p>(g) The board may reevaluate the status of an approved program at any time. The board shall provide written notice of reevaluation to the approved program.</p> <p>(h) If the board reevaluates the approved program and determines that the approved program does not meet the requirements of this rule, the board may rescind approval. The board shall provide written notice to the program if the board rescinds approval.</p>		<p>notice to the program if approval is rescinded.</p> <p>(h) The board may revoke state accreditation for a teacher preparation program upon recommendation of the department.</p> <p>(j) The department shall make the final determination on the approval of revisions to and adoption of teacher content and developmental standards</p>				
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<p>3-1-1 Sec. 3. Each institution's approved programs must implement the following:</p> <p>(1) An assessment system that assesses the quality of the program's applicants and program</p> <p>A plan for collecting and analyzing data on applicant qualifications, performance of candidates and graduates, and program operations for evaluating and improving the programs</p>		<p>13-1-2 Approved program assessment system Sec. 2. Each teacher preparation program must have an assessment system approved by the department that is in good standing and must implement the following:</p> <p>(1) evaluates the quality of the each approved licensure program's applicants and programs</p> <p>(2) documents candidates' mastery of content and developmental standards.</p> <p>(3) collects and analyzes data on applicant qualifications, performance of candidates and graduates, and program operations for evaluating and improving the programs.</p>	<p>Changes institution to teacher preparation program and adds definition of required elements</p>	<p>Word change allows for non-IHE based programs to be included.</p> <p>Added criteria allow for better understanding of requirements.</p>	<p>Changed approval from department to SBOE</p>	<p>Consistent with public comments from REPA II.</p> <p>Specifically, responsive to the following: Public Hearing comments: 1,8, 20, 24, 25, 26, 28, 29, 30. Online forum comments: 3, 33, 39, 43, 46, 56, 57, 59, 61, 74, 84, 95, 108, 110, 111, 112, 126, 139, 140, 144, 145, 150, 151, 156, 162, 165, 171, 175, 176, 186, 203, 205, 208, 216, 240, 250, 254, 261, 263, 271, 274, 277, 279, 280, 284, 288, 310, 311, 318, 342, 250, 353, 372, 377, 384, 406, 410, 443, 448, 451, 475, 486, 502, 504, 511, 512, 528, 531, 535, 536, 543, 548, 549, 553, 563, 579, 586, 624, 628, 632, 633, 634</p> <p>Email: 5</p>
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515 Article 4 → 511 Article 14
Probationary and Professional Practitioner Licenses

REPA I		REPA II Original Proposed Version			REPA III Original Proposed Version	
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Change from REPA II	Rationale
8-1	Initial Practitioner License description	14-1	<p>Deletes 2-year Initial Practitioner license. Proposes the first licensure level be called Probationary Practitioner License and be a 5 year license.</p> <p>Removes residency (IMAP)</p>	<p>Moved to Article 14 to consolidate licensing rules into one section.</p> <p>Move to a 5 year initial license instead of a 2 year initial license to align with teacher evaluation/effectiveness</p>	Deleted references to using evaluation/effectiveness data for license renewal throughout the document. Retain the Professional Growth Plan renewal schema currently in	The current PGP renewal process is very popular and adds value to locally focused Professional Development (PD) activities to count for

			requirement	requirements for renewal. Name changed in alignment with teacher contract status terminology in IC 20-28-6.	REPA.	license renewal. It also saves teachers the cost of taking college/university courses.
515 IAC 1-7-12 Application requirements for renewal of proficient practitioner licenses Sec. 12. (a) An application for renewal of a proficient practitioner license must include the following: (1) A completed application form approved by the department. (2) The renewal fee prescribed by 515 IAC 9-1-31, which fee may be submitted electronically if arrangements to accept electronic payment have been made by the board. (3) Documentation	Renewal requirements for proficient practitioner license	511 IAC 14-2-2 Application requirements for renewal of licenses Sec. 2. (a) An application for renewal of a probationary practitioner license must include the following: (1) A completed application form approved by the department. (2) The renewal fee prescribed by 511 IAC 16-1-2, (3) Documentation issued by the local governing body and applicant that the requirements of section 3 of this rule have been met. (b) Prior to September 1, 2017 an application for renewal of a professional practitioner license must include the	Applies to probationary license. If unable to move to professional license due to lack of effectiveness data or insufficient evaluations at the effective/highly effective levels, license is renewable through completion of a PGP using professional growth points/credit hours. Also applies to renewal of proficient practitioner licenses until September 1, 2017	Proposes eligibility for higher license level be based on evaluation/effectiveness ratings. Until 9/1/17, professional license holders may renew with PGP/credits.	Deleted references to Probationary and Professional license labels based on effectiveness data. Retain the license terminology of Initial Practitioner (5 year license) and Practitioner (5 year license).	Stems from public comment and consistent with change of removing tie to evaluation.

<p>issued by the local governing body and applicant that the requirements of section 14 of this rule have been met.</p> <p>(b) Applicants for license renewal shall provide all necessary evidence of eligibility.</p> <p>(c) An application for license renewal shall be submitted not sooner than sixty (60) days prior to the expiration date of the license.</p>		<p>following:</p> <p>(1) A completed application form approved by the department.</p> <p>(2) The renewal fee as established and published by the department.,</p> <p>(3) Documentation issued by the local governing body and applicant that the requirements of section 3 of this rule have been met</p> <p>(c) Applicants for license renewal shall provide all necessary evidence of eligibility</p>				
N/A	Not Present	14-2-5	Proposes if an applicant is unable to move to or maintain professional license status through evaluation/effectiveness data they may renew at the probationary level under 14-2-2.	Proposes only teachers who demonstrate effectiveness are eligible to maintain higher level (professional) licensure status.	Removed tie between evaluation data and license title	Consistent with recommendation above
4-2-1	Proficient Practitioner License description and requirements	14-3-1	Eliminates proficient practitioner license. License name changed to Professional Practitioner License Continues as a five year license. Eligibility for this license is a summative rating of effective or highly effective for at least 3 of the last 5 years.	Proposed changes reflect IC 20-28-6 contract status terminology; uses effectiveness data gathered under IC 20-28-11.5	Changed to 5 year Practitioner License	Consistent with recommendation above

N/A	Not present	14-3-2	Prior to 9/1/2017 professional license is renewable with PGP/ college credits. After 9/1/2017, professional license is only renewable with evaluation/effectiveness ratings.	Proposed change reflects alignment with increased emphasis on teacher effectiveness.	Removed tie between evaluation data and license title.	Consistent with recommendation above
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**515 Article 5 → 511 Article 16-4-3
Substitute Permits**

REPA I		REPA II Original Proposed Version			REPA III Proposed Version
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Same as REPA II proposed
5-1	Substitute Permits	16-4-3, 3.1, 3.2	Moved to Article 16	Consolidation of requirements for various permits.	
5-1-3	School district substitute plan	N/A	Removed	These plans are no longer collected by the department. Neighboring school corporations are encouraged to define their own reciprocity agreements.	

**515 Article 6 → 511 Article 18
Educational Interpreters**

REPA I		REPA I Original Proposed Version			REPA III Proposed Version
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Same as REPA II proposed
6-1-7	Educational Interpreter Emergency Permits	N/A	Removed	EP's for Ed. Interpreters are not permissible under IDEA and 511 IAC Article 7	

515 Article 8 → 511 Article 15

School Settings and License Content Areas						
REPA I		REPA II Original Proposed Version			REPA III Proposed Version	
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Change from REPA II	Rationale
8-1	Initial Practitioner License description and renewal requirements	14-1	Eliminates 2-year Initial Practitioner license. Proposes first license be Probationary Practitioner License valid for 5 years. Removes residency (IMAP) requirement. If unable to move to professional license, license is renewable as probationary license through completion of PGP with professional growth points/credit hours.	Moved to Article 14 to consolidate licensing rules into one section. Proposed name changed in alignment with teacher contract status in IC 20-28-6. Proposed eligibility for higher license level is based on effectiveness, however may continue to renew at probationary level with PGPs/credits	Restored Initial practitioner license as a five year license.	Use of term “initial practitioner” license is in statute. Five year span is consistent with move to five-year probationary license that was in original REPA II proposal.
8-1-1.3	Content areas eligible for a K-6 Elementary License	15-1-1	Proposes Elementary Generalist as a K-6 license	Defines eligible content areas by developmental level; includes any licensable area as elementary minor	Same as REPA II proposed	
8-1-1.5	Content areas eligible for a 5-12 Secondary License	15-2-1	Proposes inclusion of Business, CTE areas, Journalism, Language Arts, Mathematics, Science, Social Studies, and Engineering & Technology.	Defines eligible content areas by developmental level. Excludes Exceptional Needs from 5-12 preparation and grade coverage.	Restore Exceptional needs for 5-12 span	REPA I and REPA II are drafted such that each content area that could appear on a license has its own section in the rule. Each content area subsection sets forth the requirements that must be met for an applicant to receive a license that lists that content area. Each content area subsection references by citation applicable “setting” requirements,

						<p>i.e. early childhood, elementary, 5-12, or P-12, which are set forth in different sections. The very first version of REPA 2 that was circulated had, in the content sections, listed only the P-12 setting requirements. This resulted in the impression that the only license setting that an applicant could seek to have Exception Needs listed would be the P-12 setting.</p> <p>Additional review allowed IDOE to realize that the Early Childhood setting and the Elementary setting required that an applicant have a concentration or minor in one of a list of areas, including Exceptional Needs, which is appropriate but created a conflict between the setting requirements and the content provisions. We therefore amended the content provisions to allow an individual to</p>
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						<p>have Exceptional Needs listed on an Early Childhood, Elementary, or the P-12 setting license. The unintended consequence is that the licensure rules now allow an individual to receive an exceptional needs license for Early Childhood, Elementary, or P-12 setting, but not the 5-12 setting. The 5-12 setting was the only setting for which a teacher could not obtain an Exception Needs License.</p> <p>Including the option of 5-12 preparation and licensure will address a high number of public comments expressing concern about the unique teaching strategies required for high school aged students with disabilities. This change will add another licensure option for teachers and allow teacher preparation institutions another option for structuring their programs to</p>
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						address the needs of distinct developmental levels.
8-1-1.7	Content areas eligible for a P-12 License	15-3-1	Proposes inclusion of Computer Education, English Learners, Exceptional Needs, Fine Arts, World Languages, High Ability, Health & PE, Library/Media, and Reading	Defines eligible content areas by developmental level.	Same as REPA II proposed	<p>Increases flexibility by allowing addition by testing alone for three areas that previously were not available through testing alone.</p> <p>Current language in REPA has 7 exceptions to the “addition by testing” option, so this change will still increase the opportunities for educators to expand their licensure areas and teaching options while recognizing a high volume of concerns expressed during public comment about the importance of teacher training courses for teachers of students with disabilities and elementary teachers. Considering the DOE’s focus on improved reading skills and preparing students to be successful on I-Read, this will also emphasize the importance of early childhood and elementary teacher</p>

						preparation that includes training in scientifically-based reading research (SBRR).
8-1-4	Content areas eligible for a P-3 Early Childhood License	15-4-1	Proposes inclusion of Early Childhood Generalist, Exceptional Needs-Mild, and Exceptional Needs-Other	Defines eligible content areas by developmental level.	Same as REPA	
8-1-6	Content areas eligible for a 5-9 Middle School License	15-5-1	Proposes inclusion of Language Arts, Mathematics, Science, and Social Studies	Defines eligible content areas by developmental level.	Same as	
8-1-1.4, 1.6, 1.8, 4.1, 6.1	Curriculum Requirements for all developmental levels	15-1-2 15-2-2 15-3-2 15-4-2	This change requires programs to align to REPA Indiana Teacher Preparation Standards Proposes increased student teaching requirement from 9 weeks to 10 weeks. Cooperating teacher assigned must be "effective" teacher.	Removes REPA essential pedagogy which was used as a placeholder since the new teacher standards were in process at the time. Replaces with requirement candidates must complete an approved program aligned to REPA content and developmental standards. Student teaching revisions based on NCTQ Report "Student Teaching in the United States" http://www.nctq.org/edschoolreports/studentteaching/	Same as REPA II proposed No change	
8-1-8	Adaptive PE	N/A	Proposes removal of content area	Adaptive PE is included in the teacher standards for all PE teachers.	Same as	
8-1-16	Communication Disorders	15-6-22.5	Moved to Article 15	No Change. Authorized by statute.	Same as REPA II	
8-1-18	Driver and Traffic Safety	N/A	Proposes removal of content area	Authority for Driver's Ed was transferred to BMV in last legislative session	Same as REPA II	
8-1-21	Exceptional Needs	15-6-9, 10	Proposes candidates are prepared for mild and intense exceptional needs for all developmental levels resulting in P-12 licensure. Separates exceptional needs licensure into 2 sections: mild intervention and the other 3 (intense intervention, blind and low vision and deaf and	Provides marketability for candidates by expanding the grades/developmental levels of exceptional needs students they can serve.	Split into four areas, mild intense, blind, and deaf	Consistent with public Comments from REPA II

			hard of hearing)			
8-1-26	Middle School Education	N/A	Removed	Eliminates middle school “generalist” content area. Candidates are still eligible to be certified for middle school in separate content areas.	Same as REPA II proposed	
8-1-29, 29.1	Separate licensure areas of health and physical education	15-6-16	Proposes combining licensure areas into one Health and Physical Education content area.	Combining areas increases candidates’ marketability. Twenty-five of 26 approved preparation programs offering health licensure also offer PE.	Same as REPA II proposed	
NA	Virtual Instruction	15-6-23.5	Proposes adding a content area to address on-line pedagogy at the secondary level. This content area must be added to an existing license.	New teacher standards require candidates to master pedagogy related to on-line environments and effective use of digital tools. Current teachers need opportunities to develop skills in this area as well. Standards and a licensure test will be developed for this area.	Same as REPA II proposed	
8-1-40	Building Level Administrator requirements	15-6-25	After Sept. 1, 2017, eligible candidates must hold a professional license. Candidates are required to complete an approved BLA program. Candidates may complete a master’s degree or higher. This area results in a P-12 license only.	Requiring candidates to hold a professional license ensures they have been rated as effective or highly effective in at least three of the last five years. Increases the prerequisite teaching experience from 2 years to a minimum of 5 years by virtue of prerequisite “professional practitioner” license.	Eliminate professional license requirement if such license will not exist in proposed final version. Revise prerequisite of 2 years classroom experience as an effective teacher to 2 years teaching experience at any level, including higher education. Applicants must hold an initial practitioner or practitioner license.	Changing the teaching experience prerequisite will open access to school administration to license holders with higher education experience. The elimination of the Ed.S. degree for superintendent licensure will open up access to district leadership positions while maintaining a level of preparation and academic credentials commensurate with the responsibility and authority held by a superintendent. For those uniquely qualified individuals who may not
8-1-41; 8-1-42; 8-1-43; 8-1-44	District Level administrator: superintendent; director of career and technical education; director of curriculum and instruction; director of exceptional needs	15-6-26	After Sept. 1, 2017, eligible candidates must hold a professional license. Candidates are required to hold at least a master’s degree and complete an approved district level administrator program. This area results in a P-12 license only.	Requiring candidates to hold a professional license ensures they have been rated as effective or highly effective in at least three of the last five years. Increases the prerequisite teaching experience from 2 years to a minimum of 5 years by virtue of prerequisite “professional practitioner” license.	Eliminate professional license requirement if such license will not exist in proposed final version. Revise prerequisite of 2 years classroom experience as an effective teacher to 2 years teaching experience at any level, including higher education. Applicants must hold an initial practitioner or practitioner license.	

						hold graduate degrees but who have the knowledge, skills and experience for school or district administration, a local school board may apply for a Temporary BLA or Temporary Superintendent license.	
	Approved					<p>Added language to Strengthen building-level administrator preparation (whether offered by IHE or non-IHE entities) to require the Board to consider whether approved programs meet current educator standards for BLA and cover the following topics:</p> <ul style="list-style-type: none"> - 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 	Specific language to strengthen BLA programs addresses concerns expressed in public comment that building administrator preparation will no longer be rigorous or relevant without a mandatory master's degree.

					<ul style="list-style-type: none"> - 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 	
8-1-46	School Psychologist	15-6-29.5	Moved to Article 15.	Defined and authorized by statute.	Same as	
8-1-47	School Nurse	N/A	Proposes removal of IDOE issued license	This area is eligible for an IPLA license, as such does not require redundant licensure by IDOE	Restored School Nurse	Retaining DOE licenses for school social workers and school nurses addresses many concerns expressed in public comment about the lack of a "school" focus in the training required for similar licenses
8-1-48	School Social Worker	N/A	Proposes removal of IDOE issued license	This area is eligible for an IPLA license, as such does not require redundant licensure by IDOE	Restored School Social	

						issued by the Professional Licensing Agency for LCSWs and RNs. Public comments supported a need for the DOE licensure in these areas. Additionally, there were concerns expressed about the liability of individuals not holding DOE licensure and there are statutory references to school social workers and school nurses in other parts of the Indiana Code that would be impacted if these licenses are not
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						retained.
8-1-50	Temporary Superintendent license	15-6-31	Proposes IDOE will process districts' written requests for approval rather than a board committee with prescribed membership (principal, superintendent and 2 additional board members). Continues requirement of master's degree.	Applications are often time sensitive and allowing the department to determine approval will result in greater time efficiency and responsiveness to the field.		Same as REPA II proposed
N/A	Not Present	15-6-32	Proposes addition of a Temporary Building Level Administrator license. Does not require a master's degree. Applicants must hold or be eligible to hold a professional practitioner license as determined by evaluation/effectiveness data.	Provides for greater flexibility for school corporations. Allows school corporations to "grow their own" administrators.		Same as REPA II proposed
8-2-1 (d)	Proficiency Evaluation Committee: Reviewed materials for applicants who were unable to pass licensure examinations with	N/A	Proposes elimination of this option.	Districts who wish to hire an applicant that is unable to pass required licensure examinations and as such is ineligible for a license have the option of applying for an emergency permit. The EP would be renewable annually based on teacher effectiveness. Indiana is the only state in the US with an alternative process for candidates unable to successful meet testing requirements. Unaware of any other professional		Same as REPA II proposed No change

	accommodations to determine eligibility for licensure			organizations that require testing (nursing, accounting, engineering, law, etc) but provide for alternative process.		
8-2-1 (e)	Adding content areas to an existing license through testing only	15-7-1 (e), (f) (g)	All content areas may be added to an existing instructional license via all approved licensure exams. All candidates must pass the licensure assessment for every content area in which they are licensed. For the purpose of licensure, test scores expire after 5 years.	Provides greater flexibility for candidates to become licensed in multiple content areas. Eliminates the exception for 7 content areas that currently require completion of a program of coursework as well as testing (elementary education, early childhood, exceptional needs, ENL, fine arts, communication disorders, and high ability) Provides department with data on all program completers' mastery of standards. Indiana has not had an expiration date for test scores previously, but most states do. Testing vendors also recommend expiration as tests change, standards change, expectations change and therefore the reliability/validity of an old test is questionable.	Deletes 511 IAC 15-7-1(e) which allows license holders to add exceptional needs/special education areas, communication disorders, elementary education, early childhood education, EL, or High Ability to an existing license by only passing the content area tests after Aug 30, 2013. The deletion of this language will require teachers to complete an approved program of coursework in early childhood, elementary education, and exceptional needs areas as well as passing the appropriate content area exams to qualify for the addition to an existing license. Adds language that the board shall consider the appropriateness of adding early childhood and elementary education areas by testing alone after pedagogy exams are developed.	Current language in REPA has 7 exceptions to the "addition by testing" option, so this change will still increase the opportunities for educators to expand their licensure areas and teaching options while recognizing a high volume of concerns expressed during public comment about the importance of teacher training courses for teachers of students with disabilities and elementary teachers. Considering the DOE's focus on improved reading skills and preparing students to be successful on I-Read, this will also emphasize the importance of early childhood and elementary teacher preparation that includes training in scientifically-based reading research (SBRR).
8-2-2	(a)DPS Adv. Board	15-7-2	(a)Department will review	Department will use same process for licensure assessment	Change Department to	Increases transparency and

approved all teacher licensure assessments and established cut scores (c) Six month interval between board final action and test and/or cut score implementation.		and approve all teacher licensure assessments and establish cut scores. (c) Ninety day interval between department approval and test and/or cut score implementation.	approval as previously used by board. Committee of content experts (teachers and faculty) will review assessment, complete score panel process to establish a cutscore, accept public comment, review public comment before making a final decision and publishing testing information, with implementation no sooner than 90 days after final action.	Board	permits more public input. Consistent with public comment.
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**515 Article 9 → 511 Article 16
Issuance and Revocation of Various Licenses and Permits**

REPA I		REPA II Original Proposed Version			REPA III Proposed Version	
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Change from REPA II	Rationale
N/A	Not present	16-1-1 (d)	Proposes prior to September 1, 2017, proficient and accomplished practitioner license holders who are unable to renew their license at the professional level due to insufficient effectiveness data must renew with a proficient practitioner license	This is to accommodate those license holders who will need to renew before they have had an opportunity to accumulate enough effectiveness data to obtain a professional license. Eliminates 10-year renewals of accomplished practitioner or 10-year professional licenses under prior rules.	Eliminated	Unnecessary with change
N/A	Not present	16-1-1 (e)	Proposes prior to September 1, 2017 initial practitioner (2-year) license holders shall renew with a probationary practitioner 5-year license upon their own request by completing the department's application process.	Provides process for renewal for initial practitioner license holders who do not have effectiveness data. Primarily used for beginning teachers who are licensed, but have not yet been hired by a school.	Reflects change to five-year initial practitioner license	Consistent with above change
N/A	Not present	16-1-1 (h)	Proposes on or after September 1, 2017, the proficient practitioner license shall no longer be issued.	By this date, schools will have evaluation systems under IC 20-28-11.5. Applicants will be required to	Removed connection between evaluation data and license	Consistent with above change

				renew at the probationary or professional level based on evaluation results.		
9-1-7 (b), (c)	Out of state applicants for proficient or accomplished practitioner license	N/A	Removed	Out of state applicants are eligible to receive only a probationary license.	Changed terminology to initial practitioner	Consistent with above change
NA	Dual Credit Teacher	16-2-6	Proposes minimum requirements for teachers to be eligible to enter into an agreement with a higher education institution to teach a dual credit course.	Proposed change ensures strong content preparation. Effectiveness provides for strong quality measure. IHE criteria for faculty selection are campus specific. IHEs participation is voluntary. Dual credit courses are good for students and the proposed rule helps move dual credit forward.	Same as REPA II proposed	
9-1-16	Creditable experience for licensing	16-2-7	Majority of this section was removed as it related to service counted for out-of-state applicants. Active military experience still qualifies an applicant for an extended validation period of their license.	Years of experience no longer influences the type of license issued. Out of state applicants are not eligible for a professional license.	Allows higher education teaching experience to constitute creditable experience	Opens pathway for those who have taught in higher education
9-1-19	Emergency Permits	16-4-1	Proposes permit is renewable annually provided the applicant receives a rating of effective or highly effective on an evaluation that meets the components outlined in IC 20-28-11.5. Coursework toward full licensure no longer required for renewal.	Holders of an emergency permit must demonstrate effectiveness (summative rating of highly effective or effective) to be eligible for renewal. Permit holder does not have to be progressing in a program toward licensure to renew.	Inserts bachelor's degree requirement; delete 16-4-1(d) which allows renewals based solely on evaluation results; insert requirement that candidate may renew annually upon request of the employing school district if the candidate has completed at least 6 sem hours of coursework on an approved program toward full licensure (current REPA language).	Public comments expressed concern about training and accountability for teachers holding emergency permits. Retaining the REPA requirement that emergency permit holders be progressing toward licensure in an approved program will address those concerns without limiting local staffing options.

9-1-27	Transition to Teaching Permit	16-4-2	Proposes applicants for a Transition to Teaching permit must pass basic skills assessment (or alternative) and content assessment prior to admission. After Aug. 31, 2013 must complete pedagogy assessment prior to receiving probationary license.	Candidates in Transition to Teaching programs are expected to demonstrate content proficiency prior to admission. T2T preparation programs are expected to prepare candidates in appropriate developmental pedagogy.	Changes timing of pedagogy test to end of coursework	Consistent with other program completers. Allows students to take pedagogy coursework prior to taking pedagogy test.
	Not Present	16-4-4	Adds Adjunct Teacher Permit: Applicant must hold bachelor's degree with at least a 3.0 GPA in the content area in which the applicant intends to teach, and have passed content area assessment in the content area in which the applicant intends to teach. Permit is valid for 5 years and may be renewed by receiving ratings of effective or highly effective in 3 of the last five years.	Provides for greater flexibility. Allows content prepared individuals to be employed to teach in a public school setting. Permit renewal eligibility is based on summative effectiveness rating (3 out of 5 years effective or highly effective) which aligns with recent reform agenda.	Includes adjunct permit, which allows individuals with a 3.0 GPA in the content area in which the applicant intends to teach, and have passed content area assessment in the content area in which the applicant intends to teach. Permit is valid for 5 years and may be renewed by receiving ratings of effective or highly effective in 3 of the last five years. Requires completion of pedagogy through any of a list of providers.	

**515 Article 10 → 511 Article 17
Workplace Specialists**

REPA I		REPA II Original Proposed Version			REPA III Proposed Version	
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Change from REPA II	Rationale
10-1-8, 8.1	Initial Practitioner License (WS I)	17-3-2, 2.1	Probationary Practitioner License: Proposes a 2 year license. If ineligible to move to a professional license, may renew at the probationary level through Professional Growth	Workplace specialists have not completed approved preparation programs so their window to demonstrate effectiveness is accelerated.	Removed “probationary” language. Restore “I” 2-year workplace specialist initial practitioner license as it existed in REPA I..	Consistent with above change and accounts for unique requirements of WS licenses.

			Points/Credits one time for one year. May be converted to Professional Practitioner license upon completion of basic skills assessments and effectiveness ratings (1 of the last 2 years rated as effective or highly effective)		Remove tie between evaluation and license type	
10-1-9, 10, 14, 15	Proficient Practitioner License requirements (WS II)	17-3-3, 3.1	Professional Practitioner License: Renewal eligibility aligned to effective ratings 3/5 effective or highly effective ratings).	Moving from a probationary to professional licenses is based on demonstration of effective teaching.	Remove tie between evaluation and license type. Allow 5-year workplace specialist practitioner license.	Consistent with above change
515 Article 12 → Removed Accomplished Practitioner License						
REPA I		REPA II Original Proposed Version			REPA III Proposed	
Original 515 Reference	Original Summary	New 511 Reference	Changes, Additions, or Deletions	Explanation/Rationale	Change from REPA II	Rationale
Article 12	Accomplished Practitioner License	N/A	Eliminated.	Proposes licenses at probationary and professional levels aligned to teacher contract status as defined in IC 20-28-6. Proposes renewal be connected to effectiveness rating every 5 years.	Remove tie between evaluation and license type. Allow five-year practitioner license.	Consistent with above change