



**Summary of Proposed Changes
to the Rule Revision for Educator Preparation and Accountability (REPA)**

*Advisory Board of the Division of Professional Standards
Working Session
August 20, 2009*

Since the July 29, 2009 meeting of the Advisory Board of the Division of Professional Standards (Advisory Board), the Indiana Department of Education (DOE) has received feedback from numerous stakeholders regarding the draft of the REPA. The two tables below reflect the potential draft changes that would result from this feedback. The first table identifies changes made prior to the distribution of the most recent draft to members of the Advisory Board on August 13; the second table identifies potential changes suggested since that time.

Summary of Significant Changes Incorporated into Current Advisory Board Draft

Section	Page	Brief Explanation of Proposed Change
2	3	Adds special education cooperatives, charter schools and cooperating school corporations for vocational education as organizations that must create residency programs for beginning teachers, administrators and school services personnel.
20	14	Increases maximum credit hours for a minor in education from 15 to 18 hours. Approved programs are restricted to 18 hours, but applicants for licensure have no limitation on the number of education classes they choose to take.
34	23	Prescribes 6 credit hours of a minor in education for scientifically-based reading instruction.
34	23	Permits the advisory board to approve online teacher preparation programs for elementary education. Section 36 allows the same for secondary education.
36	24	Separates the student teaching requirement from the 18 credit hour maximum for a minor in education.
37	25	Identifies the following instructional content areas for P-12 coverage: adaptive physical education, physical education, health, fine arts, communication disorders, exceptional needs, English as a new language, high ability, library/media, and reading.
46	29	Adds a content area of "communication disorder," which requires a valid Indiana Professional Licensing Agency license for speech pathologist or clinical fellowship year as a prerequisite.
52	32	Recognizes an area of concentration for elementary generalist licenses in the following content areas: language arts, mathematics, science, social studies, exceptional needs, early childhood education and fine arts.
53	32	Separates "health" and "physical education" into two distinct content areas.
60	35	Adds a content area of "reading."
73	43	Provides the advisory board with more flexibility to determine the required examinations and cut scores for content area tests. Creates process for public input regarding examination types and required scores.

Summary of Significant Changes *Not Yet* Incorporated into Current Draft

Section	Page	Brief Explanation of Proposed Change
3	4	Substitutes the word “assessment” for “evaluation” to clarify that the residency program is an integral part of an initial practitioner’s license and is not connected to a condition of employment.
5	8	Streamlines the appeals process for the beginning teacher residency program to require an appeal first to the district superintendent and then to its governing body, as opposed to allowing an appeal to either in any order.
19	13	Clarifies that professional development experiences are required for the renewal of administrative licenses.
19	13	Adds an appeals process for the professional growth plan. Allows an applicant to request that the advisory board hold a hearing and affirm or reverse the local decision on the applicability of professional growth experiences for renewal.
19	13	Broadens authority of a building administrator to direct professional development by eliminating “defined experience” categories, keeping only a required number of hours and a list of allowable professional growth activities.
19	13	Clarifies the approval process for professional growth experience points to establish that the Department will review and approve the plan for any person not employed by a school district.
19	13	Establishes an option for applicants seeking to renew proficient or accomplished practitioner’s licenses to apply 6 college course hours toward license renewal.
20	14	Vests the advisory board with the authority to approve any new educator preparation programs.
64	36	Creates an option for building level administrators to pursue alternative educational administration programs. Sections 65 through 68 permit the same for other administrative license holders.
71	42	Strengthens the temporary administrator license by requiring that a written request submitted by a school board must demonstrate the applicant’s overall credentials and proficiency in a number of relevant areas (including finance, school law, etc.) and include a plan to address any deficiencies in such areas.
71	42	Limits the validity of a temporary administrative license to only the requesting school district, such that it expires when employment with that district ends.
87	54	Removes provision granting the department authority to act when regulations are otherwise silent on an issue.